

THE FACULTY OF ECONOMICS AND COMMERCE
PROCEDURES – SUBJECT SUBMISSION GUIDELINES

Subject Guidelines Faculty of Economics and Commerce

Refer also to the Academic Board Guidelines for the submission of course proposals.

<http://www.unimelb.edu.au/abp/bluebookvol1.pdf>

The following is required for each new subject or alteration to existing subject for Undergraduate Studies Committee or the Postgraduate Studies Committee consideration. For an alteration to an existing subject please provide all the existing subject details with the proposed changes for consideration highlighted.

- Subject Number** Six digit number with the first three digits being the Department code.
(if new subject indicate the level of the subject ie in 100's for 1st level, 200's for 2nd level etc)
- Subject Title** Subject title should be as brief as possible, different from other subject titles and not exceed 40 characters including spaces.
- Credit Points** Normally 12.5 credit points, must be multiples of 12.5
- Subject Coordinator** Name of academic coordinating the subject (normally also Chair of the Board of Examiners). If the Subject Coordinator is not known, write "To be advised"
- Prerequisites**
Corequisites Prerequisites and corequisites, if any, must be stated. It is often useful to add "or equivalent" to cover special cases.
- Second and third level subjects usually require prerequisite/s
Faculty policy is:
Prerequisites are designated subjects i.e. the traditional form of progression.
Prerequisites take the form of academic maturity. The completion of a certain number of Commerce points, regardless of discipline, is required as a prerequisite. (*Undergraduate Studies 6/00*)
- Contact** Must have the number of contact hours including details on hours of lectures, tutorials or seminars such as 2 hours of lectures and an hour tutorial.
and
The semester(s) in which the subject is taught must be stated.

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Subject Description The description should be designed with students who have not acquired familiarity with the specialised and technical language of the subject in mind. It is common for the description to contain an initial general statement outlining the main area of study in the subject, followed by a more detailed listing of the range of topics to be covered. However, information on the material to be covered should be phrased in terms general enough to enable a department to make minor adjustments without having to alter the details after publication.

Description should not exceed 200 words.

The subject description should only contain conditional statements regarding outcomes such as: On successful completion of this subject, students should.....

Assessment Must include details on the forms of assessment eg end of semester examination; seminar presentations, field work etc and the percentage of total assessment for each piece of assessment and length of words for assignments.
eg a 2 hour end of semester examination (60%), assignments not exceeding 3000 words (30%) and class participation (10%).

Faculty agreed guidelines on assessment.

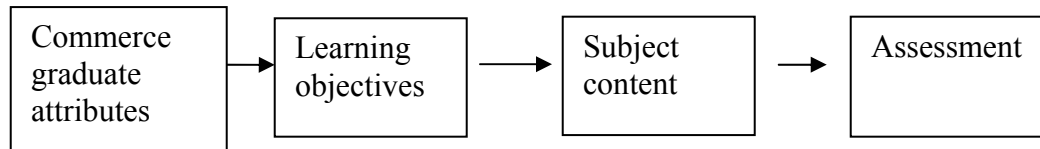
- Ensure that students:
 - receive feedback early and regularly throughout the semester
 - are assessed through a variety of forms of assessment
 - are made clearly aware of the standard of work that is expected of them
- Final exams should not exceed 70% of total assessment (suggested max 2 hrs)
- Multiple pieces of assessment taking a variety of forms should be used
- At least one piece of assessment should be completed and returned to students by the end of the 6th week of semester This is particularly important at the 100 level
- 1000 words or equivalent per 10% for assignments etc

Prescribed Texts Provide the title, author and publication date

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What follows is needed for Undergraduate/Postgraduate Studies Committee and the subject web page but is not included in the handbook entry.

Subject Objectives These should be expressed in terms of desired learning outcomes “On successful completion of this subject students should be able to” The objectives should be congruent with the attributes for Faculty undergraduates/post graduates and with the attributes for the specialisation. As you write the objectives for the subject think carefully about how you can demonstrate that the objectives have been met. Typically this will mean that you will think about assessment as you write the objectives. The attributes, objectives, subject content and assessment should be aligned and congruent with one another.



Consider also the place of the subject in the broader curriculum . Is this a prerequisite subject, are there professional accreditation issues, what are the pre-existing skills of students?

Phrase the objectives in terms of levels of thinking. Blooms *Taxonomy of Education Objectives* (1956) provides a useful classification scheme

- *Knowledge* – the student can recall, define, recognise, list and identify
- *Comprehension* – the student can demonstrate understanding of information by translating it into a different form or by recognising it in translated form. Appropriate verbs/phrases may be classify, describe, provide an example to illustrate.
- *Application* - the student can apply information to different scenarios. Verbs may be: apply, integrate, compare.
- *Analysis* – the student can recognise the structure of a body of information, break it into its constituent parts and specify the relationships between these parts. Verbs may be: explain, criticise, resolve, argue
- *Synthesis* – the student can bring to bear information from various sources to create a product that is uniquely their own. Verbs may be: discuss, test, consider, generalise.

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- *Evaluation* – the student can apply a standard in making a judgement on the worth of something. Verbs may be: theorise, hypothesise, reflect, evaluate.

Generic Skills

In addition to the subject objectives students should be made aware of the generic skills that they can expect to develop through successful completion of the subject. The following list highlights key generic skills - there may be many others pertinent to your subject. The faculty and specialisation graduate attributes provide the basis for the generic skills highlighted in the list. These skills should be phrased in the context of the subject as appropriate. A table of the generic skills that you aim to foster in your subject and the level should be included in each subject outline and on each subject web-page. An example of such a table is below

GENERIC SKILLS DEVELOPMENT	ACTIVITY LEVEL			
	None	Low	Moderate	High
Skills in				
Oral Communication				
Written Communication				
Collaborative learning				
Problem solving				
Team work				
Statistical reasoning				
Application of theory to practice.				
Interpretation and Analysis				
Critical thinking				
Synthesis of data and other information				
Evaluation of data and other information				
Use of Computer software				
Accessing data and other information from a range of sources				
Receptiveness to alternative ideas				

Awareness Issues

It may be that there are issues of a more general continuing and significant nature related to the subject that students will be made aware of through successful completion. These may relate for example to ethical issues, professional standards, measurement challenges, cultural issues, strategic and planning issues etc. A

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section highlighting these issues, if any, should be included in the subject outline and web pages.