Engineering Institute of Technology

Official Catalog

January 1, 2020 – December 31, 2020

Effective January 1, 2020

Engineering Institute of Technology: Engineer your Career!

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Errata Sheet

July 2020

- Released 2020 Catalog

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Engineering Institute of Technology

I. ABOUT EIT: MISSION, AUTHORITY, ACCREDITATION, DISCLOSURES

Vision

By 2026, EIT will be internationally recognized for its distance learning education in the engineering and technology areas. We will draw students from throughout the world because of our reputation for engineering programs which are strongly industry oriented coupled with graduate attributes that make our students employees of choice. Specifically:

- We will be ranked in the upper half of national universities in our education performance in engineering education (characterized by an emphasis on our hands-on online engineering labs).
- We will have 1900 full-time equivalent students drawn from throughout the world in a range of higher education engineering courses.
- Our courses will be world renowned for the way they prepare engineering para-professionals and professionals through both blended and online distance learning for careers in demand.

Mission Statement

EIT's mission is to provide students throughout the world with significant productivity gains in their workplace through cutting-edge applied engineering higher education using high quality online technologies (distance education) and on campus. The key objective of EIT is to provide an outstanding practical engineering and technology education; at Diploma level and beyond. The finest engineering lecturers, with extensive real engineering experience in industry, are employed from around the world. The learning is enhanced through live, two -way, online technologies.

EIT is a private Registered Training Organization (RTO) –provider number 51971, a Higher Education Provider, provider number PRV14008, and a registered CRICOS provider (CRICOS provider code 03567C)

EIT offers Masters Degrees, Graduate Diplomas, Graduate Certificates, Advanced Diplomas, Diplomas and Certificates in a growing array of engineering fields. Many (perhaps, most) engineering faculties in universities and colleges experience a significant challenge delivering the course-work affordably and with excellence. EIT achieves this using online based education: economical class sizes are attainable, international experts are engaged to instruct and remote laboratories and simulation software are employed.

EIT's mission guides the unique characteristics of the organization:

- EIT specializes in engineering education. Only programs related to engineering are offered.
- Every program is developed to include a high level of consideration of the needs of employers and industry (via Academic Board, Program Advisory Committees, and Industry Reference Groups), so that student learning remains relevant and productive (and appreciated by students and employers).
- Lecturers and academic staff are preferred who can demonstrate real-world experience, where developed knowledge is applied rather than overly theoretical.

EIT Core Values

EIT's values are an intrinsic part of its culture. These values listed below give a sense of identity and a context for all its activities, including:

- Excellence and quality in all our endeavors
- Scholarly integrity and excellence
- Sustainability
- Respect for the individual, equity, social justice and ethics
- Free intellectual enquiry
- Innovative, creative and entrepreneurial.

University Goals

EIT's Strategic Plan establishes a range of goals to plan for continuous improvement in EIT's capacity to provide adequate and realistic growth. They include:

- Goal 1: Excellence in Learning and Teaching
- Goal 2: Excellence in Student Learning and Support Experiences
- Goal 3: Excellence in Management, Staff and Staffing Processes
- Goal 4: Excellence in Scholarship and Research
- Goal 5: Excellence in Academic Programs
- Goal 6: Excellence in Partnerships and Engagement with Industry
- Goal 7: Excellence in Social Justice, Equity and Inclusion
- Goal 8: Excellence in Financial Effectiveness and Security
- Goal 9: Excellence in Physical Facilities and Systems

Authority

EIT is incorporated and authorized as a private institution by the State of Montana. EIT has the necessary authorization from the Board of Regents to offer post-secondary degree programs in the State of Montana. EIT satisfies the requirements of Montana Code Annotated § 20-25-107 and Board of Regents Policy 221, which regulate the award of post-secondary degrees by educational institutions in the State of Montana. The Montana University System, Office of the Commissioner of Higher Education, is located at 2500 Broadway, PO Box 203201, Helena, Montana 59620. Via phone at 406-444-6570 or by FAX at 406-444-1469.

Accreditation

N/A – In process

Review Documents Prior To Signing

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement.

Professional Licensure Disclosure

[To be added]

EIT's Recognition / Licensing and Membership Information

[To be added – regionalized to USA]

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II. ADMINISTRATIVE INORMATION

Administrative Office Hours of Operation
[To be determined on commencement of operations]

Montana University System
Office of the Commissioner of Higher Education
560 N. Park Ave
PIO Box 203201
Helena, MT. 59620-3201

HOLIDAYS
New Year's Day
Martin Luther King, Jr. Day
President's Day
Memorial Day
Independence Day (July 4th)
Labor Day
Thanksgiving Day
Christmas Day through New Year's Eve

Learning Contacts

We welcome contact from our students. If you would like access to any of your course records or require any assistance please do not hesitate to call or email your Learning Support Officer (LSO). If your LSO is not available please feel free to contact any of EIT staff listed below. We understand that online students may, at times; feel isolated and a little alone, so please stay in touch.

Higher Education

The contact details for the Higher Education are as follows:
Natalie Deng: Higher Education Manager natalie.deng@eit.edu.au

Global Offices

EIT head office is located in Perth, Western Australia [GMT +8]. Alternatively our global offices can be reached at the following numbers:

United States Toll Free: 1800 324 4244
Tel: +1 919 990 9381

Canada Tel: +1 604 331 6196
Toll Free: 1800 324 4244

	Toll Free: 1800 434 4045
Australia	Toll Free Tel: 1300 138 522 Tel: +61 8 9321 2891
New Zealand	Tel: +64 9 263 4759
India	Tel: +91 44 4061 8525
United Kingdom	Tel: + 44 20 8335 4014
South Africa	Tel: +27 11 024 5520/1/2/3/4/5

EIT Pty Ltd in Australia and EIT LLC in the USA share the same ownership: the Australian company Ross Mackay Pty Ltd. EIT LLC's Board of Directors has the authority to decide the policies and direction of the US entity with Guidance from the Governance Board of EIT P/L. The Governance Board of EIT P/L also considers matters relevant to the US entity:

1. In the light of policies and procedures that are based on those of EIT Pty Ltd, but have been revised to reflect US law and requirements, and
2. Recommendations from the Board of Directors EIT LLC

University Calendar and Term Schedule
[To be determined]

Standard Terms:
[To be determined]

Your Terms:
[To be determined]

2020 Calendar:
[To be determined]

Catalog Changes:
N/A – Version 1 in process.

Degrees and Certificates Offered

EIT School of Engineering is offering:

- Associate Degree of Engineering in Industrial Automation (AIA)
- Bachelor of Science (Industrial Automation Engineering) (BIA)

Associate Degree of Engineering Industrial Automation (AIA)

The EIT Advanced Diploma of Industrial Automation (the international version of the program) is recognized worldwide and has been endorsed by the International Society of Automation (ISA). Please ask us about specific information on accreditation for your location.

Gain strong underpinning knowledge and expertise in Industrial Automation covering a wide range of skills ranging from instrumentation, automation and process control, industrial data communications, process plant layout, project and financial management, and chemical engineering with a strong practical focus. Industrial Automation is an extremely fast moving area especially compared to the more traditional areas such as electrical and mechanical engineering. The field is diverse and dynamic and offers the opportunity for a well-paid and enjoyable career. The aim of the course is to empower you with practical knowledge that will improve your productivity in the area and make you stand out as a leader in industrial automation among your peers.

Anyone who wants to gain solid knowledge of the key elements of industrial automation to improve their work skills and to further their job prospects:

- Electrical Engineers and Electricians
- Maintenance Engineers and Supervisors
- Energy Management Consultants
- Automation and Process Engineers
- Design Engineers
- Project Managers
- Instrument Fitters and Instrumentation Engineers
- Consulting Engineers
- Production Managers
- Chemical and Mechanical Engineers
- Instrument and Process Control Technicians

Even those who are highly experienced in industrial automation may find it useful to attend some of the topics to gain know-how in a very concentrated but practical format.

Bachelor of Science (Industrial Automation Engineering) (BIA)

Isaac Asimov, a famous science fiction author, professor of biochemistry and robotics devotee said: *"Science can amuse and fascinate us all, but it is engineering that changes the world."*

Engineering touches everything and is responsible for our progress through the ages; it is, for example, fundamental to all forms of transportation, to power generation, communication technologies and biomedicine. Engineers also contribute to solving the complex challenges in the world today, including pollution, hunger and disease.

It is a prestigious career to pursue, with the highest average starting salary of any undergraduate major. Because it is a respected profession the world over engineers can also consider working abroad.

There is more choice for engineers now than ever before; it is a discipline which is developing and broadening with the evolution of technology. Industrial automation is one of those expanding streams of engineering, with an increasingly profound influence on most industries and enterprises.

With this qualification you will have acquired the essential knowledge which underpins both this and other fields of engineering. More importantly, you will have become an industrial automation technologist.

Archival of Student Records

The files of EIT students contain information that relate to the student's personal details and required demographic data, as well as documents relating to admission, enrolment, progression and graduation in the various award programs of EIT. While a large amount of this information is captured and maintained in the student management system (SMS), the student file may provide additional information to support the processes.

Student records will be kept electronically for a minimum of 10 years. Paper records shall be kept for a minimum of 4 years, or 2 years after the student has graduated, whichever is greater.

Completed student assessment items will be kept electronically for each student for a period of six months from the date on which the assessment judgement for the student was made. However, students' marks and grades shall be kept electronically for a minimum of 30 years.

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III. ADMISSION & ENROLMENT PROCESS

The Dean may appoint Admissions Officers to make selection decisions on their behalf. Admission Officers will identify applicants who meet the program entry requirements, including minimum academic requirements, and English language requirements.

Program entry requirements and selection methodology will be applied consistently to all applicants for a program in all modes of delivery, wherever it is taught. The applicant's entire application will be considered. The Admissions Officer may give greater weight to the applicant's most recent and/or relevant previous qualification, study, or experience. As far as possible, applications will not be pooled (held for competitive selection at a later time).

If programs select competitively, applicants who are eligible for admission will be ranked in comparison to one another and offers will be made in order of highest rank. Ranking must occur in accordance with documented ranking methodology for the program. Ranking methodology is documented as part of selection methodology for programs employing ranking. In order to be considered for a place, applicants must submit their application on time, in the correct manner, and complete with all required documentation.

EIT reserves the right to request additional information from an applicant relevant to their application. Failure to supply the information requested may adversely affect the success of the application.

EIT reserves the right to request an applicant to authorize EIT to obtain further information about the applicant from relevant external bodies. Failure to supply such authority may adversely affect the success of the application.

Application Documents

Students applying for admission into higher education programs must do so on the approved form demonstrating achievement of the entry requirements, and may provide evidence in the following ways:

- Certified copies of testamurs (certificates) and academic records for previously completed programs of study at other institutions
- Resumes, references and other details as evidence of work experience including the scope and levels of responsibility, employer's name and contact details and length of time in each position.
- Evidence submitted in a language other than English must be accompanied by a certified official translation into English
- Certified copy of an English language test, where relevant
- Participation in an interview conducted by an EIT representative, designed to ascertain levels of ability.

Students may be required to provide the names of up to three referees who can testify to the accuracy of the qualifications and work experience claims, as well as the ability of the student to complete the program. Prospective students should refer to the applicable Refund Policy and the Student Handbook before signing an acceptance of offer.

Entry Requirements

For each undergraduate or postgraduate program, the entry criteria will be specified as part of the program curriculum documentation, as approved by the Academic Board and the external accreditation authority.

Students who satisfy the entry requirements are not automatically guaranteed a position. The specific entry requirements for an undergraduate or postgraduate program may specify whether:

- An award must meet a minimum GPA or level of achievement or have particular areas of study
- Articulated entry is available and the general circumstances where credit may be offered
- Other qualifications are acceptable if the applicant does not have a degree
- Work experience or other professional experience is required, or may be substituted for a formal qualification
- Membership of a professional body is required
- English language proficiency level required.

Please refer to the specific entry requirements on the relevant course page at https://www.eit.college/ for the program you are interested in studying or contact EIT for further information.

Associate Degree of Engineering in Industrial Automation Entry Requirements

This associate degree is an accelerated, practical, work-oriented program. Please talk to your program advisor about the specific requirements of this program. Typical requirements will include:

- A minimum high school grade point average including minimum scores in specific subjects, including mathematics and science.
- Minimum standardized test scores (ACT or SAT)
- Statement of goals or purpose
- Letters of recommendation

English language competency is also required. Students are required to understand spoken and written English and to communicate in English verbally and in writing.

Bachelor of Science (Industrial Automation Engineering) Entry Requirements

This bachelor degree is an accelerated, practical, work-oriented program. Please talk to your Program Advisor about the specific requirements of this program. Typical requirements will include:

- A pass in the EIT Associate Degree of Engineering in Industrial Automation; OR
- A minimum high school grade point average including minimum scores in specific subjects, including mathematics and science AND strong standardized test scores (ACT or SAT); OR
- Recent studies towards an engineering program with specified GPA levels; OR
- A relevant engineering qualification equivalent to the above item to specified standards.

All applicants must provide

- A statement of goals or purpose
- Letters of recommendation

English language competency is also required. Students are required to understand spoken and written English and to communicate in English verbally and in writing.

Applicants whose Native Language is other than English

Admissions Officers and/or the Admissions Committee will check that a student's English Language Proficiency (ELP) meets the entry requirements. Staff assessing IELTS (or equivalent) results must verify test results with the issuing body and check the recency of the test results.

The methods of satisfying English language proficiency are through:

- A US high school qualification or equivalent.
- A specified level of achievement in a recognized English language test, such as IELTS (or equivalent, refer to table in Appendix A) or satisfactory completion of another program offered by EIT in English, or by another tertiary institution
- Work history in an organization where English is the language of communication

Students who do not meet the ELP requirements are to be advised of English Language programs that are offered by other providers, and that the student is responsible for the associated fees.

Integrity of selection decisions

If any staff member involved in a selection decision has, may have, or may be perceived to have a conflict of interest, they must disclose this conflict to their manager. If any staff member involved in a selection decision becomes aware of any attempt to breach the Admission Policy, he/she must immediately notify the Dean. If the Dean is unavailable or in any way compromised in their ability to make a decision regarding the conflict, the staff member must notify the Deputy Dean.

If Admissions Officers are unsure about whether an applicant is suitable for admission, they can refer an application to the Admissions Committee which will be comprised of personnel with appropriate qualifications and/or experience to assess entry into the relevant program. The committee must take into account the entry requirements for the program when assessing applications.

Notification of Decision Process

Letters of Offer, approval of deferments of offer and refusal letters will be issued by Admissions Officers (as an appointed delegate of the Dean).

Admission and other contractual arrangements with students, or where legally required, with their parent or guardian, are made in writing and include any particular conditions of enrolment and participation for undertaking particular programs of study that may not apply to other programs more generally, such as health requirements, requirements for security checks, particular language requirements and particular requirements of work placements.

If an applicant has met the requirements and been accepted into a program, the applicant will receive a Letter of Offer. Students will be notified of the decision for admission within 7 days of the decision being made.

If students have been unsuccessful, they will be advised of alternative pathways for entry into the program selected, if applicable. EIT reserves the right to withdraw an offer of admission, if it finds that incomplete or inaccurate information was provided by the applicant, or if circumstances change significantly such that the applicant no longer meets the entry requirements of the offer has expired. EIT may refuse admission, even if the applicant has met the entry requirements.

Applicants who have met the entry requirements, but have been excluded from any other educational institution, will need to demonstrate that circumstances have changed such that they are likely to succeed in the program. In these

circumstances an applicant will receive a letter from the Deputy Dean advising the grounds for refusal of admission to EIT and be advised of alternative pathway options.

Admission Acceptance

To accept an offer, applicants must complete and sign the 'Acceptance of Offer' form and return no later than the response deadline which is indicated in the Letter of Offer.

If the Letter of Offer is conditional, then all conditions must be met before the student can be enrolled in their chosen program. If the conditions are not met before the program start date then the offer will be withdrawn and the student may need to reapply. If a student accepts an offer after the response deadline the offer may be withdrawn and the student may need to reapply.

Fully Accepted Admission

To accept an offer, applicants must complete and sign the 'Acceptance of Offer' form and return no later than the response deadline which is indicated in the Letter of Offer.

Conditional Acceptance

If the Letter of Offer is conditional, then all conditions must be met before the student can be enrolled in their chosen program. If the conditions are not met before the program start date then the offer will be withdrawn and the student may need to reapply. If a student accepts an offer after the response deadline the offer may be withdrawn and the student may need to reapply.

Admission Refusal

If students have been unsuccessful, they will be advised of alternative pathways for entry into the program selected, if applicable.

EIT reserves the right to withdraw an offer of admission, if it finds that incomplete or inaccurate information was provided by the applicant, or if circumstances change significantly such that the applicant no longer meets the entry requirements of the offer has expired.

EIT may refuse admission, even if the applicant has met the entry requirements, if it is discovered that the applicant has:

- An unsatisfactory academic history that has not been resolved
- An outstanding debt owing to EIT
- Been excluded from another educational institute
- Displayed conduct (including criminal activity or ethical misconduct) that would provide reasonable grounds to exclude the applicant from studying at EIT.

Applicants who have met the entry requirements, but have been excluded from any other educational institution, will need to demonstrate that circumstances have changed such that they are likely to succeed in the program.

In these circumstances an applicant will receive a letter from the Deputy Dean advising the grounds for refusal of admission to EIT and be advised of alternative pathway options.

Re-admission

Applicants, whose enrolment has lapsed, may re-apply under the same entry requirements as all other applicants. Applicants who have met entry requirements, but have been excluded from any other educational institution, will need to demonstrate that circumstances have changed such that they are likely to succeed in the program.

Appeals

Applicants may appeal admission decisions by writing to the Admissions Committee within 10 days of receiving the decision notice, if they believe that the decision has not considered all the facts or was unfairly made. Refer to the Student Complaints, Grievances and Appeals Policy.

Course Deferments

Deferment of an offer prior to commencing a program, or deferment of study once a student has commenced study, may be permitted for up to one year. Applicants who wish to apply for a longer deferment must withdraw and reapply for admission in the same manner as the original application for admission, should they wish to commence or continue study at a later date.

Applicants who seek deferment to fulfil military or national service obligations may apply for a longer deferment. Such requests will be considered on a case-by-case basis. Fees may apply. Deferment will not be permitted to allow commencement of another tertiary program.

If a student needs to defer studies once studies have commenced, but intends to continue the program in the future, then at the time of deferral the student must complete a Program Deferral Form. The student can re-enroll at the next teaching period in the next relevant course permitted under the usual program progression rules. Fees may apply.

If a student formally defers their program by submitting a program deferral form before the census date they will not incur any academic or financial penalty for that course(s). The program deferral form must be received and acknowledged in writing back to the student by the Learning Support Officer on or before the census date.

If a student submits a program deferral form on or before the census date of the teaching period they are currently enrolled in they will not incur any academic or financial penalty for the current course(s) they are studying.

If a student submits a program deferral form after the census date of the teaching period they are currently enrolled in, they will have a ‘Failed Withdrawn’ (FW) grade recorded against the course(s) they are enrolled in. A ‘Failed Withdrawn’ grade signifies that a student has discontinued the course(s), has failed the course(s) due to late deferral/withdrawal, and will incur the full tuition fee for that course(s).

Students should also refer to the relevant EIT refund policy. Students should note that if the program they transfer to has higher fees associated with enrolment, their remaining payments will be raised in order to meet the fees of the course/program they have transferred to.

Students should also be aware that programs are under continual review. If they apply to defer, their program may be revised, discontinued or cease to be accredited during the student’s deferral period. If this happens, EIT will make every attempt to provide the original program. If this isn’t possible, EIT reserve the right to offer the student a place in an equivalent or near-equivalent program.

Course Withdrawal

Students may apply to withdraw from a course or program by completing a Withdrawal Declaration Form and returning it to the Learning Support Officer via email. A withdrawal is not effective until the withdrawal declaration form has been received and acknowledged in writing back to the student by the Learning Support Officer.

If a student formally withdraws from a program on or before the census date of the study period they will not incur any academic or financial penalty for the current course(s) they are studying. The Withdrawal Declaration Form must be received by the Learning Support Officer before the census date.

If a student submits a withdrawal declaration form before the census date of the study period they will have a 'cancelled' status recorded against the course(s) they are currently enrolled in. A 'cancelled' status signifies that a student has discontinued without academic penalty, and will not incur a tuition fee for that course(s).

If a student submits a withdrawal declaration form after the census date they will have a 'Failed Withdrawn' (FW) grade recorded against the course(s) they are currently enrolled in. A 'Failed Withdrawn' grade signifies that a student has discontinued, has failed the course(s) due to late withdrawal, and will incur the full tuition fee for that course(s). Students should also refer to the relevant EIT refund policy.

Experiential Learning

Credit outcomes may allow for entry into a qualification and/or provide credit towards the qualification. Credit given may reduce the time required for a student to achieve the qualification. The onus falls to the student to demonstrate that prior career experience meets or exceeds to requirements of a particular course for which credit is requested.

Credit Transfer / Formal Prior Learning

Learning acquired through a formal learning process, such as the successful completion of (or part of) a program at another recognized educational institution.

Applicants seeking credit for formal prior learning will be required to complete and submit the necessary application form, as well as certified evidence of successful completion of the formal program/program. Credit may be granted for formal study undertaken at EIT, other recognized tertiary institutions in the USA and overseas.

The credit transfer process involves:

- Mapping, comparing and evaluating the extent to which the learning outcome, discipline content, duration and assessment requirements of the individual components of one qualification are equivalent to the learning outcomes, discipline content, duration and assessment requirements of the individual components of an EIT qualification,
- Making a judgment about the credit to be assigned between the matched components of the two qualifications.

Credit will not be granted for entry or courses where the level of achievement is a Pass Conceded or lower. The grades achieved in an applicant's prior learning will not be used by EIT in the calculation of a grade point average.

Students receiving credit on the basis of credit transfer agreements should receive the same form and amount of credit as set out in the public register, providing they can provide the relevant official evidence. However, the total amount of credit will vary from individual to individual, based on which qualification(s) or combinations of qualification components have been successfully completed.

Articulation Agreements

Articulation pathways will be developed that enable students to progress from one completed qualification to another with admission and/ or credit in a defined pathway. This may be between programs offered at EIT or for programs completed at other tertiary institutions.

Articulation agreements will be sought between EIT and other institutions to document approved pathways for students to progress between the two institutions. These may include provisions for block credit or advanced standing, specified or unspecified credit, which are subject to the credit limits in this policy, or for admission into a program.

Informal Prior Learning

Learning acquired through an informal process, such as employer/workplace-based training, and through relevant work and/or life experience.

Applicants seeking credit for recognition of informal prior learning will be assessed taking account of the following:

- Credit for informal prior learning will only be awarded if applicants can unequivocally demonstrate that they have acquired the skills and knowledge necessary to meet the entry requirements and/or the outcomes of an EIT course or part thereof
- Applicants seeking credit for informal prior learning will be required to complete and submit the required application form, as well as all required evidence of prior learning. Acceptable evidence includes a verified resume, referees, and certified copies of any training certificates
- Additional assessment methods may be required for an exemption assessment, such as an interview with the Higher Education Manager, Deputy Dean or Dean for an exemption assessment to ensure applicants can meet the entry requirements and/or the requirements of the course.

The onus will be on applicants to demonstrate that they have the relevant skills, knowledge and understanding and to provide the required evidence. EIT staff are not responsible for collecting or formulating the required evidence or associated submissions.

Statement: Transferring to another institution by EIT students:
The acceptance of earned credits is determined by the receiving institution if a student wishes to transfer or apply for graduate school."

Credit Evaluation
All credit hours awarded by EIT will conform to the US Department of Education guidelines listed above. All courses and programs will adhere to the policy in terms of meeting time for credit hours and recommended amount of work required.

The Program Advisory Committees and Board of Studies are responsible for developing, maintaining, and evaluating the curriculum within an academic program, although the Academic Board or their representative retain final control and approval of the curriculum. Assignment of credit hours for courses are determined within the program based on academic staff expertise and course learning objectives. Upon review and approval by the Board of Studies and subsequently by the Academic Board, new courses will be recommended for final approval or denial to the Board of Directors, EIT LLC. Approved courses are then forwarded to the Deputy Dean for processing through the Distance Education Accrediting Commission (DEAC). Courses that are denied are returned to the Academic Board for further review and updates.

The Program Advisory Committees, Board of Studies and Academic Board are responsible for following the policy on credit hours in their review and approval of all courses and that the changes to curricula and additional new courses meet the credit hour and expected student learning as outlined in the charts below.

Approved courses are sent to the Dean's Office for inclusion in the Student Handbook. The Dean's Office reviews the class schedules prior to the start of each semester to ensure that all classes are scheduled for the minimum number of minutes corresponding to the credits assigned, or otherwise notes when course schedules do not match assigned credit hours. Any discrepancies are brought to the attention of the appropriate staff for correction.

The following table provides general guidance on the how the credit hour translates to the particular instruction methodology. Note, however, that the credit-hour definition does not dictate particular amounts of classroom time versus out-of-class student work – the information below serves as general guidance only.

Full policy conditions available at: https://www.eit.college/about-us/policies-procedures.html

Transfer Credit Limits

EIT may award a maximum of 75 percent of the credits required for a degree program. Such credit may be a combination of transfer credit and experiential or equivalent credit (including challenge/test-out credits/exemption assessment). Courses accepted for transfer credit must be relevant to the program of study and equivalent in both content and degree level.

Credit awarded for experiential or equivalent learning (including challenge/test-out credits/exemption assessment) cannot exceed 25 percent of the credits required for a degree.

American Council on Education

Academic credit-bearing distance learning courses are normally measured by the learning outcomes normally achieved through 45 hours of student study for one credit per term. This formula is used by the American Council on Education in its Credit Recommendation Evaluative Criteria, which states, "normally, academic credit is assigned on the basis of one semester credit hour for each 15 classroom contact hours plus 30 hours of outside preparation or equivalent."

EIT Technology Requirements

Relatively basic computer technology is required by students to join EIT's webinars (live online lectures or tutorials) and remote laboratories.

You will need:

- Operating system: Windows 7 or higher (Windows 10 recommended); macOS 10.12 or higher (recommended)
- CPU: Min of 2GB RAM, min of 2GB of spare disk space is recommended
- Processor: 1.0Ghz or higher
- 10" Monitor with at least 1024x768 screen resolution
- Internet access: with at least 5Mbps download and upload speeds
- Valid personal email address
- Speakers and microphone/headset (can be built in)
- Webcam that can recognize student's face for invigilated (online) examinations
- Microsoft Office (Word, Excel, PowerPoint) or similar software

- Up-to-date web browser

Note: An Android or iOS tablet can be used to join webinars, but a computer is preferable for some simulation software and for remote laboratory access. A computer or laptop with webcam is essential for invigilated examinations with EIT's IRIS platform.

The program software packages and setup details will be provided to students on the start date of the course. The software is included in the program fee.

Statement Concerning Visa Services

EIT does not participate in any student visa/I-20 programs.

Orientation

[To be determined on commencement of operations]

Maximum Time Limit to Complete Programs

After enrolment the maximum time limits allowed to complete a program whether taken on a full-time or part-time basis (inclusive of any periods of leave) are as follows:

Time limits are measured in calendar years from the first day of the first teaching period in which the student was enrolled in a particular program of study. Periods of exclusion, periods of approved leave of absence or other approved periods of interruption will be included in the calculation of time limits.

Students re-admitted to a program after non-approved periods of leave will also have this time included in the calculation of time limits. Students who exceed time limits for the completion of award programs will be considered in the first instance at faculty level. Where no extenuating circumstances exist to support a case for an extension, students will be excluded.

On application from the student, the Dean may grant an extension of up to 1 year (12 months) to the maximum period for completing the program where they are satisfied that exceptional circumstances affected the student's progress in the program and that the student has an expectation of completing the program.

Full policy conditions available at: https://www.eit.college/about-us/policies-procedures.html

Minimum and Maximum Time for Completion from the date the Student Enters the First Class

Degree Program	Average Program Length	Minimum Program Length	Maximum Program Length
Associate Degrees	2 years	N/A	4 years
Bachelor Degrees	4 years	N/A	8 years

Non-Discriminatory Policy

The Engineering Institute of Technology (EIT) recognizes that honesty, integrity, respect, fairness, and embracing differences are fundamental to achieving the advancement of learning and knowledge.

EIT strives, through continuous improvement, to integrate equal opportunity principles into all aspects of its activities through its decision-making and planning processes. EIT seeks to promote the principles of equal opportunity; equity, fairness and social justice and to acting in accordance with relevant legislation.

Full policy conditions available at: https://www.eit.college/about-us/policies-procedures.html

Principles

- EIT is committed to complying with Title IX of the Education Amendment Act of 1972 and ensuring that its education programs and activities are operated in a manner consistent with applicable federal law, regulations, and provisions.
- EIT requires all people engaged in EIT-related activities to ensure their conduct complies with the principles of equal opportunity outlined in this Policy and in accordance with EIT's related policies, procedures, and the relevant legislation.
- EIT aims to provide an inclusive environment for all people by identifying and eliminating where possible systemic barriers to equitable access and participation.
- EIT uses non-discriminatory, inclusive language in its corporate documents.
- EIT is pro-active in developing strategies, frameworks and courses to successfully increase access and encourage success for designated under-represented groups in order to overcome disadvantage.
- EIT seeks to ensure that all people engaged in EIT-related activities are provided equitable access to available opportunities.
- EIT develops monitoring and reporting processes that support the systematic implementation and management of equal opportunity objectives and strategies.
- EIT adopts effective procedures and processes to resolve complaints of unlawful discrimination.

Equal Opportunity: means fairly treating staff and students. Fair treatment is:

- Treating people as individuals without making judgments based on irrelevant personal characteristics
- Creating a work environment free from discrimination, harassment, bullying and victimization
- Allowing all members of EIT's community to work and participate to their full potential
- Making decisions based on merit.

Discrimination:

Discrimination is treating or proposing to treat, an individual unfavorably because of their particular personal characteristics (e.g. Ethnicity, place of origin, language and culture) or because they belong to a certain group (e.g. socio-economic status). Discrimination can be direct or indirect:

- Direct discrimination can occur when a person or group is treated less favorably than another person or group in a similar situation, because of a particular characteristic.
- Indirect discrimination involves imposing a requirement, condition or practice that operates to disadvantage a person or group with a particular characteristic, and that is not reasonable.

Unlawful Discrimination

Unlawful discrimination includes unfair treatment of a person in areas of public life on the basis of the following characteristics: age, association with a child, caring responsibilities, gender identity, disability, marital or domestic partnership status, pregnancy, race, religion, religious appearance or dress (in work or study), sex, sexual orientation, or spouse or domestic partner's identity. Sexual harassment, bullying or victimization (including of a person who is a whistleblower) is also unlawful.

Harassment: is unwelcome conduct that might reasonably cause a person to be offended, humiliated or intimidated because they have a particular attribute. Harassment can also occur if someone is working in a 'hostile' - or intimidating - environment. The behaviors can be overt or subtle, verbal, non-verbal or physical.

Victimization: is unfairly treating people for complaining, helping others to complain, either within EIT, to the Equal Opportunity Commission or another external agency. Unlawful victimization is unfair treatment for complaints about discrimination or sexual harassment.

Sexual Misconduct

Sexual Misconduct is instances of:

- Sexual Harassment
- Sexual Violence
- Sexual Abuse

EIT has both legal obligations and a duty of care to all its employees and students which may take precedence over the desire of a complainant for confidentiality. Duty of care considerations will include an assessment of the safety of people involved in the matter, and may require employee relocation or adjustment of duties and reporting lines, or the EIT timetable, while the matter is addressed.

EIT understands that all employees and students have a right to participate in an environment free from sexual misconduct. EIT expects all employees and students to prevent sexual misconduct and contribute to maintaining a culture of inclusivity and respect, and to uphold the rights of employees and students to fair treatment.

EIT considers behavior to be sexual misconduct if an individual harassed is, or has reasonable grounds for believing that rejection, refusal or objection to a request, advance or other conduct will disadvantage them in any way related to their working, studying or living environment. Disadvantage here also includes psychological and emotional distress affecting that individual's ability to pursue their usual work, study or individual activities.

EIT will not consider the intention of a respondent in determining if sexual misconduct has occurred.

EIT will consider the perception of a recipient (the complainant) of conduct by a respondent in determining whether sexual misconduct has occurred.

EIT does not consider it necessary for the complainant to have told a respondent that their behavior was unwelcome for the behavior to constitute sexual misconduct.

Family Education Rights and Privacy Act (FERPA)

FERPA allows EIT to disclose education records or personally identifiable information from education records in the following circumstances: with the written consent of the student, if the disclosure meets one of the statutory exemptions, or if the disclosure is directory information and the student has not placed a hold on release of directory information.

All faculty and staff are required to complete FERPA training before being granted access to any of EIT’s student information systems.

In the course of its business, the Engineering Institute of Technology (EIT) will collect information from individuals, including but not limited to staff, students or persons seeking to enroll with EIT, either electronically or in hard copy format, including information that personally identifies individual users. EIT may also record various communications between individuals and EIT.

EIT's privacy policy is available at: https://www.eit.college/about-us/policies-procedures.html

Student Identity Verification Policy:

If a student attempting to enroll does not provide certified copies of relevant past qualifications, photo ID and/or other related documents, they will be contacted by email and/or phone and the required documentation will be requested. A student can only be enrolled once this documentation has been provided.

During the program EIT uses software to detect plagiarism in assignment work, and for exams uses proctoring software for identity verification, as described in the Academic Misconduct Detection Policy:

(https://www.eit.college/files/policies/Academic_Misconduct_Detection_Policy.US.pdf). The proctoring software requires proof of identity prior to examination start.

The proctoring software requires confirmation of student identification. As noted in the Assessment, Moderation and Student Progress Procedure:

(https://www.eit.college/files/policies/Assessment_Moderation_and_Student_Progress_Procedure.US.pdf), students are required to present approved photo identification, driver's licence or passport upon entry to the examination. Failure to provide suitable identification will result in denial of access to the examination. As noted in the Policy:

The EIT exam process is overseen by remote invigilation / proctoring software called IRIS. When students access IRIS to do an exam, the online session will be recorded and their computer will be monitored during the exam. Potential integrity breaches are automatically flagged by a facial recognition algorithm. Once the student finishes their exam, the recorded session will be reviewed by the LSO and lecturer.

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IV. GRADING & ENROLMENT SYSTEMS

Grading System

All students will have coursework evaluated and reported by the faculty using letter grades or administrative symbols and are included in the student's grade point average as appropriate.

Grade Symbols

A	Excellent
B	Very good
C	Good
D	Pass
F	Fail

Graduate Level Course Grade Requirement

Students must achieve a result of 50% or above in the exam itself to pass the exam and must pass the exam to be able to pass the course, unless there is no other assessment, in which case the exam score required shall be 60 or greater to pass the course (noting that an overall final course score of 60% or above must be achieved to pass the course once all assessment, including the exam, has been completed).

Grade Point Average (GPA) Grading Scale

The following grading is used as part of the grading scheme and to calculate the student's grade point average (GPA).

Percentage range	Grade	GPA Value
90 to 100%	A	4.00
80 to 89%	B	3.00
70 to 79%	C	2.00
60 to 69%	D	1.00
59% or less	F	0.00

Resubmission of Assignments

If a student does not pass a course, there is the potential for them to sit a supplementary assessment. The criteria for the awarding of supplementary assessments is that if a student has an overall course mark of 45% to 49% (45 ← mark < 50) once all assessments have been completed (including exams), then they may be allowed to sit a supplementary assessment.

Applications for extensions, special consideration and supplementary assessments must be made on the relevant form and submitted by the due dates noted on the form. Applications should only be made in exceptional circumstances as outlined on each form, and usually at least 3 working days in advance of the assessment due date (at least 5 calendar days for exam deferral applications).

Student Code of Conduct

This Code of Conduct applies to all students of EIT with regard to activities undertaken in their capacity as students, or that otherwise impact upon EIT or the EIT community. It sets out standards of conduct and integrity which are consistent with the ethical values and behavior specified in EIT's Code of Ethics. It is intended to guide students of EIT to identify and resolve issues of ethical conduct that may arise in the course of their studies. Adhering to the Code of Conduct will also assist in students' development towards the Graduate Attributes. This Code of Conduct is particularly important to EIT because of the online nature of most of EIT's activities. The internet provides for easy anonymity of individuals and a laissez faire approach to commerce, ownership, copyright and behavior.

The Code stands beside but does not exclude or replace the rights and obligations of students of EIT under the law. Any alleged breach of the Code which falls within the scope of the disciplinary provisions of any EIT statutes or other regulations will be treated in accordance with those provisions.

If students are in doubt about any aspect of their conduct or that of others they should generally raise these matters with their Learning Support Officer in the first instance.

Justice

Students are responsible for making themselves aware of the statutes of EIT and other regulations, including any relevant policy and procedures pertaining to their rights and responsibilities and to abide by these. Students can expect EIT to make such statutes, regulations, policies and procedures readily available to them.

Respect

- Students are expected to behave ethically and respectfully in all dealings with members of the wider Institute community in their capacity as a student of EIT.
- Students are expected to act in a way that respects the rights, differences and welfare of all members of the EIT community, thereby refraining from harassment or discrimination against other students and staff.
- Students have a right to engage in legitimate academic debate on any issue; however, the language used in such debate should accord with the principles of justice and respect.
- Students have a responsibility to participate actively and positively in the learning process. Students should attend classes as required, maintain steady progress within the course and subject framework, comply with workload expectations and submit required work on time.
- Students have a responsibility to act in a way that respects the rights of others and to meet equitable workload expectations when working collaboratively (as part of a group) as part of the learning process.
- EIT is entitled to expect honest work from students. Cheating, plagiarism, fabrication or falsification of data, and any activities that may unfairly advantage or disadvantage students academically are not acceptable – no matter whether conducted directly or through indirect means (such as assisting others in these nefarious practices). Students are also expected to be aware of their individual rights and responsibilities regarding the proper use of copyright material.

Responsible Care

- Students represent a key constituency within EIT and provide useful perspectives on its operations. Students are encouraged to participate in the functioning of EIT and to provide feedback on the teaching and learning environment.
- Students are expected to be familiar with all information relevant to their course or course /module and to raise any questions or concerns with the appropriate academic staff member in a timely manner.
- Students are responsible for monitoring their own academic progress. In order to assist them in this, students can expect to have reasonable access to academic staff and to support services provided by EIT.
- EIT resources and other equipment that are made available for student use must only be used for purposes relevant to academic study.

Copyright & Intellectual Property Rights

The nature of scholarly endeavor, dependent as it is on the work of others, binds all members of EIT community to abide by the principles of academic honesty. Academic honesty is an integral part of the core values and principles contained in EIT's Academic Freedom and Code of Ethics Policy. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information.

EIT regards academic honesty as the foundation of teaching, learning, research and scholarship. It requires its academic staff and students to observe the highest ethical standards in all aspects of academic work. EIT demonstrates its commitment to these values by awarding due credit for honestly conducted scholarly work, and by penalizing academic dishonesty and all forms of academic misconduct. EIT expects that:

- All academic work claimed as original is the work of the author making the claim
- All academic collaboration is acknowledged academic work and is not falsified in any way (such as when the ideas of others are used, and that these ideas are acknowledged appropriately).
- All academic and professional staff involved in learning, teaching and research are expected to display leadership in this area**.**

One of EIT's objectives is to produce ethically and socially aware graduates, capable of applying the skills and knowledge they have developed at EIT to all aspects of their lives, as well as to their academic work. Academic dishonesty undermines the integrity of EIT's academic awards and assessment processes, and damages EIT's reputation. It also reduces the effectiveness of a student's time at EIT.

Implementation

EIT regards plagiarism and cheating as serious misconduct. While EIT encourages students to communicate with each other and share ideas and experiences, all assignments (other than specifically denoted group assignments) must be completed independently. Any established instance of academic misconduct will result in the determination of a penalty in consultation with all relevant academic and administrative staff.

Academic Misconduct Detection

EIT has adopted TurnItIn as a Plagiarism Detection Software tool for online submission of written assignments. Other tools may be used. The use of plagiarism detection software is only one element of the overall strategy aimed at encouraging academic integrity and sound scholarly practice. The professional judgement of academic staff remains the most effective way to determine whether a piece of assessment has been plagiarized.

Furthermore, remote invigilation / proctoring software is used to digitally record and monitor students while attempting invigilated assessments or exams. This allows testing of a student's knowledge with a high level of integrity in terms of preventing them accessing unauthorized sources of support (either another individual / communication channel or materials); or if the student does access these unauthorized sources of support, we have demonstrable evidence of this breach.

Academic Honesty, Academic Integrity and Misconduct

Student awareness

During the enrolment process, all students are required to acknowledge their awareness that plagiarism detection and invigilation/proctoring software may be used in programs in which they enroll. EIT will remind students that plagiarism detection and invigilation/proctoring software may be used as a means of upholding academic integrity.

Student Responsibility for Academic Integrity

When students submit any piece of work they are agreeing that:

- The work is their own work or the work of the group
- They may be subject to student discipline processes in the event of an act of academic misconduct - an act of plagiarism or cheating.
- They further grant to EIT, or any third party so authorized, the right to reproduce and/or communicate (make available online or electronically transmit) the work submitted by that student in order to detect any plagiarism.

Plagiarism

This refers to the reproduction of someone else's words, ideas or findings and presenting them as one's own ideas without proper acknowledgement, and includes:

- Direct copying or paraphrasing from someone else's published work (either electronic or hard copy) without acknowledging the source (or authors)
- Using facts, information and ideas derived from a source without acknowledgement
- Assisting another person to commit an act of plagiarism
- Submitting a paper to be graded or reviewed that the student has not written on their own.
- Copying answers or text from another classmate and the student then submitting it as their own.
- Citing data without crediting the original source.
- 'Reworking' data from another source (such as another student's lab results) without acknowledgement or for the student to pass it off as their own work.
- Proposing another author's idea as if it were the student's own.
- Fabricating references or using incorrect references.
- Submitting someone else's presentation, program, spreadsheet, or other file with only minor alterations.
- Falsifying lab or experimental data or observations.

Plagiarism Detection Software – TurnItIn

In the first instance plagiarism detection tools should be used primarily for educational purposes. Students will be allowed to use the software to educate themselves through submission of draft assignments. It should be kept in mind that TurnItIn is more accurately described as a text matching tool for use in the deterrence and detection of plagiarism.

The use of plagiarism detection software is a tool used to identify possible plagiarism by matching text. Staff will use this software as an initial tool to detect possible plagiarism, and then apply professional judgement to determine whether or not a material has been plagiarized. Staff will then undertake to determine if it was done intentionally.

Proctoring / Remote Invigilation Software (RIS) – IRIS

The EIT exam process is overseen by remote invigilation / proctoring software called IRIS. When students access IRIS to do an exam, the online session will be recorded and their computer will be monitored during the exam. Potential integrity breaches are automatically flagged by a facial recognition algorithm. Once the student finishes their exam, the recorded session will be reviewed by the LSO and lecturer.

Intentional and Unintentional Plagiarism

The seriousness of the misconduct is determined, in part, by whether the conduct is regarded as intentional or unintentional. Intentional plagiarism is carried out knowingly with an intent to deceive, and is therefore considered as serious misconduct. Unintentional plagiarism may occur due to lack of familiarity with academic writing practices, and is therefore considered to be less serious the first time that it occurs.

Cheating

This is taken to include producing assignments (required explicitly or implicitly to be independently produced) in collaboration with and/or using the work of other people.

It also includes cheating in examinations or tests by:

- Copying or attempting to copy from another student (or external party)
- Attempting to use unauthorized material either in written or electronic format
- Verbally communicating with another student or attempting to communicate with another student, fabricating information, data, research or other elements

File Sharing

File sharing, or the distribution of EIT course material through digital networking technology (such as peer-to-peer file sharing networks), is the practice of distributing or providing access to digitally-stored course material. This includes posting, publishing or selling material to websites, including reading materials, lecture slides and assessment questions.

All course material is the intellectual property of EIT. Course material includes the subject content and teaching material created and shared with students through Moodle (EIT's Learning Management System) and other means, such as lecture notes, PowerPoint presentations, subject guides, exam papers and marking guides.

File sharing by students is a breach of copyright law and EIT's intellectual property rights. As a result, the following

disciplinary actions will be taken against any student, including EIT graduates, who have been found engaging in file sharing activities.

Offender:	Frequency of offence:	Disciplinary action typically resulting in:
EIT students (Higher and Vocational Education)	First time offence	Suspension for up to a year
	Repeated offence	Termination of enrolment or expulsion
EIT graduates	First time offence	Written warning
	Repeated offence	Revocation of qualification

Examination Academic Integrity / Misconduct

For remote invigilated exams, an analysis of the recordings will be completed by a Learning Support Officer (LSO) (or automated process). The following factors for misconduct will be considered:

- For more than 15% flagged frames - misconduct will be considered at level 1.
    - Frames are considered flagged when a student's face is not detectable for more than 5 seconds.
    - This will be reviewed for suspected misconduct behavior before level 1 misconduct is awarded.
- No webcam, or audio or screen share visible in recording. Purposely not allowing any of the three recording sources, misconduct will be considered level 2.
- Leaving the room, having another person present in the room, or talking to another person. A misconduct of level 3 will be considered.
- Failure to supply a recording altogether, will result in level 3 misconduct. This will be reviewed for suspected behavior and misconduct, and if failure is not due to technical problems out of a student's control, but found to be purposely neglected or sabotaged, level 3 misconduct is issued.

Levels and Penalties for Student Academic Misconduct (other than File Sharing)

It is understood that students in early stages of study may make trivial errors as part of their academic learning process. These errors do not constitute academic misconduct if EIT believes that this is part of the regular learning process. The level of academic misconduct has been divided into three categories:

1. **Level 1 – Minor**
   The conduct is judged to be unintentional and due to lack of knowledge or experience. Examples include plagiarism of less than 10% due to poor referencing and using paraphrasing that is too close to the original; copying of a few sentences without referencing.

2. **Level 2 – Moderate**
   The conduct is judged to be possibly unintentional or intentional; the student should have sufficient knowledge and experience to understand academic misconduct; but only constitutes a moderate breach rather than a major breach. Examples include moderate plagiarism of between 10-20%, other than a thesis or dissertation; fabricating or falsifying data in an assessment other than a thesis or dissertation; colluding with other students and submitting work as individual work, other than group work that has been stated as acceptable.

3. **Level 3 – Major**
   The conduct is judged to be intentional and constitutes a serious and substantial breach. Examples include cheating in examinations; major plagiarism of more than 25%, and particularly in a thesis or dissertation; fabricating or falsifying data in a thesis or dissertation.

Penalties

Penalties should take into account the level of academic misconduct and the contributing factors. In particular the experience of the student and whether academic misconduct has occurred before should be taken into account when determining the penalty.

Appeals

A student who has been judged to have committed an act of misconduct can appeal the penalty decision in the following ways:

1. A written appeal to the Higher Education Manager (Level 1 or 2) or Dean (Level 3) dependent on the level of the academic misconduct.
2. If the first option fails, then an appeal in writing to the Academic Board, who will make a decision; or to the Board of Directors, EIT LLC if the Academic Board made the initial decision.
3. If a student is still unhappy with the decision, they make appeal to an external party, such as:
    a. An academic member of staff at the level of Professor who can mediate or arbitrate based in a local university in the country in which the student resides;
    b. The Administrative Appeals Tribunal can provide an independent review in certain circumstances for higher education students residing in Australia.
    c. A Mediator service which EIT subscribes to (Resolution Institute) for both local and internationally based students.

Full policy conditions available at: https://www.eit.college/about-us/policies-procedures.html

Non-Academic Probation and Dismissal Policy

Students should refer to the "Student Code of Conduct, Student Identity and Student Dismissal Policy", which states in part:

A student may be administratively withdrawn and or terminated from a program or a course because of excessive class absence, disruptive behavior, inappropriate conduct or violating the student code of conduct outlined in this policy, unpaid tuition fees or other violation of policy and procedure.

Refunds will be made in accordance with EIT's Refund Policy Domestic Students. Students have the right to appeal disciplinary actions using the same process as defined in the Academic Honesty and Misconduct Policy.

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V. GRADUATION REQUIREMENTS

The Learning Support Officer will provide the BoS with details of all potential graduates including all previously awarded results/grades from the program of study, and confirmation that the students meet all of the following eligibility criteria for graduation:

- All academic requirements for the program have been met
- There are no missing results or credit transfers
- The student has no financial debt owing to EIT

If the student has missing results or credit transfers, EIT will rectify the issue immediately. If students owe a debt, they will not be able to graduate and receive their testamur (certificate) until all monies have been paid.

- A report will be prepared on the outcomes of the BoS meeting and a list of intending graduates prepared, which will be forwarded to the Academic Board for approval.
- The Academic Board will then prepare a report for the Governance Board and Board of Directors, EIT LLC on the outcome of the Academic Board decision including a list of all intending graduates for final approval together with Testamurs and any other documentation for signing by the Chair of the Governance Board and Board of Directors, EIT LLC.
- Official grades will only be published to students via Moodle once all Governing Bodies have given their approval. This will be no later than 6 weeks after the final assessment due date.
- All academic transcripts and testamurs will be sent via registered mail to successful graduates after official grades have been published and the Governance Board and Board of Directors, EIT LLC have given their approval.

AIA Graduation Requirements

To qualify for graduation with a AIA, the student must successfully fulfill all of the following requirements:

1. Fulfill all AIA graduate course requirement (66 Credits)
2. Achieving a minimum of a Pass grade (60%) in all courses
3. Maintaining a cumulative GPA of 2.0 or better for all coursework applying toward the degree.
4. Completing the course within the maximum timeframes specified for the course
5. Pay all tuition and fees.

BIA Graduation Requirements

To qualify for graduation with a DIA, the student must successfully fulfill all of the following requirements:

1. Fulfill all DIA graduate course requirement (120 Credits)
2. Achieving a minimum of a Pass grade (60%) in all courses
3. Maintaining a cumulative GPA of 2.0 or better for all coursework applying toward the degree.
4. Completing the course within the maximum timeframes specified for the course
5. Pay all tuition and fees.

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VI. FINANCIAL INFORMATION

EIT Tuition

EIT's tuition fees are based on the following principles:

All essential electronic learning resources (documents, software, texts, etc.) required to complete the course/program, excluding reference texts, are provided by EIT as a part of the standard tuition fee.

- Where completion of a course requires the student to pass an examination, the standard fee will include one attempt at the examination. If further attempts at the examination are required, an additional fee may be levied to cover the cost of administering the examination.
- Tuition fees do not include incidental fees, fines and penalties.

Tuition Rates as of [insert date], 2020 for New Applicants

The student registers for classes each term and is responsible for payment of their tuition associated with those classes no later than the first day before the classes are scheduled to start. Current fees are at https://www.eit.edu.au/cms/about-eit/program-fees/higher-education-course-fees/fee-schedules

Undergraduate Tuition [to be finalized] / Per Credit

Cost Per Course:

Estimated Total Associate Program Cost is [to be finalized] USD

Estimated Total Bachelor Program Cost is [to be finalized] USD

Tuition

Students should ensure they are familiar with EIT's fees, charges and circumstances for refunds (see Refund Policy US Domestic Students), before accepting an offer for admission to EIT's higher education programs. Students are responsible for:

- Providing accurate information regarding enrolment and fee payments
- Paying all fees by the due dates set by EIT

Failure to pay outstanding fees will result in cancellation of a student's enrolment.

Fees

EIT's higher education programs for US domestic students:

- Enrolled in a fee-paying higher education program with EIT who are not claiming or do not satisfy the criteria for government loan assistance and

- Enrolled in a fee-paying higher education program with EIT who are paying tuition fees in advance or by installments

Tuition fees may be refundable in certain circumstances. Refer to VII Student Rights, or the Refund Policy US Domestic Students available at: https://www.eit.college/about-us/policies-procedures.html

Publication of Fees

The Fee Schedule of tuition fees and other charges is available to students on EIT's website.

Tuition fees will be published in the Fee Schedule before October 1 for all courses with a census date in the first half of the following year, and before April 1 for all courses with a census date in the second half of that year. Fees for future periods of study are indicative only and are subject to change.

Fee Payment Options and Conditions

EIT allows fee-paying students the option to pay their tuition fees for current courses upfront or in instalments. These options are available in order to alleviate the financial stress on students.

With these payment options, EIT has the following rules:

- For course enrolment to proceed, the first installment or upfront payment is to be received on the required payment date prior to the start of the course(s).
- Students can only begin the program/course(s) if the installment or upfront payment has been received. Late payments may result in automatic deferral for the study period, with courses instead being resumed in the next available study period.
- For those students paying by installments, payment dates will be set ahead of time and provided to the student at the start date of the study period.
- Fees not paid by the due date will result in a student's suspension from the program, and may also result in:
  - Inability to access course results
  - Inability to access online resources
  - Non-acceptance for enrolling in further courses (automatic deferral)
  - Limited access to a Records of Results
  - Delay or inability to graduate from EIT
- Reinstatement of the above items occurs only when the payment is received.

Payments and Conditions [to be updated for US office]

EIT has the following rules for student payments:

- For Diploma, Advanced Diploma (excluding ESI programs) and Graduate Certificate courses the first fee instalment is to be received prior to the start date of the course. Students can only begin the course if payment has been received.
- For ESI courses, the first course fee must be paid and received by EIT prior to the start date of the course. Students can only begin the course if payment has been received.
- Fees that are paid by instalments, but which are not paid by the due date, will result in a student's suspension from the course. Reinstatement occurs when payment is received.
- If a student defaults on their instalments three times throughout the course they may be charged an administration fee. This fee may be charged for every late payment thereafter.

If a failure to pay results in the student missing large amounts of the course work, a transfer to another intake may be necessary. This will facilitate re-entry to the course at the point where the study was terminated. A transfer may incur a fee.

Appeals

Students may seek a review of any decision related to fees, or a refund application, by submitting an appeal to the Higher Education Manager within 28 days of receiving the notice. The appeal must be accompanied by supporting documentation. Refer to the Student Complaints, Grievances and Appeals Policy.

Full policy conditions available at: https://www.eit.college/about-us/policies-procedures.html

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VII. STUDENT RIGHTS

EIT records complaints and appeals and ensures they are acknowledged and dealt with fairly, efficiently and effectively.

Tuition Payment and Refund Policy
The EIT has an established scale of fees as follows:

- A designated fee for a student to enroll in a complete course. Students are provided with multiple payment options which vary between courses.
    - For diploma, advanced diploma and graduate certificate courses, option one is to pay for the course upfront, option two is to pay in monthly instalments.
    - For ESI courses, students are charged a fee per course and payment for each course is due 2 weeks before the start of each course.
- The fee is set by the Dean and is approved by the Governance Board. It may be varied to accommodate the financial resources of the student and the student's country of origin.
- All essential resources (documents, software, kits, etc.) required to complete the course provided by EIT as a part of the standard fee.
- Where completion of a course requires the student to pass an examination, the standard fee will include one attempt at the examination. If further attempts at the examination are required an additional fee may be levied to cover the cost of delivering the examination.

Non-Refundable Fees and Charges
Administrative fees and incidental charges, fines and penalties are non-refundable, and are additional to tuition fees.

The Fee Schedule shows non-refundable fees and charges, noting that fees and charges may vary from time to time. The EIT website has a complete list included with the Fee Schedule.

Students who wish to withdraw from a program or course(s) must advise EIT in writing or by telephone call to the Learning Support officer, who will then provide a Withdrawal Declaration Form that the student must submit to the Learning Support Officer. The withdrawal notice is not effective until the form is received and acknowledged by the Learning Support Officer.

In the event of a student withdrawing from a course of study on or before the census date for that course of study, 100% of the tuition fees paid for that course will be refunded to the student.

Refunds are not automatic and will be paid upon application in addition to the application for withdrawal. To apply for a refund, students must complete a Refund Application Form and submit it to the Learning Support Officer. Any approved refunds will be processed within 28 days of EIT receiving the Refund Application Form.

In the event of a student withdrawing from a course of study after the census date for that course of study no refund is applicable for students who have paid in full in advance and students who have paid by instalments will be financially liable for the full fee for that course.

A student who withdraws from a course after the census date due to special circumstances may apply to have your FEE-HELP debt remitted. See "Special Circumstances for all students" below.

Refund Eligibility for Domestic Students

The table below provides a summary of circumstances when a refund may be available for domestic students.

Circumstances	Refund	Process
Withdrawal from a course or program, on or before the Census Date.	Yes. Full refund of tuition fees	Complete a Withdrawal Declaration Form and Refund Application Form
EIT withdraws the offer of enrolment: • If the student fails to meet the entry requirements, such as the stated level of English. • Based on incorrect or incomplete information provided by the applicant.	Yes. Full refund of tuition fees	Learning Support Officer will communicate withdrawal of offer to the student. Complete a Refund Application Form
EIT default (unable to deliver the course or program). EIT may offer students a place in an alternative course or program at EIT or another registered provider. In such circumstances there will be no additional cost to the student, and a refund will not be paid.	Yes. Full refund of tuition fees	EIT will refund the tuition fees to the student in full within 28 days. No refund will be given if the student accepts the alternative course or program offered.
Withdrawal after the Census Date with no special circumstances	No refund.	
Withdrawal after the Census Date with no special circumstances	Possible	See "Special Circumstances for All Students" section below.

Special Circumstances for Domestic Students

Special circumstances may apply for provision of a refund when student withdrawal is after the census date if EIT makes an assessment that the special circumstances comply with the guidelines. The student must have:

- Been enrolled in the course(s) after the census date
- Not successfully completed the requirements of the course(s)
- Submitted a written application for special circumstances using the Refund Application Form together with a Withdrawal Declaration Form and supporting evidence.

Special circumstances are accepted as basis for a refund at the discretion of EIT.

Deferment and Interruption to Studies

Deferment is an option for new students who have received a letter of offer but wish to defer their studies. The deferment procedure is described in more detail in the Admissions Policy.

Applications for deferment will be assessed and, if granted, any tuition fees already paid will be refunded. Deferment applications are not accepted after the program start date. In these circumstances, students will need to withdraw (see previous section on withdrawal).

Continuing students who wish to interrupt their studies should refer to the withdrawal guidelines above regarding refund eligibility. Withdrawal procedures are outlined in detail in the Admissions Policy.

Course Deferment / Postponement after the Commencement of a Course

If a student needs to suspend studies, but definitely intends to re-join a future course, then at the time of postponement the student must complete a Course Withdrawal and Postponement Application form.

The student can re-join at the point where a subsequent class reaches the last course in the course that the student successfully completed. A transfer fee may apply at the time that the student re-joins. Students can only postpone and re-join a course twice; thereafter it is treated as a full withdrawal.

Any student that has made an upfront payment in advance for their course will be entitled to a pro-rata refund upon postponement; EIT will not hold any advance fees in credit. The refund will consist of the balance after deductions for the course attended by the student up to the point where the LSO receives written notice of the student's request for postponement. The Course Withdrawal and Postponement Application form must be received before the first topic of a course is commenced otherwise the course is deemed to have been attended and the full fee for that course is due.

Students who have chosen to pay in monthly instalments do not receive a refund of fees paid on postponement. Payment of instalments is required up to and including the course in which the student provided EIT with the completed Course Withdrawal and Postponement Application form. As applies to students who pay in advance, the Course Withdrawal and Postponement Application form must be received before the first topic of a course has commenced, otherwise the course is deemed to have been attended and the full fee for that course is due.

Withdrawal Prior to Course Commencement

It is stated on the EIT enrolment forms that a "fee equivalent to 1 monthly instalment will apply for written cancellations received less than 14 days prior to the commencement date of the course." This applies to all payment options.

For ESI courses, a fee equivalent to the cost of the first course will apply for written cancellations received less than 14 days prior to the commencement date of the first course.

Withdrawal from a Course

If a student decides to withdraw from a course they will be required to complete a Course Withdrawal and Postponement Application form. Once this form is received, the LSO will then withdraw the student from the course and liaise with the finance department to complete any refunds due to the student.

Students who have paid upfront in advance can apply for a pro-rata refund of the fee paid.

The refund will consist of the balance after deductions for the courses attended by the student up to the point where the LSO receives written notice of the student's request for withdrawal. The Course Withdrawal and Postponement

Application form must be received before the first topic of a course is commenced otherwise the course is deemed to have been attended and the full fee for that course is due.

Students who have chosen to pay in monthly instalments do not receive a refund of fees paid on withdrawal. Payment of all instalments is required up to and including the course in which the student provided EIT with the completed Course Withdrawal and Postponement Application form. As applies to students who pay in advance, the Course Withdrawal and Postponement Application form must be received before the first topic of a course has commenced, otherwise the course is deemed to have been attended and the full fee for that course is due.

Student Academic Grievances

EIT recognizes that effective communication is of paramount importance when attempting to resolve complaints and / or grievances. EIT is committed to a culture of openness, fairness and continuous improvement, which includes being open to criticism. All parties will be treated fairly, equitably and with dignity.

If an enrolled student chooses to access the complaints and appeals processes, the student's enrolment will be maintained while the complaints and appeals process is ongoing.

A complainant may have immediate concerns about the outcomes of the approach they adopt with regard to a complaint. In some cases, they may require assistance and advice to reflect on how to proceed with a grievance.

Complainants can seek advice from a professional who works in this area such as: a student advocate from an appropriate higher education association; an academic staff member; EIT Higher Education Manager or HR Manager. This can help a complainant review their complaint and consider whether it is covered under this procedure and the associated policy.

The advisor to the complainant may also be able to help them assess whether an informal process may be more effective and provide a quicker resolution or whether a formal process is more suitable due to the circumstances. This could take into account whether a complainant could be placed at a greater risk if they were to make a direct approach to the respondent and whether in certain circumstances a further confidential investigation of the facts is warranted.

The complainant may thus initially opt to proceed with different programs of action:

- Take no further action
- Try undertaking an informal approach with the person concerned
- Proceed to a mediator
- Proceed with a formal grievance with or without an advocate
- Take the grievance to an external authority.

Student Complaints

The process for handling grievances is separated into two structures: academic and administrative (non-academic). The overarching principle is for the grievance to be directed to the person or persons involved in the first instance, and then to proceed through the hierarchical structure if the issue is not resolved at each level.

The final internal decisions are made by:

- The Academic Board for academic grievances
- The Governance Board or Board of Directors, EIT LLC as appropriate for nonacademic grievances

Typical reasons for a complaint include the following:

- Inappropriate, irregular or perceived incorrect application of EIT policies and procedures.
- Bias, prejudice or perceived unfair treatment.
- A penalty that seems excessively harsh being applied.
- Negligent, unusual or perceived inappropriate conduct by a person involved.
- A decision which didn't take all the facts and issues into account.

Full policy conditions available at: https://www.eit.college/about-us/policies-procedures.html

EIT Contact Details:
Individuals with complaints regarding institutions that are operating in Montana, but are not part of the Montana University System, have the following options:

- Utilize the internal complaint processes of the applicable institution.
- Complaints concerning consumer protection violations should be directed to the Montana Department of Justice Office of Consumer Protection. https://dojmt.gov/consumer/consumer-complaints/
- Complaints concerning proper licensure under Montana law (see Board of Regents' Policy 221, http://www.mus.edu/borpol/bor200/221.pdf), including, if applicable, complaints related to State Authorization Reciprocity Agreement standards, may be directed to the Montana University System Office of the Commissioner of Higher Education, 560 N. Park Avenue, PO Box 203201, Helena, Montana 59620-3201, 406-449-9124.
- Complaints concerning broad institutional academic practices, such as those that raise issues regarding the institution's ability to meet accreditation standards may be directed to the applicable institution's accrediting agency.

Montana University System

Office of the Commissioner of Higher Education

560 N. Park Ave

PIO Box 203201

Helena, MT. 59620-3201

The Distance Education Accrediting Commission expects complainants and institutions to demonstrate genuine effort in resolving disputes directly using the institution's internal grievance procedures. Where issues or educational services, student services, or tuition are concerned, a student complainant must have exhausted all efforts to resolve his / her complaint with the institution before filing a complaint with DEAC.

Executive Director

DEAC

1101 17th Street NW, Suite 808

Washington, DC 20036

ATTN: COMPLAINTS

In most cases, the purpose of the external appeals process is to consider whether EIT has followed its policies and procedures, rather than make a decision in place of EIT.

For example, if a student appeals against their course results and goes through EIT's internal appeals process, the external appeals process would look at the way in which the internal appeal was conducted; it would not make a determination as to what the course result should be.

DEAC Contact Details

If the issue remains unresolved the student is encouraged to contact the Distance Education Accrediting Comission. DEAC is located at 1101 17th Street NW, Suite 808, Washington D.C. 20036. DEAC can also be reached at 202-234-5100 or at http://deac.org.

Engineering Institute of Technology

VIII. STUDENT SERVICES

Orientation Program and Skills for Success
[To be added once operational]

Student Support Services & Policy
Identification of Academic Support Needs
The Learning Support Officer responsible for each cohort will contact a student for counselling if a student:

- Fails to submit a second assignment.
- Is struggling with the English teaching medium – this is often determined through participation/attendance, or lack thereof.
- Submits assignments, but submits more than two after the due date, without prior consultation
- Fails a second assignment
- Begins to miss sessions without prior consultation
- Fails to deposit a program payment on time.

Where it is deemed necessary, the Learning Support Officer will refer the student on to other personnel within EIT and beyond as follows:

- Learning and Career Advisor - career counselling and ESL advice
- IT Manager - distance learning and IT issues
- College Manager – financial issues
- External counselling services to deal with personal issues

Identification of personal support needs

EIT will seek to identify students who need personal support in a respectful, equitable and timely manner. Students are encouraged to advise staff if they need personal support. Staff are also encouraged to be alert to student behaviors that may indicate that support is required. Personal support may be needed for:

- Medical conditions or disability
- Mental health conditions
- Emotional instability resulting from trauma such as victimization
- External issues such as financial hardship
- Access to welfare support services

Student Support Services

EIT provides the following support services to assist students with their learning:

- Academic support

- ICT support
- English language support
- Personal Support for financial and personal issues, including referral to external supports such as counsellors, as needed.

Further details of support services are provided in the Student Support Procedure. Students can contact the Learning Support Officer to access any student support services.

Student Support Policy

EIT seeks to provide a quality student learning experience, appropriate to the age, stage, background and circumstances of a diverse student population, regardless of their place or mode of study. EIT offers extensive support services to all students. EIT seeks to:

- Promote the development of interactive communities in each program, online or on-campus, by using web and video conferencing, email, social media, phone and the learning management system (LMS).
- Ensure that EIT is free from discrimination of all kinds, and that it is a place of acceptance and understanding, especially in a global context
- Support all students to settle into the EIT community, assist their successful transition into a program of study, or between course, and encourage integration into EIT activities
- Provide financial support for students, especially from disadvantaged backgrounds, with supportive repayment schemes over the duration of their programs and scholarship opportunities
- Ensure that all programs promote the recognition, understanding and development of ethical, moral and professional behavior.
- Encourage the development of a democratic, equitable and civilized society
- Arm the community with social, cultural and international knowledge, skills and attitudes to improve the quality of life of all citizens
- Develop strong, enduring and beneficial relationships with the alumni of EIT no matter where students are located by forming an alumni group and staying in touch with them via monthly e-newsletters and other communication means

Implementation

EIT will endeavor to support all students in their learning at EIT, regardless of their place or mode of study, and to provide additional support to students who have been identified as at risk under the processes in the Students at Risk Policy and Procedure. These services are provided at no additional cost to students. The official contact person for student support services is the Learning Support Officer.

EIT will:

- Use a number of mechanisms to identify students who require additional support before admission to EIT, during transition into a program of study and throughout their studies
- The nature and extent of support services that are available for students are informed by the needs of student cohorts, including mental health, disability and wellbeing needs.
- Ensure that students only undertake an appropriate field of study if they have a strong probability of succeeding and it will benefit them

- Disseminate information about student support services to all staff and students including the actions they can take, the staff they may contact and the support services that are accessible if their personal circumstances are having an adverse effect on their education.
- Ensure that communication with students is timely, clear, respectful and effective
- Encourage students to access support and give timely, accurate advice on access to personal support services, including for access to emergency services, health services, counselling, legal advice, advocacy, and accommodation and welfare services, where applicable.
- Provide scholarships for students under financial hardship or social disadvantage
- Ensuring that staff are trained in identifying and providing support for students, and for referring students to external services, as required.
- Provide orientation programs that are tailored to the needs of student cohorts and provide students with the contact information of their Learning Support Officer and their Lecturers
- Identifying specific strategies to support student transition, including:
  - Assessing the needs and preparedness of individual students and cohorts
  - Undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support
  - Providing access to informed advice and timely referral to academic or other support.

Students are expected to:

- Be responsible for their own study and choose their program and subjects carefully
- Seek advice from EIT staff regarding academic requirements
- Seek advice and support to assist with their studies
- Seek support where external issues may be affecting their studies, such as mental health issues or medical issues.
- Liaise with EIT staff if progression issues have been identified and commit to resolving the issue
- Undertake additional English language studies where necessary.

EIT Facilities Outline

The new office in Montana USA will have basic facilities only during the early development stages. Facilities are fit for their educational purposes and accommodate the numbers and educational activities of EIT's students and staff that use them.

EIT's focus is on outstanding delivery of courses to all students regardless of mode or place of delivery; hence the it infrastructure and course delivery software is absolutely critical. Secure access to electronic information and adequate electronic communication services are available continuously (allowing for reasonable outages for maintenance) to students and staff during periods of authorized access, except for locations and circumstances that are not under the direct control of EIT

The learning environment, whether physical, virtual or blended, and associated learning activities support academic interactions among students outside of formal teaching.

Montana Office:

This new office exists in space adjoining the offices of Apollos University. It is a basic facility with limited IT equipment and office furniture, and shares common facilities such as basic staff kitchen and toilets with Apollos University.

Library

EIT's courses cover a variety of engineering disciplines and a breadth of levels from diplomas and advanced diploma courses and up to a master's level, therefore a variety of library resources and collections are required to support these. Course readings are usually based on existing resources within EIT's library collections, within copyright allowance, to support students to have access to their required and recommended readings.

Online Resources

Online Libraries

EIT students have access to the online EIT eLibrary containing over 160 technical manuals published by EIT's sister company, IDC Technologies, covering a range of disciplines including mechanical, electrical, civil and chemical engineering as well as instrumentation, automation and process control, and data communications and networking. Several of these titles were developed in-line with EIT programs and meet the specific needs and niche topics. The eLibrary resources are available in electronic format for EIT students to access online via their browser. EIT students have access to the eLibrary for the duration of their course, which is included in the course tuition fee.

EIT students also have access to the Knovel library subscription, which is also included in the course tuition fee. Knovel is an online library collection containing resources for specific industries and engineering disciplines collated by Elsevier publishers. Knovel library suits the needs of EIT students as it provides content on various topics including process and design information and best practice, plus interactive graphs, tables, equations and formulation materials across several engineering areas such as electrical engineering and civil engineering.

EIT reviews Knovel user access and resources quarterly to ensure the resources in this library support current and new courses. New collections can be added to the Knovel library as required and student account usage can be increased annually.

EIT has also recently launched a new online library collection, the IEEE Xplore STEM45 Journal collection. This provides unlimited full text access to 45 selected IEEE Journals. These high-quality, peer-reviewed titles are highly cited, many with high-impact factors, and will be a valuable resource to all higher education students providing access to the very latest research articles across a range of relevant topics. Each journal article is available in PDF and HTML versions, with a complete backfile of each Journal's past publications.

Access to this collection will be provided to all higher education students, with the first student cohort of the Master of Engineering (Industrial Automation) currently using this resource as part of their thesis studies.

EIT also maintains a general library resource collection of 500+ highly specialized engineering and academic texts and standards relating to each specific course. The resources in this collection can be provided to students within our Educational Copyright License Agreement with the Copyright Agency Ltd. Texts and other resources are added to the general library resource collection when needed on an ad hoc basis, reflecting the needs of each course.

As a member of COPHE (Council of Private Higher Education) and a member of the COPHE Library Network Consortium, EIT has access to seminar and workshop training sessions to develop and improve the library services offered to EIT students. COPHE Library Network Consortium also offer members discounted access to various libraries such as Oxford Referencing library and Informit Library. EIT is looking to add an additional library, the Informit Library - Engineering Collection proposed by 2017.

A list of specific text books and resources that each student is required to purchase / have access to is listed in each course outline for the relevant course of study.

Moodle:

Students have access to EIT's customized Moodle site. Moodle is an open source Learning Management System (LMS). Students using EIT's Moodle site are able to access learning schedules, learning materials, receive

assessment information as well as complete and submit assessments. Students will also be able to communicate with each other as well as administrative and teaching staff through Moodle. Each student receives unique log in details in order to access Moodle. Students are also only able to access their own student details such as assessment results and personal information. Moodle is available to students 24 hours a day, seven days a week.

EIT has highly customized Moodle to suit the specific needs of students at EIT and the programs offered by EIT.

Blackboard Collaborate

EIT conducts live, interactive webinars through Blackboard Collaborate web conferencing software. Blackboard Collaborate allows students and lecturers or students and other students to communicate with each other in real time or synchronously. Communication occurs verbally with the use of a microphone, as well as with direct messaging and emoticons. All sessions or webinars are recorded and are provided to lecturers and students so they can be viewed at any time.

Remote Laboratories (Labs):

Remote laboratories allow students to access engineering programs and laboratory experiments remotely. Using the internet, a student can operate engineering equipment or software via the remote labs. There are even video feeds of the physical equipment to demonstrate functionality in real-time. Control of the remote laboratory computer is provided offering students an opportunity to conduct a laboratory session where they may usually not be able to.

EIT has access to multiple remote labs set up for a range of applications at the West Perth office. Students can easily access the labs by consulting their Learning Support Officer, Lecturer or the IT Manager. The labs are accessible 24x7 throughout the world using the Electromeet software package.

Engineering Institute of Technology

IX. SCHOOL OF ENGINEERING

EIT is offering:

- Associate Degree of Engineering in Industrial Automation (AIA)
- Bachelor Of Science (Industrial Automation Engineering) (BIA)

Live Webinars

During the program you will participate in weekly interactive sessions with the instructor and other participants from around the world. Each course's weekly live tutorial will last 60 to 90 minutes. All you need to participate is an adequate Internet connection, speakers and, if possible, a microphone.

Online Learning at EIT

Benefits of Online Learning to Students

- **Cost effective:** no travel or accommodation necessary
- **Interactive:** live, interactive sessions let you communicate with your instructor and fellow students
- **Flexible:** short interactive sessions over the Internet which you can attend from your home or office.
- **Practical:** perform exercises by remotely accessing our labs and simulation software
- **Expert instructors:** instructors have extensive industry experience; they are not just 'academics'
- **No geographical limits:** learn from any location, all you need is an Internet connection
- **Constant support:** from your instructor(s) and a dedicated Learning Support Officer for the complete duration of the program
- **International insight:** interact and network with participants from around the globe and gain valuable insight into international practice

Benefits of Online Learning to Employers

- **Lower training costs:** no travel or accommodation necessary
- **Less downtime:** short webinars (60-90 minutes) and flexible training methods means less time away from work
- **Retain employees:** keep staff who may be considering a qualification as full time study
- **Increase efficiency:** improve your engineering or technical employees' skills and knowledge
- **International insight:** students will have access to internationally based professional instructors and students

How does it Work?

EIT Online Learning programs involve a combination of live, interactive sessions over the Internet with a professional instructor, set readings, and assignments. The programs include simulation software and remote laboratory applications to let you put theory to practice, and provide you with constant support from a dedicated Learning Support Officer.

Practical Exercises and Remote Laboratories

As part of the groundbreaking new way of teaching, our online engineering programs use a series of remote laboratories (labs) and simulation software, to facilitate your learning and to test the knowledge you gain during your program. These involve complete working labs set up at various locations of the world into which you will be able to log to and proceed through the various practical sessions.

These will be supplemented by simulation software, running either remotely or on your computer, to ensure you gain the requisite hands-on experience. No one can learn much solely from lectures, the labs and simulation software are designed to increase the absorption of the materials and to give you a practical orientation of the learning experience. All this will give you a solid, practical exposure to the key principles covered and will ensure that you obtain maximum benefit from your program.

Associate Degree of Engineering in Industrial Automation

AIA Program Overview

As a society we depend upon manufactured products that are made in factories that are highly automated. Industrial Automation is the sub-discipline of engineering concerned with how these factories are designed and operated. As such, Industrial Automation is broad-ranging and covers a number of complimentary subjects.

The 2-year Associate Degree of Engineering in Industrial Automation is designed to produce graduates who are engineering "associates". Professional societies for engineering define an "Engineering Associate" as being one level of practice below that of "Professional Technologist", which is, in turn, one level below that of "Professional Engineer".

This program will help to address the growing shortage off Engineering associates globally. There is a critical shortage of automation, instrumentation and control engineers ('engineers' here being used in a generic sense) around the world now due to retirement, restructuring and rapid growth in new industries and technologies. The respected ISA organization estimated that at least 15,000 new automation engineers are needed annually in the US alone. Many Industrial Automation businesses throughout the world comment on the difficulty in finding experienced automation engineers despite offering outstanding salaries.

Graduates will be expected to meet the academic qualification standards that are defined by the Australian Qualifications Framework (AQF) for Level 6 (i.e. one level below a BSc degree). This is in line with the Dublin Accord.

For successful graduates, the next step in the pathway would be completion of a bachelor's degree in science (Industrial Automation Engineering), followed by a master's degree program designed for "entry to [professional] practice" as defined by Engineers Australia. Graduates may perhaps be offered this through EIT's master's degree program that may lead to professional recognition at the level of Professional Engineer. Status as a "Chartered Professional Engineer" may be achieved with sufficient subsequent career experience after graduation. This may depend upon the student's country of residence and it should be noted that terminology varies in other across countries.

In summary, the Associate Degree program is designed to provide a sound theoretical base for engineering combined with an innovative approach to building a strong practical experience profile.

The program aims:

1. To deliver an innovative qualification in engineering that is distinguished by its emphasis on useful, practical industry-orientated technology courses combined with strong academic foundations closely aligned with the job market.
2. To provide an opportunity in future for students with no prior engineering education or skills to achieve an engineering degree through a blend of campus-based and online learning with strong emphasis on the useful, practical industrial application of engineering skills.
3. To provide an opportunity for industry-based technology orientated persons to build their professional careers through a simple and effective articulation route to an MSc in engineering.
4. To complement EIT's existing industry-orientated programs to ensure that students may have a continuous articulated pathway (with viable exit or "rest" points) to professional engineer status beginning with Associate

Degree studies, through BSc, to master's degree level. A key benefit of this approach is that a student will be able to exit the pathway with a qualification, thus reducing the high level of attrition experienced with some full-time programs.

5. To provide a response to the pressing shortage of engineering associates.

Graduates of the program will be able to:

1. Exhibit a descriptive, formula-based understanding of the natural sciences in the field of Industrial Automation.
2. Discern knowledge development within the Industrial Automation technology domain.
3. Exhibit knowledge that supports engineering design based on the techniques and procedures of Industrial Automation.
4. Demonstrate knowledge of procedural mathematics, numerical analysis, and statistics, all contextualized for Industrial Automation applications.
5. Solve problems related to the Industrial Automation domain in standardized ways.
6. Conduct investigations of well-defined problems; locate and search relevant codes and catalogs and conduct standard tests and measurements in the Industrial Automation domain.
7. Communicate effectively on well-defined engineering activities with the engineering community and with society at large, by being able to comprehend the work of others, document their own work, and give and receive clear instructions.
8. Engage effectively and appropriately across a diverse range of cultures.
9. Design or develop solutions to well-defined problems.
10. Apply systematic approaches to the conduct and management of projects within the Industrial Automation domain.
11. Recognize the reasonably foreseeable social, cultural and environmental effects of well-defined activities generally.
12. Have regard to the need for sustainability, and using engineering technical expertise to prevent dangers to the public.

Program Content

The program comprises 19 courses, made up of 7 General Education ("Gen Ed") courses and 12 Elective courses, for a total of 66 credit hours. These courses are presented over a period of 2 years to cover the following seven engineering threads, in order to provide maximum practical coverage in the field of industrial automation.

- Instrumentation, Automation and Process Control
- Electrical Engineering
- Electronics
- Industrial Data Communications and Networking
- Mechanical Engineering
- Fundamentals of Professional Engineering (including Project Management)
- Chemical Engineering

The individual courses are as follows:

Code	Description	Type	Week Length
DIA5	Fundamentals of Professional Engineering	Gen Ed	Ongoing
ADM1000	Skills for Academic Success	Gen Ed	8
ENG1301	English Composition I	Gen Ed	8
MTH1301	Algebra I	Gen Ed	8
CIS1301	Computers and Technology	Gen Ed	8
MTH1302	Algebra II	Gen Ed	8
ADWP	Guided work placement (approx. 100 clock hours per semester)	Gen Ed	Ongoing
DIA101	Practical Instrumentation for Automation and Process Control	Elective	6
DIA102	Fundamentals of Process Plant	Elective	7
DIA103	Best Practice in Industrial Data Communications	Elective	6
DIA104	Practical Process Control	Elective	6
DIA205	Practical Distributed Control Systems	Elective	4
DIA206	Practical Advanced Process Control for Engineers and Technicians	Elective	6
DIA207	Practical Boiler Control and Safety Instrumentation for Engineers and Technicians	Elective	4
DIA208	Practical HAZOPS and Hazardous Areas for Engineers and Technicians	Elective	8
DIA209	Practical Industrial Wiring and Networking	Elective	5
DIA210	Practical Radio Telemetry & SCADA Systems for Industry	Elective	6
DIA211	Motor Protection, Control and Maintenance Technologies	Elective	4
DIA212	Practical Power Distribution for Engineers and Technicians	Elective	4

AIA: Integrated Specification / Program Learning Outcomes (PLO)

[Contextual Graduate Attributes]

PLO 1: Knowledge

Graduates of this program will have a descriptive, formula-based understanding of the natural sciences in the field of Industrial Automation [A1], as well as the ability to discern knowledge development within the Industrial Automation technology domain [A3]. They will also exhibit knowledge that supports engineering design based on the techniques and procedures of Industrial Automation. [A4]

This includes applying fundamental chemical and process engineering principles; using control system strategies; assessing hazard, risk and performing safety system design; understanding modern instrumentation and control equipment; and applying knowledge of industrial data communications, PLC, SCADA and DCS engineering systems.

Graduates will also demonstrate knowledge of procedural mathematics, numerical analysis, and statistics [A2], all contextualized for Industrial Automation applications. (EA Stage 1: 1.1; 1.2; 1.3; 1.4; 1.5)

PLO 2: Problem Solving

Graduates of this program will be able to solve problems related to the Industrial Automation domain in standardized ways [B1]. They will also be able to conduct investigations of well-defined problems; locate and search relevant codes and catalogues, and conduct standard tests and measurements [B2] in the Industrial Automation domain. (EA Stage 1: 1.4; 2.1; 2.2; 2.3; 2.4; 3.2)

PLO 3: Communication

Graduates will be able to communicate effectively on well-defined engineering activities with the engineering community and with society at large, by being able to comprehend the work of others, document their own work, and give and receive clear instructions [C1]. They will also be able to engage effectively and appropriately across a diverse range of cultures [C2]. (EA Stage 1: 3.2; 3.4; 3.5)

PLO 4: Design and Project Management

Graduates will be able to design or develop solutions to well-defined problems [D1]. They will also be able to apply systematic approaches to the conduct and management of projects within the Industrial Automation domain [D2]. (EA Stage 1: 1.5; 2.1; 2.2; 2.3; 2.4; 3.5; 3.6)

PLO 5: Professional and Ethical Conduct

Graduates will recognize the reasonably foreseeable social, cultural and environmental effects of well-defined activities generally [E1]. They will also have regard to the need for sustainability, and using engineering technical expertise to prevent dangers to the public [E2]. (EA Stage 1: 1.6; 3.1; 3.3; 3.4; 3.5; 3.6)

Prerequisite Courses:

Undergraduate Orientation Program (0 Credits)

Teaching periods:

The AIA program runs over two years. The Gen Ed courses as well as the electives DIA101 thru DIA104 are offered in Year 1, while electives. DIA205 thru DIA212 are offered in Year 2.
Refer to the full course descriptions online at: **https://www.eit.college/**

AIA Program Structure

AIA Total Program Required Credits:	**66 Credits**
General Education Credits	20 Credits
Engineering Credits	46 Credits

AIA General Education Courses (20 Credits)

Note: Completed online via Apollos University, except for DIA5 (via EIT)

DIA5	Fundamentals of Professional Engineering	5 Credits
ADM 1000	Skills for Academic Success	3 Credits
ENG 1301	English Composition I	3 Credits
MTH 1301	Algebra I	3 Credits
CIS 1301	Computers and Technology	3 Credits
MTH 1302	Algebra II	3 Credits

AIA Core Engineering Courses (46 Credits)

ADWP	Guided Work Placement	10 Credits
DIA101	Practical Instrumentation for Automation and Process Control	3 Credits
DIA102	Fundamentals of Process Plant	3 Credits
DIA103	Best Practice in Industrial Data Communications	3 Credits
DIA104	Practical Process Control	3 Credits
DIA205	Practical Distributed Control Systems	3 Credits
DIA206	Practical Advanced Process Control	3 Credits
DIA207	Practical Boiler Control and Safety Instrumentation	3 Credits
DIA208	Practical HAZOPS and Hazardous Areas	3 Credits
DIA209	Practical Industrial Wiring and Networking	3 Credits
DIA210	Practical Radio Telemetry & SCADA Systems for Industry	3 Credits
DIA211	Motor Protection, Control and Maintenance Technologies	3 Credits
DIA212	Practical Power Distribution for Engineers and Technicians	3 Credits

AIA Course Descriptions

GENERAL EDUCATION COURSES (20 Credits)

DIA5: Fundamentals of Professional Engineering
This module covers project management principles and various non-technical aspects of engineering education. The broad aims of this course are to enable the student to;

- Assess personal strengths, weaknesses and preferences
- Implement personal development strategies that align with Engineers Australia's professional standards
- Undertake complex ill-defined engineering projects and report appropriate solutions
- Investigate, develop and articulate technical knowledge required to undertake engineering projects
- Articulate and demonstrate personal development of time management skills, project management skills and team management skills
- Analyze and assess the viability of engineering projects using sustainability frameworks
- Present technical engineering information to peers and superiors
- Continue to develop a portfolio to demonstrate development of a professional attitude, problem solving skills, technical knowledge and productive work practices
- Provide evidence of a professional capacity to communicate, work and learn productively, both individually and in teams.

ADM 1000: Skills for Academic Success
To be successful in the online, undergraduate degree programs at Apollos University, students need to possess a core set of skills. This course provides new students with an overview of these core skills, focusing on 8 specific items: navigating the Apollos systems; Apollos policies and procedures, Apollos student services and resources; university expectations; the LIRN Library Database; APA Style and academic writing; study and test taking skills; time management and staying motivated.

ENG 1301: English Composition I
This course provides the student with a review of the basics of sentence structure, paragraph construction, and essay composition. A major focus of the course is on reading analytically and writing clearly and effectively. The subject matter used for the majority of the writing exercises will be based on the student's personal experiences and on fundamental research techniques and exercises.

MTH 1301: Algebra I
The design of this course is to provide a solid foundation in algebra for students who have moderate to no previous experience with algebra, as well as to help students succeed with non-mathematical courses that require an understanding of algebraic fundamentals. The concepts examined in this course will include a review of the real numbers, linear equations, exponents and polynomials, rational expressions and functions, and radicals and rational exponents.

CIS 1301: Computers and Technology
The course provides the student with information about the most important and current concepts of information technology. This is a survey of current information technology trends and issues that affect today's businesses. Topics covered are the Internet, the Web, electronic commerce, software, hardware, storage, databases, networking, privacy, security, system analysis and design, and programming languages.

MTH 1302: Algebra II

Review of functions and their graphs, linear and quadratic functions, factoring. Polynomial and rational functions. Review of exponents, exponential and logarithmic functions and their graphs and systems of equations, theory of equations.

CORE COURSES (46 Credits)

ADWP: Guided Work Placement
[Insert course description to be determined once operational]

DIA101: Practical Instrumentation for Automation and Process Control

This course covers the measurement of pressure, level, temperature and flow in a process environment. These topics are designed for engineers and technicians who need to have practical knowledge of election, installation and commissioning of industrial instrumentation and control valves.

In many respects a clear understanding and application of these principles is the most important factor in an efficient process control system. You can only achieve excellent control of your process when your instrumentation provides the correct information. You will learn how to achieve effective results for the industrial processes you are responsible for, including the design, specification and implementation of control and measurement equipment. The material focuses on real applications, with attention to special installation considerations and application limitations when selecting or installing different measurement or control equipment.

DIA102: Fundamentals of Process Plant

Process plants such as refineries and petrochemical plants are complex facilities consisting of equipment, piping systems, instruments, electrical systems, electronics, computers, and control systems. The design, engineering and construction of process plants involves multidisciplinary team effort. Plant layout and design of piping systems constitute a major part of the design and engineering effort.

The objective is to design safe and dependable processing facilities in a cost effective manner. The fact is that there are few formal training programs with a focus on plant layout and design of piping systems, therefore most of the required skills are acquired while on the job, reducing productivity and efficiency.

This course will cover the fundamental principles and concepts used in process plant layout and piping design. You will have an opportunity to learn and discuss the techniques and procedures used in the design and engineering of complex process plants, including fundamentals of plant layout, the equipment used, design principles and procedures. You will also understand fundamentals of piping system components and the specification and design of these components. Practical examples from actual projects will be used extensively to illustrate the principles and drive home the point. You will also be provided with high quality technical materials that will prove useful for many years.

DIA103: Best Practice in Industrial Data Communications

This course outlines best practice in designing, installing, commissioning and troubleshooting industrial data communications systems. In any given plant, factory or installation there are a myriad of different industrial communications standards used and the key to successful implementation is the degree to which the entire system integrates and works together. With so many different standards on the market today, the debate is not about what is the best - be it Foundation Fieldbus, Profibus, DeviceNet or Industrial Ethernet - but rather about selecting the most

appropriate technologies and standards for a given application and then ensuring that best practice is followed in designing, installing and commissioning the data communications links to ensure they run fault-free. The industrial data communications systems in your plant underpin your entire operation. It is critical that you apply best practice in designing, installing and fixing any problems that may occur.

This course will distil all the tips and tricks and give the best proven practices to follow. The main steps in using today's communications technologies involve selecting the correct technology and standards for your plant based on your requirements; doing the design of the overall system, installing the cabling and then commissioning the system. Fiber optic cabling is generally accepted as the best approach for physical communications but there are obviously areas where you will be forced to use copper wiring and indeed, wireless communications.

These course topics outline the critical rules followed in installing the data communications physical transport media, ensuring trouble free installation for years to come. The important point to make is that with today's wide range of protocols available, you only need to know how to select, install and maintain them in the most cost effective manner for your plant or factory - knowledge of the minute details of the protocols is not necessary.

DIA104: Practical Process Control

This course covers all the essentials of process control and tools to optimize the operation of your plant and process, including the ability to perform effective loop tuning. Practical process control is aimed at engineers and technicians who wish to have a clear understanding of the essentials of process control and loop tuning, as well as how to optimize the operation of their particular plants or processes. Mathematical theory has been kept to a minimum with the emphasis throughout on practical applications and useful information.

DIA205: Practical Distributed Control Systems

This module will cover the practical application advantages of the modern distributed control system (DCS) and how to maximize your return on this significant investment in both hardware and software. This includes the monitoring of the effectiveness and return on the on-line process and control system performance including due diligence on system alarm management. A variety of causes and cures for how these situations occur and can be corrected will be addressed as part of the program curriculum.

Most of the process control functionality that should be in a DCS can be configured in terms of well-tried and virtually standard combinations of function blocks. All DCSs have a comprehensive library of these function blocks but few operations outside the hydrocarbon industries implement the control schemes required for reasonably comprehensive process stabilization ("straight lines on screens") and constraint compliance ("operating hard up against the limits") capabilities on which control systems are justified.

This course will provide you with the tools to realize how to effectively use an integrated distributed control system and consequently optimize your process and profitability.

DIA206: Practical Advanced Process Control for Engineers and Technicians

In today's environment, the processing, refining and petrochemical business is becoming more and more competitive and every plant manager is looking for the best quality products at minimum operating and investment costs. The traditional PID loop is used frequently for much of the process control requirements of a typical plant. However, there are many drawbacks in using these, including excessive dead time that can make the PID loop very difficult (or indeed impossible) to apply.

Advanced Process Control (APC) is thus essential today in the modern plant. Small differences in process parameters can have large effects on profitability; get it right and profits continue to grow; get it wrong and there are major losses. Many applications of APC have pay back times well within a year. APC does require a detailed knowledge of the plant to design a working system. Considerable attention needs to be given to the operators to ensure that they can apply these new technologies effectively.

DIA207: Practical Boiler Control and Safety Instrumentation for Engineers and Technicians

This course covers two subjects that are essential for anyone involved in using or applying controls to boilers. These are a basic knowledge of boiler and combustion processes and a basic knowledge of those control and instrumentation practices relevant to most boiler plant applications. The control training includes a review of the SAMA and ISA symbol standards used for depicting control system details. The course then proceeds in a series of topics to describe the basic requirements and typical control solutions for the main control and safety functions in boilers. These functions are structured into individual topics allocated to feed water supply and drum level, furnace air and the control of draft pressure, combustion controls, steam pressure and temperature controls. The combustion control module addresses the issues of dynamic response of the fuel and air feeds with examples of how ratio control, feedforward signals and cross-limiting methods are applied to ensure good load following. The course includes a study of the basic principles of burner management systems as well as the measures used to support furnace safety through the enforcement of start-up procedures and purge sequences. by a series of practical study exercises with answers provided to assist the understanding of key issues.

This course also covers the management, planning and execution of automatic safety systems in accordance with IEC 61511, the international standard for process industry safety controls. IEC 61511 has been recognized by European safety authorities and by USA based process companies as representing the best practices available for the provision of automatic safety systems.

DIA208: Practical HAZOPS and Hazardous Areas for Engineers and Technicians

This course will provide you with an understanding of the hazards involved in using electrical equipment in potentially explosive atmospheres. It is based on the international IEC79 Series of Standards. Explosion-protected installations can be expensive to design, install and operate. The wider approaches described in these standards can significantly reduce costs whilst maintaining plant safety. The course explains the associated terminology and its correct use. It covers area classification through to the selection of explosion-protected electrical apparatus, describing how protection is achieved and maintained in line with these international requirements. Standards require that engineering staff and their management are trained effectively and safely in Hazardous Areas and this course is designed to help fulfil that need.

The course will also concentrate on awareness level training for managers, engineers and technicians in the practical application of hazard and operability workshops (known as HAZOP). Training takes the form of an introductory presentation followed by interactive examples where you can obtain an understanding of the HAZOP technique and HAZOP team leaders can practice the required skills. HAZOP is widely used for identifying hazards in an industrial process and for assessing the potential consequences where there are risks of harm to persons, the environment or to assets. The HAZOP technique is fully recognized and recommended throughout industry by professional engineering institutions, government regulators and insurance companies. It is one of the principal risk management tools required by most government regulators for industrial processes worldwide. HAZOP is applied at both the design stage and throughout the life of a process plant, where it supports the safety management and (where applicable) the validation of the plant safety case. HAZOP is also an essential technique when reviewing modifications and upgrades to existing plants.

DIA209: Practical Industrial Wiring and Networking

One of the aims of this module is to help with the identification, design, prevention and fixing of common EMI/EMC problems with a focus on earthing and shielding techniques. Learning how to fix earthing and shielding problems on the job can be very expensive and frustrating. Although it must be noted that most of the principles involved are simple, these topics will provide the tools to approach earthing and shielding issues in a logical and systematic way.

The second focal point of this course is the use of Wireless and Ethernet in industrial and plant floor environments. This has grown dramatically in the last few years. Industrial users face a wide range of options when designing and implementing plant-level Wireless and Ethernet networks. Great success is being achieved using Wireless, provided certain ground rules are applied. IEEE 802.3 Ethernet LANs and IEEE 802.11 WLANs are covered, as well as all the supporting technologies.

DIA210: Practical Radio Telemetry & SCADA Systems for Industry

SCADA has traditionally meant a window into the process of a plant or gathering of data from devices in the field, but now the focus is on integrating this process data into the actual business and using it in real time. The current emphasis is on using open communication protocols, such as IEC 60870, DNP3 and TCP/IP, and commercial off-the-shelf (COTS) hardware and software to keep the costs down. This module covers the fundamentals of SCADA design, installation and troubleshooting.

Wireless technologies such as terrestrial microwave, cellular data, and VSat are increasingly used in SCADA systems. This course will also address the use of wireless modems, terrestrial wireless link design, infrastructural issues, and wireless security.

DIA211: Motor Protection, Control and Maintenance Technologies

It is estimated that electrical drives and other rotating equipment consume about 50% of the total electrical energy consumed in the world today (and this figure increases to 70% if you only consider industry.) The cost of maintaining electrical motors can be a significant amount in the budget item of manufacturing and mining industries. This course provides a thorough understanding of electrical motor protection, control and maintenance and also provides the tools to maintain and troubleshoot electrical motors and drives. Typical applications of electric motors in mining, manufacturing, materials handling and process control will be covered in detail. The concluding topic of the course will provide the fundamental tools for troubleshooting motors confidently and effectively.

DIA212: Practical Power Distribution for Engineers and Technicians

This course focuses on medium voltage (1 kV – 36 kV) power considerations, switchgear, power cables, transformers, power factor correction, earthing/grounding, lightning protection and network studies. It involves practical design calculations to reinforce understanding of each topic. These will include how to use computer simulation software to design and/or troubleshoot electrical power networks, fault level calculations, load flow forecasts, motor starting studies, and equipment sizing.

Bachelor of Science (Industrial Automation Engineering)

BIA Program Overview

As a society we depend upon manufactured products that are made in factories that are highly automated. Industrial automation is the sub-discipline of engineering concerned with how these factories are designed and operated. As such, Industrial Automation is broad-ranging and covers a number of complimentary subjects.

The 4-year Bachelor of Science (BSc) degree award in Industrial Automation Engineering is designed to produce graduates who are engineering "technologists". Professional societies for engineering define a "Professional Technologist" as being one level of practice below that of "Professional Engineer" although in many countries (e.g, the UK) the term "Engineer" is more commonly used for these graduates. This program will help to address the growing shortage of technologists world-wide.

Graduates will be expected to meet the academic qualification standards that are defined by the Australian Qualifications Framework (AQF) for Level 7 and the requirements of Engineers Australia "Stage 1 Competency Standards for a Professional Engineering Technologist". This is in line with the Sydney Accord.

For successful graduates, the next step in the pathway would be completion of a master's degree program designed for "entry to [professional] practice" as defined by Engineers Australia. Graduates may perhaps be offered this through EIT's master's degree program that may lead to professional recognition at the level of Professional Engineer. Status as a "Chartered Professional Engineer" may be achieved with sufficient subsequent career experience after graduation. This may depend upon the student's country of residence and it should be noted that terminology varies in other countries.

In summary, the BSc program is designed to provide a sound theoretical base for engineering combined with an innovative approach to building a strong practical experience profile.

The program aims:

1. To deliver an innovative BSc qualification in engineering that is distinguished by its emphasis on useful, practical industry-orientated technology courses combined with strong academic foundations closely aligned with the job market.
2. To provide an opportunity in future for students with no prior engineering education or skills to achieve a BSc (Eng.) degree through a blend of campus-based and online learning with strong emphasis on the useful, practical industrial application of engineering skills.
3. To provide an opportunity for industry-based technology orientated persons, who have completed their advanced diploma (or equivalent) studies, to build their professional careers through a simple and effective articulation route to a BSc in engineering (with perhaps some credit).
4. To complement EIT's existing industry-orientated programs to ensure that students may have a continuous articulated pathway (with viable exit or "rest" points) to professional engineer status beginning with advanced diploma studies, through BSc, to master's degree level. A key benefit of this approach is that a student will be able to exit the pathway with a qualification, thus reducing the high level of attrition experienced with some four-year full-time programs – which can take 8 years or more to complete part-time.
5. To offer the program with flexibility of study load and duration, within program rules. If a student wishes to reduce study load then duration may extend up to a maximum of 6 years unless extenuating circumstances apply (illness, parenting responsibilities or similar).
6. To provide a response to the pressing shortage of technologists

Graduates will be able to:

1. Demonstrate breadth of knowledge of engineering as well as systematic, theory-based understanding of underlying principles, and depth of knowledge across the Industrial Automation sub-discipline
2. Demonstrate knowledge of mathematical, statistical and computer sciences appropriate for Industrial Automation technology
3. Discern knowledge development within the Industrial Automation technology domain
4. Demonstrate knowledge of engineering design practice and contextual factors impacting the Industrial Automation technology domain
5. Be able to research, synthesize, evaluate and innovatively apply theoretical concepts, knowledge and approaches across diverse engineering technology contexts to effectively solve engineering problems in the Industrial Automation domain
6. Exhibit technical and project management skills to design complex systems and solutions in line with developments in engineering technology professional practice
7. Investigate, analyze and organize information and ideas and to communicate those ideas clearly and fluently, in both written and spoken forms appropriate to the audience
8. Engage effectively and appropriately across a diverse range of cultures
9. Apply systematic synthesis and design processes within the Industrial Automation domain
10. Apply systematic approaches to the conduct and management of projects within the Industrial Automation domain
11. Show innovation in applying engineering technology, having regard to ethics and impacts including economic; social; environmental and sustainability
12. Demonstrate professional conduct, understanding and accountability in professional practice across diverse circumstances including teamwork, leadership and independent work

Program Content

The center of all engineering is a good foundation in mathematics, physics and problem solving. All these topics are taught in this program, but very much from the perspective of applied theory (as opposed to a largely theoretical approach).

In the first year, all the General Education courses are offered. This includes two Algebra courses, which serve as a primer for subsequent science and mathematics courses.

This core second-year material is delivered along with sub-discipline specific elective courses: Principles of Chemical Engineering and Process Instrumentation and Control. This is important because it allows students to contextualize their learning of the foundation subjects and acquire important foundation skills and knowledge in Industrial Automation.

The third-year material builds upon the foundation subjects that include programming, advanced mathematics, and design and drawing. The other third-year courses are sub-discipline specific and provide students the opportunity to acquire greater depth and scope in their knowledge and skills in Industrial Automation. The courses provide a systems approach to this sub-discipline. This is important because all automation systems function as an integrated whole – from instrumented sensors and local controllers to factory-wide monitoring and control systems all interconnected by communication systems. Safety in this type of environment is of paramount importance. The third-year course Safety Systems Engineering teaches students a systematic, engineering approach to safety based on international best practices.

The fourth year of this award offers two general, but important, core subjects: Project planning, Management and Costing; and Technology, Sustainability and Society. Career progression is significantly based upon one's ability to manage projects of increasing complexity, scope and cost – on time and on budget! The first course teaches students project management, but very much from an engineering context and hence directly relevant to underpinning and supporting career progression. The second course teaches engineering very much from a holistic, but important, perspective. Many commentators foresee future growth in jobs to be in industries that are aimed at a more

environmentally sustainable world. The fourth- year Industrial Automation subjects provide a number of discipline-specific courses that include: Power and Drive Controls; Embedded Systems Design; Instrument and Control Engineering Practices and Communication Systems and Protocols. These are important subjects as they serve to provide not only greater technical depth but also broaden the student's exposure to Industrial Automation.

This award will provide students with an excellent knowledge of this broad sub-discipline all underpinned by appropriate foundation knowledge and practical skills.

Refer to the full course descriptions online at: **https://www.eit.college/**

BIA: Integrated Specification / Program Learning Outcomes (PLO)

The program objectives for the BIA graduate are that they will be able to accomplish the following:

PLO 1: Knowledge

Graduates of this program will have breadth of knowledge, skills and in-depth understanding [A1] and knowledge development at the Engineering Technologist level [A3] across the Industrial Automation engineering disciplines including specialized body of knowledge in [A1]: applying fundamental chemical and process engineering principles; using control system strategies; assessing hazard, risk and performing safety system design; understanding modern instrumentation and control equipment; and applying knowledge of industrial data communications, PLC, SCADA and DCS engineering systems. Graduates will also demonstrate scientific, mathematical, computer science [A2], contextual factors and design practice [A4] knowledge - contextualized for Engineering Technologist applications. (EA Stage 1: 1.1; 1.2; 1.3; 1.4; 1.5)

PLO 2: Problem Solving

Graduates of this program will be able to identify and solve intellectually complex, specialized engineering technologist problems relevant to Industrial Automation, individually or in groups, underpinned by critical analysis, self-reflection, research and synthesis of the engineering systems and solutions relevant to the engineering technology domain [B1]. Graduates will also apply, analyze and synthesize solutions to complex process, control, hazard, risk, instrumentation, data communication, PLC, and SCADA/DCS problems in a critical manner by exercising sound technical and innovative engineering project management judgement [B2]. (EA Stage 1: 1.4; 2.1; 2.2; 2.3; 2.4; 3.2)

PLO 3: Communication

Graduates will have communication (oral and written) skills to investigate, analyze and present technical ideas, information and solutions [C1] on Industrial Automation problems in a professional and organized manner across international cultures [C2] within the engineering technology domain. (EA Stage 1: 3.2; 3.4; 3.5)

PLO 4: Design and Project Management

Graduates will use skills in established design and project management methodologies to systematically conduct design and synthesize projects [D2] individually or in collaboration with others as team members and leaders in Industrial Automation Engineering. Graduates will apply broad hazard and risk assessment, instrumentation and control strategies and process engineering fundamentals to support safe and systematic design and synthesis within the technology domain [D1]. (EA Stage 1: 1.5; 2.1; 2.2; 2.3; 2.4; 3.5; 3.6)

PLO 5: Professional and Ethical Conduct

Graduates of this program will operate as Industrial Automation engineering technologists in a practical, innovative, sustainable and ethical manner with a socially, environmentally and economically accountable ethos [E1]. Graduates will also demonstrate professional conduct and accountability befitting Professional Engineering Technologists, individually and in groups, via professional and industry exposure practice [E2] – integrated and consolidated within the various Industrial Automation topics. (EA Stage 1: 1.6; 3.1; 3.3; 3.4; 3.5; 3.6)

Program Structure

Ultimately, the BSc will be achievable with 4 years of full-time study and will include two uncredited courses allocated to Industrial Experience in an engineering environment, as well as a hands-on workshop.

Students must complete a total of 120 credit hours points comprising 12 credited core subjects (each 3 points), plus 12 credited electives (each 3 points) and a final year project (9 points value). The project is the equivalent of one full term of work.

Studied full-time, this program will consist of 4 years of study over 4 terms per year, each term being of 12 weeks duration. The 4th term in the second and third years is allocated to industrial experience (although no credit points apply) and there is no 4th term in the final year.

Students who meet the Entrance Requirements and are working, or have worked, in a relevant role in industry may obtain RPL for the industrial experience courses and hands-on workshops.

Teaching periods:

On-Campus Full-Time: Two teaching periods per year (2 semesters of 15 weeks each per year) with 4.5courses taken per semester and 1 industrial experience course taken in the holiday break. Students will complete 10courses per year. There will be scheduled breaks between semesters and at the end of the year. Students will be required to complete or gain recognition of prior learning (RPL) for 4 discipline-specific hands-on workshops in order to graduate.

Online: Two teaching periods per year (2semesters of 24weeks duration) with 3 courses taken per semester for Part-Time (6 courses per year) and 5 courses taken per semester for Full-Time (10 courses per year). There is a short break between semester sand students study for 48 weeks of the year. Students will be required to complete or gain recognition of prior learning (RPL) for 4 discipline-specific hands-on workshops in order to graduate.

Students who meet the Entrance Requirements and are working, or have worked, in a relevant role in industry may obtain RPL for the industrial experience courses and hands-on workshops.

Code	Description	Type	Week Length
BSC101C	Engineering Mathematics	Core	12
BSC102C	Electrical Circuit Theory and Analysis	Core	12
BSC103C	Engineering Dynamics + Mechanics	Core	12
BSC104C	Engineering Mathematics 2	Core	12
BSC105C	Mechanics of Machines	Core	12
BSC107C	Physics and Chemistry for Engineers	Core	12
BSC109C	Industrial Experience Research Project	Core	12
BSC110C	Industrial Experience 1	Core	3
BSC201C	Engineering Programming	Core	12
BSC202C	Engineering Mathematics 3	Core	12
BSC203C	Engineering Design and Drawing	Core	12

BSC210C	Industrial Experience 2	Core	3
BSC302C	Project Planning, Management and Costing	Core	12
BSC305C	Technology, Sustainability and Society	Core	12
BCS307C	Final Year Project (Industrial Automation Engineering)	Core	12
BIA106S	Principles of Chemical Engineering	Elective	12
BIA108S	Process Instrumentation and Control	Elective	12
BIA204S	Ancillary Support Systems	Elective	12
BIA205S	Programmable Logic Controllers	Elective	12
BIA206S	Communications and Networks	Elective	12
BIA207S	Automation Systems and Supervisory Control	Elective	12
BIA208S	Safety Systems Engineering	Elective	12
BIA209S	Analysis and Modelling of Dynamics Systems	Elective	12
BIA301S	Communication Systems and Protocols	Elective	12
BIA303S	Embedded Systems Design	Elective	12
BIA304S	Power and Drive Controls	Elective	12
BIA306S	Instrument and Control Engineering Practices	Elective	12
ADM 1000	General Education Course 1 / Skills for Academic Success	Gen Ed	8
ENG 1301	General Education Course 2 / English Composition I	Gen Ed	8
ENG 1302	General Education Course 3 / English Composition II	Gen Ed	8
MAT 1301	General Education Course 4 / Algebra I	Gen Ed	8
MAT 1302	General Education Course 5 / Algebra II	Gen Ed	8
SCI 1301	General Education Course 6 / Earth Science	Gen Ed	8
COM 1310	General Education Course 7 / Business Communication	Gen Ed	8
HIS 1310	General Education Course 8 / US History I	Gen Ed	8
PHL 1310	General Education Course 9 / Critical Thinking	Gen Ed	8
IT101	General Education Course 10 / Computers and Technology	Gen Ed	8
HIS1311	General Education Course 11 / US History II	Gen Ed	8
DIA5	Fundamentals of Professional Engineering	Gen Ed	4
ADM 1000	General Education Course 1 / Skills for Academic Success	Gen Ed	8
ENG 1301	General Education Course 2 / English Composition I	Gen Ed	8
MAT 1301	General Education Course 4 / Algebra I	Gen Ed	8
IT101	General Education Course 10 / Computers and Technology	Gen Ed	8
MAT 1302	General Education Course 5 / Algebra II	Gen Ed	8
ADWP	Guided work placement (approx. 100 clock hours per semester)	Core	48

**General education courses are not presented by EIT, but by Apollos University. All students enrolling with EIT will be automatically enrolled with Apollos University for the specified courses as well.*

Rules of Progression

Successful completion of all courses, including industrial experience, is required before graduation. All courses must be passed, or have exemptions, to achieve the qualification.

Other protocols for the course

Individual courses may have previous courses as pre-requisites, and this is described in the course outlines. All engineering disciplines are built up of individual bodies-of-knowledge that together target a specific application. Sub-discipline courses rely on the combined body of knowledge from the core courses, specifically mathematics, physics, and discipline knowledge, and also on the relevant prior studies of the student.

BIA Program Structure

BIA Total Program Required Credits:	**120 Credits**
General Education	33 Credits
Engineering	87 Credits

Core Courses (15 Courses, 45 Credit points)

BSC101C	Engineering Mathematics	3 Credits
BSC102C	Electrical Circuit Theory and Analysis	3 Credits
BSC103C	Engineering Dynamics + Mechanics	3 Credits
BSC104C	Engineering Mathematics 2	3 Credits
BSC105C	Mechanics of Machines	3 Credits
BSC107C	Physics and Chemistry for Engineers	3 Credits
BSC109C	Industrial Experience Research Project	3 Credits
BSC110C	Industrial Experience 1	3 Credits
BSC201C	Engineering Programming	3 Credits
BSC202C	Engineering Mathematics 3	3 Credits
BSC203C	Engineering Design and Drawing	3 Credits
BSC210C	Industrial Experience 2	3 Credits
BSC302C	Project Planning, Management and Costing	3 Credits
BSC305C	Technology, Sustainability and Society	3 Credits
BCS307C	Final Year Project	9 Credits

Stream Courses (12 Courses, 36 Credit points)

BIA106S	Principles of Chemical Engineering	3 Credits
BIA108S	Process Instrumentation and Control	3 Credits
BIA204S	Ancillary Support Systems	3 Credits
BIA205S	Programmable Logic Controllers	3 Credits
BIA206S	Communications and Networks	3 Credits

BIA207S	Automation Systems and Supervisory Control	3 Credits
BIA208S	Safety Systems Engineering	3 Credits
BIA209S	Analysis and Modelling of Dynamics Systems	3 Credits
BIA301S	Communication Systems and Protocols	3 Credits
BIA303S	Embedded Systems Design	3 Credits
BIA304S	Power and Drive Controls	3 Credits
BIA306S	Instrument and Control Engineering Practices	3 Credits

General Education Courses (11 Courses, 33 Credit points)

Note: Completed online via Apollos University

ADM 1000	General Education Course 1 / Skills for Academic Success	3 Credits
ENG 1301	General Education Course 2 / English Composition I	3 Credits
ENG 1302	General Education Course 3 / English Composition II	3 Credits
MTH 1301	General Education Course 4 / Algebra I	3 Credits
MTH 1302	General Education Course 5 / Algebra II	3 Credits
SCI 1301	General Education Course 6 / Earth Science	3 Credits
COM 1310	General Education Course 7 / Business Communication	3 Credits
HIS 1310	General Education Course 8 / US History I	3 Credits
PHL 1310	General Education Course 9 / Critical Thinking	3 Credits
CIS1301	General Education Course 10 / Computers and Technology	3 Credits
HIS1311	General Education Course 11 / US History II	3 Credits

BIA Course Descriptions

CORE COURSES

BSC101C: Engineering Mathematics

This Course introduces the student to core mathematical concepts, processes and techniques necessary to support subsequent studies in Engineering. These concepts include, but are not limited to, the properties and engineering applications of linear, quadratic, logarithmic and exponential functions. The Course commences with linear equations and goes on to cover varied subjects including inequalities, functions, trigonometry, sequences, series, variation, ratio, proportion, algebraic functions, trigonometric ratios, trigonometric functions and applications. It rounds off with an introduction to differentiation and integration, followed by vectors, complex numbers and matrices. The topics in this Course are structured in such a manner that the student will be able to solve problems related to engineering applications by using these mathematical techniques.

BSC102C: Electrical Circuit Theory and Analysis

The objective of this Course is to familiarize the students with the various elements of electrical circuits and the behaviour of circuits when connected to a power source. Information covered in this Course will include: the fundamentals of DC and AC circuits; the measurement of voltage, current, power, resistance; and, other basic electrical concepts. Additionally, the various circuit combinations, mathematical methods for resolving DC and AC circuits, calculations for AC circuits involving the use of complex numbers in Cartesian and polar forms, the use of various circuit theorems, the maximum power transfer theorem, and the basics of resonance and harmonics in complex waveforms, will also be discussed.

BSC103C: Engineering Dynamics + Mechanics

The objective in presenting this Course is to provide students with an in-depth study of the fundamentals of mechanics of materials and structures.

The subject matter covered in this Course will include: all relevant physical properties and fundamental laws governing the behaviour of materials and structures; the concepts of equilibrium and application of these to various structures; free body diagrams; forces, moments, and centers of mass; the forces of friction and rigid body dynamics; stress-strain analysis; shear force and bending moment diagrams; and, the effects of torsion.

Successful completion of this Course will serve as a key prerequisite for subjects involving mechanics of machines, and design of mechanical systems.

BSC104C: Engineering Mathematics 2

This Course is intended at expanding the scope of engineering mathematics learning further, by introducing the student to the principles and applications of differential and integral calculus. The derivative and integration rules and techniques are brought out clearly, so as to enable the student to solve simple as well as complex engineering problems, using calculus. This is followed by a detailed overview of the concepts related to analytical geometry, probability and statistics and sets, so that the student will be able to use these mathematical techniques to effectively deal with problems in engineering application areas.

BSC105C: Mechanics of Machines

The objective in presenting this Course is to provide students with broad knowledge of the functions of machines/mechanisms – as a necessity for optimum machine design – and the fundamental principles of simple machine elements – which are frequently employed as devices in modern complex machines.

The subject matter covered in this Course will include: the different types of links and joints making up mechanisms; velocity and acceleration analysis; static and dynamic force analysis; design and analysis of cams, gears, drive trains, and flywheels; the characteristics of bearings, belt and chain drives, couplings, clutches, and brakes; balancing techniques for rotating and reciprocating masses; and, an overview of different governor types and their working principles and characteristics.

At the conclusion of this unit, students will have been imparted with relevant knowledge to assist them in analyzing, designing, selecting, and evaluating mechanisms for various applications.

BSC107C: Physics and Chemistry for Engineers

This Course is a core Course in all sub-disciplines.

This Course introduces the student to the principles of engineering physics and chemistry. It seeks to enhance his or her fundamental knowledge in the field of Physics and Chemistry and their applications relevant to various streams of engineering and technology. The subject contents include, but are not limited to, measurements, motion, momentum, heat, matter, elements, energy, forces, optics, chemical reactions, radioactivity, nuclear and modern physics, organic chemistry and biochemistry. The Course further enables the student to display analytical problem solving ability in providing solutions to engineering problems.

On completion, the student should be able to describe examples and applications of the principles studied and apply them in the engineering technology field.

BSC109C: Industrial Experience Research Project

The primary objective of this Course is to develop the student's professional and personal attributes whilst enhancing their exposure to engineering practice so that they may effectively function, in their professional capacity, as engineering technologists during their industrial experience units and after graduation in their careers.

The coursework in this Course is designed to foster the students' abilities in effective oral and written communication, learning strategies, critical and objective thinking, creativity, proactivity, innovation, information management and use, self and project management, professional conduct, ethics, effective team membership and team leadership.

This Course is aligned to the AQF Level 7 criteria, Engineers Australia Stage 1 Competency Standards for Engineering Technologists and the Sydney Accord. Students will be required to prepare for, investigate, report and reflect on instances of professional practice within the technical engineering workplace; exploring equipment functionality, instrumentation, machinery, technological processes, the role of an engineer, professional responsibilities, accountability and engineering workplace challenges as related to their discipline; while familiarizing themselves with the intricacies and requirements of the industrial professional environment.

The students will achieve these objectives through a combination of course work, live presentation, assessments, group work, proctored testing and a reflective industrial site visit.

BSC110C: Industrial Experience 1

Students studying an EIT Bachelor of Science (BSC) degree are required to complete 240 hours of industrial work experience (6 weeks full-time equivalent), with one or more companies, related to their studied engineering specialization and under the supervision of a professional engineer. This cumulative work experience is denoted as BSC110-210C Industrial Experience; a mandatory uncredited course, which must be completed to the satisfaction of assessors prior to graduation.

Students are required to arrange and undertake industrial work experience (paid or unpaid) in their own time. Upon completion, all items on the assessment checklist are to be submitted, including: a logbook to document work hours and tasks, a completed supervisor review, and a report; demonstrating what was learned in the engineering workplace and reflecting upon preparedness for professional practice as an engineer.

The primary objective of the industrial experience course is to ensure that students have had the opportunity to learn about real situations in engineering practice; by working both independently, and in groups, and contributing to professional work related to their engineering specialization in a meaningful way. Work experience may be achieved in numerous ways ranging from roles as junior members of teams, to tasks that form part of discrete engineering projects.

Through participation, observation, and engagement, students will: enhance their understanding of how organizations function, put engineering theory and concepts learned in the classroom into practice, develop their professional competencies, gain perspective on the realities of practice, and develop their judgement, innovation and problem solving skills. In addition to understanding the company structure and activities, the student will be exposed to organisational policy and culture, interact with employees and other engineering disciplines, familiarize themselves with organisational communication procedures, and obtain insight and practical aptitude regarding projects; from the planning phase to completion.

BSC201C: Engineering Programming

The objective in presenting this Course is to provide students with basic engineering programming concepts, algorithms, and programming techniques necessary to support subsequent studies in engineering. This Course enables the student to acquire the software literacy essential to working creatively in an engineering environment. On completion of the unit, the student would have learned how to utilise structured programming to translate and implement problems in C programming language and use computer programming to solve problems in engineering contexts.

The primary topics in this course include, but are not limited to: computer representation of various data types; the computer instruction set; basic C syntax; logic operators; flow control; functions; arrays; pointers;, simple I/O; basic microprocessor instructions; relationships between assembly language and C; compilation; linkage; and loading of programs. The Course also equips the student with the necessary skills to formulate solutions to common engineering problems using Excel and MATLAB programming.

BSC202C: Engineering Mathematics 3

This course builds on the fundamentals discussed in Mathematics courses 1 and 2 by providing the student with a sound understanding of advanced engineering mathematical concepts involving vector calculus, Laplace and Fourier transforms, complex numeric functions and statistics. Students will be able to solve problems related to engineering applications by applying these techniques. The topics in the course are so structured that the student is able to achieve proficiency in all three phases of problem solving viz. modelling, solving the model by applying a suitable mathematical model, and interpreting the results.

BSC203C: Engineering Design and Drawing

The objective in presenting this Course is to provide students with the fundamentals of design concepts including: material selection; stress equations; loading types; failure theories; design methodologies based on strength and stiffness; and, design for different load conditions. Students will also be familiarized with various design codes and standards.

Additionally, the subject matter covered in this Course will include: the background of basic dimensioning and visualization principles in engineering drawings; free hand sketching and drawing of basic geometrical constructions; and, an introduction to Computer Aided Drafting (CAD) packages and their applications, including a demonstration of their use. Students will also be instructed on developing their ability to visualize and communicate three-dimensional shapes, draw orthographic, and isometric projections and create 2D and 3D models using CAD.

BSC210C: Industrial Experience 2

The primary objective of the work experience requirement is to provide the students with the opportunity to learn about real situations in engineering practice from their personal experience of participation and observation in an engineering workplace, and to enhance their understanding of how organizations function. This Course aims to reinforce and continue the learning outcomes of the first year Course BSC110 – industrial experience. Having completed the preceding Industrial Experience Research Project (Bxx109S) and their initial industrial experience (BSC110C), the student should be able to easily adapt to the workplace with confidence and be able to interact with other employees of an organization. This Course enables the students to put into practice the first and second year theory and concepts learned in the classroom as well as to develop professional competencies in their discipline. This will help to ensure that perceptions gained during studies develop alongside the realities of practice. Students will be encouraged to engage in a problem of current interest in their field and work on it over an extended period of time, thereby promoting independent learning and creativity. This experience will enhance a student's ability to perform practical and project work, to be innovative, to solve problems and identify solutions, so as to develop engineering judgement. This work experience is preferably performed under the guidance of a knowledgeable and experienced mentor.

The students can seek to work in the same organisation as they did for BSC110C or in a different organisation to gain a wider or varied work experience. The student must make all efforts to understand the functioning of the organisation as a whole. In addition to knowing the company structure and activities, the student will be exposed to the organization policy and culture, interact with regular employees and other engineering disciplines, obtain an insight into project progress from the planning phase to completion, and get familiarized with organisational communication procedures such as documents, drawings etc.

This work experience Course enables students to document practical engineering and professional practice skills they acquire within the workplace. Work experience may be achieved in numerous ways ranging from roles as junior members of teams, to tasks that form part of discrete engineering projects. Exposure to work experience in both generic areas such as human relations, safety and environmental activities; and specific areas of engineering practice such as planning and design, will provide the student with valuable preparation for a fulfilling career as an engineer.

This Course does not award any credit points toward the completion of the degree, but is an essential requirement that needs to be completed satisfactorily. **120 hours of engineering work experience (3 weeks equivalent) is mandatory to pass this unit.** Upon completion of the work experience, students are required to submit a certificate for industrial experience signed by the employer for the tasks undertaken during the period, along with a detailed account of the experience reflecting on what they have learned in the engineering workplace, and their preparedness for professional practice as an engineer.

BSC302C: Project Planning, Management and Costing

The objective in presenting this Course is to provide students with an in-depth knowledge of project management functions such as planning, organizing, scheduling, and controlling. Project managers face constant pressure to cut costs, implement projects quickly, and deliver high quality; students will be guided on how to manage these competing priorities and learn that projects cannot be managed effectively without thoughtful planning, execution, and monitoring.

The subject matter covered in this Course will include: defining and developing the foundations of a project management plan; project requirements documents; work breakdown structures; schedules; budgets; estimating and controlling costs; managing risks; and, managing other resources. Students will also be instructed on the philosophy and principles of quality management, human resource management, communications management, and both qualitative and quantitative approaches to risk management.

There is a project component in this Course whereby students will undertake case studies of projects in the context of their country and sub-discipline. At the conclusion of this unit, students will comprehend that project management is critical to the success of every organization and apply this knowledge in their future endeavors.

BSC305C: Technology, Sustainability and Society

The objective in presenting this Course is to provide students with an in-depth knowledge of the concepts associated with sustainability, and the need for sustainability in engineering in different societal contexts, in order to incorporate these in real world problems and projects.

The subject matter covered in this Course will include: a detailed account of key sustainability concepts and issues related to energy, water, food, and environment; the importance of energy analysis in relation to energy conservation and the key role played by technological innovations in sustainability; renewable energy technology concepts; and, the social and other challenges that often accompany the implementation of sustainable developments.

Students will be also be guided into comprehending that professional engineers are increasingly required to play a leadership role in sustainable development, overcoming global challenges such as resource depletion, environmental pollution, population growth and damage to ecosystems, and be empowered by this knowledge to make sustainable development a key component of their work.

At the conclusion of this unit, students will comprehend that sustainability is reliant upon recycling, generating more resources, and reducing the pressures of consumption on those resources from population growth and affluence. There is also a project component in this Course whereby students will undertake a case study on the societal consequences of a specific technological innovation in regard to globalization and climate change.

BSC307C: Final Year Project

The capstone project is the culminating experience of the student's engineering program. The objective of this Course is to provide the experience of working individually or as part of a project team in a situation similar to one that may be found in an industrial or commercial environment, with a strong emphasis on independent learning. From articulating the project rationale and defining its scope, to refining the design and finished product, this Course is intended to test the capacity of the students to apply and integrate their knowledge and skills gained from earlier years.

The project will include theoretical, computational and/or experimental work, along with a critical literature review. The students are required to combine their theoretical, analytical and practical skills and apply them to the project which will not only encompass core engineering knowledge, but also the chosen specialist areas of study. The project work is thus a reflection of what they can anticipate when entering employment as a graduate engineer.

The experience gained during the project work will enhance a student's ability to perform quality work, to be innovative, to solve problems and identify solutions, thereby developing engineering judgement. The project work is planned and executed under the supervision, guidance and in close collaboration with a project mentor, and both the work and the report must meet professional engineering standards.

STREAM COURSES

BIA106S: Principles of Chemical Engineering

The objective in presenting this Course is to impart to students the fundamental principles of chemical engineering – stoichiometry, process variables, material balance, single and multi-phase systems, and thermodynamics. The subject matter covered in this Course will also include: process equipment design and layout, accompanied by examples of common industrial processes such as distillation, evaporation, condensation, and piping and instrumentation, all based on standard industrial practices.

BIA108S: Process Instrumentation and Control

The objective in presenting this Course is to introduce students to the basic principles of process instrumentation and control. The subject matter covered in this Course will include: the underlying principles of measurement science, in conjunction with the principles of measurement of pressure, level, temperature, and flow; the fundamentals of control, including tuning loops; and, an overview of advanced process control principles. The student will learn how identify, select and size control valves and to also have the knowledge to apply MATLAB/SIMULAB tools for different applications.

BIA204S: Ancillary Support Systems

The objective in presenting this Course is to impart to students relevant knowledge of the essential supporting infrastructure and systems of industrial and other enterprises. The subject matter covered in this Course will include the basic principles of: earthing, shielding, and cabling best practices; power generation and distribution; and, motor technology – protection, control, and maintenance. Power generation will be examined by means of boiler operation and control. The fundamentals of power distribution will be examined through a detailed evaluation of means of cabling, transformers, earthing, and distribution simulations. The Course further provides the student with the knowledge of boiler processes and control functions, along with the related instrumentation.

BIA205S: Programmable Logic Controllers

The objective in presenting this Course is to impart to students relevant knowledge of programmable electronic controllers, particularly programmable logic controllers (PLCs). The subject matter covered in this Course will include: the basic architecture of PLCs and the associated principles of input/output devices and communication systems; the basic principles of programming PLCs, in conjunction with more advanced programming principles and practices; and, the important aspects of system design and integration. Students will also undertake a project involving system design and testing, with emphasis on design, integration, safety, and security.

BIA206S: Communications and Networks

The objective in presenting this Course is to impart to students the fundamental principles of communication systems. The subject matter covered in this Course will include: connectivity (cable and wireless) in the context of the OSI standard and its implementation in the TCP/IP protocol suite; basic TCP/IP protocols, in conjunction with specific networking devices, such as switches, routers and firewalls; and, communication systems – wide range of industrial protocols. The focus is on the physical layer issues to give some context to communication. This will be further built on in a later communication unit.

BIA207S: Automation Systems and Supervisory Control

The objective in presenting this Course is to impart to students knowledge of automation and supervisory control schemes of entire systems. The subject matter covered in this Course will include an in-depth study of Applied PLC principles. This information will then be contextualized in Distributed Control Systems (DCS) and Supervisory Control And Data Acquisition (SCADA) systems. SCADA systems will subsequently be examined in considerable depth covering: fundamentals – hardware, alarms interfaces, and etc.; plant wide communication systems; and, Object Linking for Embedding Process Control (OPC).

BIA208S: Safety Systems Engineering

The objective in presenting this Course is to impart to students the principles and application of the safety systems which are engineered to meet the demanding safety standards in industry. The subject matter covered in this Course will include: hazard identification and protection – particularly in the context of international standards, certification and approvals; safety instrument and emergency shutdown principles and processes; and, the principles and practices of Hazard and Operability Studies (HAZOPS) – particularly in the context of managing safety in a team environment using the Six Level Life Cycle Method.

BIA209S: Analysis and Modelling of Dynamics Systems

The objective in presenting this Course is to provide students with the essential skills for identifying and analysing the characteristics of physical processes that are to be managed or constrained by control systems, and to provide the theoretical basis for the design of feedback control systems.

The subject matter covered in this Course will include an introduction to the principles of: mathematical modelling of simple dynamic systems that are widely used to represent physical and chemical process operations; block diagram modelling with transfer functions using Laplace transforms; frequency and time domain analysis methods for the identification of dynamic lags in typical processes; and, classical feedback control models with a review of methods for determining stability of controllers and suitable loop gains and compensation parameters.

BIA301S: Communication Systems and Protocols

The objective in presenting this Course is to provide students with detailed knowledge of communication systems particularly in regard to industrial automation systems , with a focus on the ubiquitous Ethernet and TCP/IP. The subject matter covered in this Course is intended to give students a thorough and systematic overview of communication technologies, devices, and protocols, allowing them to know not only how these systems work, but also be aware of how they are designed, in order to ensure reliable, safe, and secure implementation.

BIA303S: Embedded Systems Design

The objective in presenting this Course is to give students an overview of embedded systems –small, low power, low cost solutions typically based on microcontrollers. The subject matter covered in this Course will include the principles of: embedded systems, including embedded system architecture – internal and on-board; operating systems, particularly real time systems; and, Integrated Development Environments, and their practical implementation.

BIA304S: Power and Drive Controls

The objective in presenting this Course is to impart to students a comprehensive knowledge of controls meant to regulate the power flow to electrical machinery used in typical industrial operations. The subject matter covered in this Course will include: the different production processes used in industry and the control requirements for machinery used in these processes; speed control of different types of motors used in manufacturing activities such as metal forming, rolling, manufacturing of paper, and etc.; the control of heaters used in machinery such as moulding and extrusion presses; and, the control of heating furnaces and welding controllers. The scope of the Course will also include a study of power electronic devices, their basic control strategies and characteristics, the equipment configurations in which these devices find applications, and the control functions used in power electronic equipment to achieve precise operational control.

BIA306S: Instrument and Control Engineering Practices

The objective in presenting this Course is to give students a systematic view of the professional tasks and practices employed in the engineering of automation systems. The aim is to enable the students to recognize the context of any particular engineering task within the discipline field by having knowledge of a typical C& I project life cycle. Knowledge of well-established top down design procedures will assist in the development of a professional and responsible approach to working within a project team, to provide automation solutions.

The subject matter covered in this Course will include: the development of an automation system – beginning with consideration of the industrial context of the application, and the influences affecting the design of the control system equipment; the project life cycle stages; functional design specifications; control system architecture; and, implementation of hardware and software solutions.

GENERAL EDUCATION COURSES

(Presented by Apollos University)

ADM 1000: General Education course **1 / Skills for Academic Success**

To be successful in the online, undergraduate degree programs at Apollos University, students need to possess a core set of skills. This course provides new students with an overview of these core skills, focusing on 8 specific items: navigating the Apollos systems; Apollos policies and procedures, Apollos student services and resources; university expectations; the LIRN Library Database; APA Style and academic writing; study and test taking skills; time management and staying motivated.

ENG 1301: General Education Course 2 / English Composition I

This course provides the student with a review of the basics of sentence structure, paragraph construction, and essay composition. A major focus of the course is on reading analytically and writing clearly and effectively. The subject matter used for the majority of the writing exercises will be based on the student's personal experiences and on fundamental research techniques and exercises.

ENG 1302: General Education Course 3 / English Composition II

This is a composition foundation course that allows the student to advance their knowledge and ability in composing an essay or research paper. The course focuses on the basic writing skills of pre-writing, writing, and revising or editing. Reading, discussing, and analyzing rhetorical models are stressed as part of the learning methodology. (Prerequisite: ENG 1301 or permission of the Department Chair)

MTH 1301: General Education Course 4 / Algebra I

The design of this course is to provide a solid foundation in algebra for students who have moderate to no previous experience with algebra, as well as to help students succeed with non-mathematical courses that require an understanding of algebraic fundamentals. The concepts examined in this course will include a review of the real numbers, linear equations, exponents and polynomials, rational expressions and functions, and radicals and rational exponents.

MTH 1302: General Education Course 5 / Algebra II

Review of functions and their graphs, linear and quadratic functions, factoring. Polynomial and rational functions. Review of exponents, exponential and logarithmic functions and their graphs and systems of equations, theory of equations.

SCI 1301: General Education Course 6 / Earth Science

This course provides the student with a foundational knowledge of the earth and the processes, which have and continue to shape it. Topics of discussion are space & near-earth objects, plate tectonics, earthquakes, volcanism, rocks & minerals, mountain building, weathering, erosion, streams & floods, oceans, the atmosphere, weather systems, and global change.

COM 1310: General Education Course 7 / Business Communication

In this course the student has the opportunity to develop the fundamentals of organizational communication. The student will learn forms of communication, techniques, and strategies for successful communication in the workplace including: the writing process; forms of business messages; using visuals, appropriate style; good-news, neutral, bad-news, and persuasive messages; researching and writing reports; oral communication; job search skills; and use of technology. Students in this course will develop the skills they need to successfully communicate.

HIS 1310: General Education Course 8 / US History I

The course provides a survey of U.S. history to 1865. It includes the major events that shaped the course of American history. Topics of study include the colonial origins, colonial development, independence and the Revolutionary Period, the Early National Period, the Antebellum Period, the seeds of discontent leading to and resulting in the American Civil War, and the reconstruction of the Union.

PHL 1310: General Education Course 9 / Critical Thinking

This course introduces participants to the process of critical thinking. A focus of the course is on mastering critical thinking skills so as to effectively apply them to everyday life and modern-day issues.

CIS101: General Education Course 10 / Computers and Technology

The course provides the student with information about the most important and current concepts of information technology. This is a survey of current information technology trends and issues that affect today's businesses. Topics covered are the Internet, the Web, electronic commerce, software, hardware, storage, databases, networking, privacy, security, system analysis and design, and programming languages.

HIS1311: General Education Course 11 / US History II

The course provides a survey of U.S. history from 1865 to the present. It includes: the issues associated with reconstructing the Union after the Civil War, the emergence of the U.S. as a world power, American involvement in foreign military conflicts in the twentieth century, the growth of a consumer-oriented society, and the cultural and political challenges of the 1960s, 1970s and 1980s

Engineering Institute of Technology

X. BOARD OF DIRECTORS & ACADEMIC BOARD

Board of Directors

The Engineering Institute of Technology (EIT) is governed by the Board of Directors. Through formal delegation from the parent company (Ross Mackay Pty Ltd) to the Governance Board 9for EIT in Australia) and Board of Directors, EIT LLC, they are empowered to be the effective governing bodies with overall responsibility for the related entities for the pursuit of the vision and mission of EIT in relation to the delivery of its higher education courses. In this sense, they have responsibility for all corporate governance matters and demonstrate independence from the owner of EIT. A key role of the Boards is to lead and guide EIT in the establishment, development, management and maintenance of the strategies and policies. This will result in EIT's emergence as a leading and internationally recognized provider of specialist engineering education

Academic Board

The Academic Board is the peak academic body of the Engineering Institute of Technology (EIT) and is responsible for establishing and maintaining the highest standards of teaching and learning in the Institution. It provides independent, authoritative advice to the Governing Board on all higher education academic matters.

There is an important separation of powers between the Governance Board, Board of Directors, EIT LLC and the Academic Board. Whilst the Academic Board reports to the Governance Board, it has been created by delegation from the Governance Board with the authority to govern EIT with regard to higher education academic matters

Board of Studies

The Board of Studies is established by the Academic Board, under its powers of delegation. Its key function is to manage the day-to-day administration of higher education programs, including teaching and learning, academic administration and academic monitoring of students. The Board of Studies reports to the Academic Board on all academic matters under its authority and any other matters referred to it by the Academic Board from time to time. The Chair shall ensure the Board fulfills its responsibilities and that matters are followed through and action taken where appropriate.

Program Advisory Committee (PAC)

The Program Advisory Committee (PAC) is established by the Academic Board to develop new higher education programs, as required. As such it is an ad hoc committee that is convened on an as needs basis and will vary in membership dependent on the related discipline of the program being developed i.e. each discipline will have a separate PAC. Each PAC provides the Academic Board with advice in relation to the development of higher education programs. The Program Advisory Committee reports to the Academic Board on all academic matters

under its authority and any other matters referred to it by the Academic Board from time to time. The Chair of the PAC shall ensure the Committee fulfills its responsibilities and that matters are followed through and action taken where appropriate.

GOVERNANCE BOARD

Mr Colin Aitken

Bachelor of Accounting Science (Hons)(distinction in Income Tax), CPA

Colin is the Chief Financial Officer of Milne Agri group, one of the larger agribusinesses in Australia. Colin is responsible for the Group's treasury function, manages external investments, taxation and insurance of the Group. He is a member of the Group's Executive Committee. Prior to joining Milne Agrigroup in December 2002 he was Corporate Analyst and Planner for the Peters and Brownes Group (1986 -2002) and managed key long term financial planning models and as well as investor liaison. Colin was awarded a Bachelor of Accounting Science (Hons) degree and is a member of the Institute Chartered Accountants.

Dr Steve Mackay

PhD (Business and Education), CP Eng, FIE (Aust) BSc(ElecEng), BSc(Hons), MBA, MMR Technical Director, Engineering Institute of Technology

Steve has worked in engineering throughout Australia, Europe, Africa and North America for the past 30 years. He has presented numerous industrial automation and industrial data communications courses world-wide to over 18,000 engineers and technicians, and has a particular interest in practical and leading edge aspects of marketing, business and engineering practice.

He is a fellow of Engineers Australia and the technical director and founder of Engineering Institute of Technology and IDC Technologies. IDC is a growing engineering training and publishing firm which has been operating from offices throughout the world since 1992. He has also acted as the author or editor of over 30 engineering textbooks sold throughout the world. He feels that all engineering businesses need to think global and to keep experimenting with new approaches. He is currently leading a team of two design engineers and four programmers in creating a new video conferencing software package with remote labs which he believes will make a marked impact on engineering training.

Dr Sally Male

(BE PhDW.Aust.)

Senior Research Fellow, School ofElectrical, Electronic and Computer Engineering, UWA. Sally undertakes research in engineering education, higher education, and women in engineering. She has completed projects to improve engineering curricula and gender inclusivity in engineering and computing. Sally uses quantitative and qualitative methods. She has worked with engineers at all levels, academics and students.

Ms Helen Lawrance

Graduate Certificate in Management (The University of Queensland) 2001 (credited towards MBA); Certificate IV Small Business Management 1998; Certificate in Situational Leadership I and II 2009; Women in Leadership (Advanced Leadership Program) 2012-13.

Helen Lawrance is a higher education accreditation and quality assurance specialist, consulting in the higher education sector since 2012. Helen has more than 15 years' experience in higher education, gained by working in several different areas of higher education. A short summary includes:

- Managing higher education accreditation processes for non-self-accrediting institutions as part of the state government regulatory framework prior to TEQSA
- Administering university courses in a Queensland university faculty as well as preparing new courses for academic board and senate approval.
- Developing quality assurance frameworks; managing and preparing for audits by the former Australian University Quality Agency (AUQA).

The role of Manager Accreditation, Queensland Office of Higher Education (QOHE) included developing and managing higher education approval processes, consistent with national frameworks. Helen was also on the working group to develop the National Guidelines for Higher Education which were underpinned by the National Protocols.

Experience in quality assurance frameworks and embedding quality systems was diversified by working in a regulatory and continuous improvement environment for a state government human services sector, under an ISO framework. A significant contribution to reducing regulatory burden was effected in this role.

Mr Neil Fernandes

Bachelor of Arts (Philosophy)

Neil Fernandes was formerly the Managing Director at the Central Institute of Technology, having commenced in July 2005. Prior to his appointment at Central, Neil was the Deputy Director-General (Training) in the Department of Education and Training for 18 months and was the inaugural General Manager of WestOne between July 1999 and August 2003.

Neil has held a number of senior positions in the vocational education and training (VET) system in Western Australia over the last 30, and has been instrumental in formulating legislation, policy, strategy and governance arrangements. He is a strong advocate for vocational education and training.

Neil has recently established his own consultancy, Neil C Fernandes Consulting, and is a member of the Training Accreditation Council of Western Australia. He is also a member of the national Education Industry Reference Committee, and an honorary senior fellow of the LH Martin Institute.

Mrs Caroline Patterson

Caroline provides a link to EIT support staff and to the student body. Currently the Accreditation & Compliance Manager at EIT. She has been with IDC/EIT since 2008.

ACADEMIC BOARD

Prof. Akhtar Kalam

BSc, BScEng, MS, PhD

Professor Akhtar Kalam has been at Victoria University of Technology, Melbourne since 1985 and a former Deputy Dean of the Faculty of Health, Engineering and Science for 7 years.

He has wide experience in educational institutions and industry across four continents. He received his B.Sc. and B.Sc. Engineering from Calcutta University and Aligarh Muslim University, India in 1969 and 1973 respectively. He completed his MS and Ph.D. at the University of Oklahoma, USA and the University of Bath, UK in 1975 and 1981 respectively. He has worked with Ingersoll Rand and other electrical manufacturers. He has held teaching appointments at the University of Technology, Baghdad, Iraq and Capricornia Institute of Advanced Education, Rockhampton, Queensland.

He is regularly invited to deliver lectures, work on industrial projects and examine external thesis overseas. His major areas of interests are power system analysis, communication, control, protection and cogeneration systems. He has been actively engaged in the teaching of Energy Systems to undergraduates, postgraduates and providing professional courses to the industry both in Australia and overseas. He regularly offers professional development courses on Power System Protection, Renewable Energy and Cogeneration & Gas Turbine Operation to the Energy Supply Association of Australia (ESAA) and Australian Power Institute (API). He also runs postgraduate distance education programme on Power System Protection for the ESAA. He has conducted research, provided industrial consultancy and published over three hundred and twenty publications on his area of expertise and written over 27 books in the area. Professor Kalam is a Fellow of EA, IET and a member of IEEE.

Dr Steve Mackay (see Governance Board above)

Mr Terry Cousins

BSc (Elec Eng)

Terry completed a BSc (Electrical Engineering) degree in 1977 and since then has also attained a bachelor of commerce and Masters of Business Leadership degrees from the University of South Africa.

Terry's first job was as an engineer-in-training with the electrical systems division of the South African Iron and Steel Corporation (ISCOR). In 1981 he joined the systems engineering branch of the Chamber of Mines Research Organisation. In 1986 he became chief of the engineering systems division and was made acting Manager of the Engineering Branch the following year.

In 1988 Terry co-founded TLC Software with two colleagues. The company's objective was to develop and sell engineering software solutions for the industrial market. Terry is on the South African Bureau of Standards committee for power quality instruments (SABS 1816:2000), which is revising the current South African national power quality standard. As a senior member of the South African Institute of Electrical Engineers, Terry has authored several papers on power distribution and power quality for local and international magazines.

Mr Deon Reynders

BSc, BEng (Electro-technical), BSc Eng (Hons) (Electronics), MBAAn Electronics Engineer with over 40 years postgraduate experience encompassing middle management, engineering consulting, management consulting, hardware and software development, systems engineering, project management, marketing, and industrial relations. He also is an experienced teacher with HOD and Governing Board experience at University level.

Mr Trevor Blackburn

PhD, MIET, MIEEE, CEng

Has over thirty years' experience in researching, teaching and consulting in the field of power system equipment. He is a member of a number of international working groups of CIGRE. Although still actively involved in research; he is a consultant to the electrical supply industry and has published numerous papers.

Mr Mark Shuttleworth

GradDipCommSys, BA, ACEEng, CIVTAE

Has up to 30 years' experience in electronics and communications engineering. Began his career gaining industrial experience in various electronic communication companies and departments. Currently works as an advanced skills lecturer for TAFE in telecommunications and oil and gas engineering. Further, he also works as a consultant communication systems engineer in his partnership business Shuttleworth Engineering Training and Consulting.

Mr Jim Russell

BSc M IICA

Jim has been working in the Instrument and Control engineering discipline for over 40 years, mainly in the oil and gas industry. After studying in the UK, he started his career as an Instrument Apprentice with Esso Fawley, rapidly followed up as an Instrument Engineer with British Gas, which he regarded as his "real apprenticeship".

On moving to Australia, he then progressed to Instrument Engineer with Worley Engineering on the Woodside Energy North Rankin "A" platform, before becoming the Instrument focal point at WAPET. Following this his role was Lead Control Systems Engineer on the Woodside Energy Goodwyn A platform design with responsibility for the Process Control and Safety Systems, where he pioneered the successful introduction of new technologies such as industrial data communications underpinning the traditional instrumentation and Distributed control Systems.

After successful completion of this project Jim joined rapidly growing Australian multinational, Woodside Energy, as Principal Instrument Engineer with responsibilities for standards, technical integrity, new technology and instrument systems. Jim now consults in a wide range of mainly oil and gas topics. As a public service to engineering professionals, Jim has set up what must surely be one of most comprehensive (free or

pro bono) resources on Instrumentation, Control, Fire and Gas and Safety System called iceweb (http://www.iceweb.com.au). He has also acted as chair of the Foundation Fieldbus End User Council Australia, one of only five engineers worldwide who are members of the Foundation Fieldbus End User Advisory Council. When not consulting and reading, Jim enjoys time with his family and at his beloved beachside cottage "down south".

Board of Studies - Terms of Reference

Role

The Board of Studies is established by the Academic Board, under its powers of delegation. Its key function is to manage the day-to-day administration of higher education programs, including teaching and learning, academic administration and academic monitoring of students.

The Board of Studies reports to the Academic Board on all academic matters under its authority and any other matters referred to it by the Academic Board from time to time. The Chair shall ensure the Board fulfills its responsibilities and that matters are followed through and action taken where appropriate.

Functions and responsibilities

The Board of Studies may be required to fulfill the following roles to support the Academic Board:

- Monitor and advise on the implementation, evaluation and improvement of higher education programs.
- Respond to matters referred to it by the Academic Board.
- Monitor and ensure the effective implementation of approved policies and procedures.
- Assure the quality of all assessment by reviewing and endorsing results across all higher education programs.
- Monitor progress towards the achievement of approved teaching and learning objectives and report outcomes to the Academic Board for consideration.
- Monitor program review processes and data (including moderation) and make recommendations to the Academic Board to effect continuous improvement of higher education programs.
- Monitor staff scholarship activities and encourage and support a culture of scholarship amongst academic staff.
- To provide advice to the Academic Board on academic matters that relate to and affect the Institution's teaching activities for its higher education programs, including advice on academic priorities and policies.
- Recommend to the Academic Board those students eligible for graduation.
- Conduct formal hearings in cases of academic and general misconduct and recommend and implement actions arising from such hearings.
- Provide general feedback from the student body including morale, complaints, challenges with assignments and assessments, remote lab activities, challenges with lecturers, personal issues and issues relating to the IT infrastructure in delivering online programs on a global basis.
- Advise the Academic Board of academic initiatives suitable for consideration and/or endorsement.

Program Advisory Committee - Terms of Reference

Role

The Program Advisory Committee (PAC) is established by the Academic Board to develop new or revise existing higher education programs, as required. As such it is an ad hoc committee that is convened on an as needs basis and will vary in membership dependent on the related discipline of the program being developed i.e. each discipline will have a separate PAC. Each PAC provides the Academic Board with advice in relation to the development of higher education programs.

The Program Advisory Committee reports to the Academic Board on all academic matters under its authority and any other matters referred to it by the Academic Board from time to time. The Chair of the PAC shall ensure the Committee fulfills its responsibilities and that matters are followed through and action taken where appropriate.

Functions and Responsibilities

- Updates the Academic Board on recent developments and trends in specific fields of study and directions in program development, including policy development and higher education curriculum standards.
- Provides curriculum related advice on proposed higher education programs or amendment of higher education programs.
- Conducts program development processes in accordance with EIT's relevant higher education policies.
- Consults widely with students, academic staff, professional/industry leaders, and external academics on the content and directions of proposed higher education programs.
- Benchmarks proposed higher education programs against other higher education programs.
- Makes recommendations for proposed/recommended teaching and learning resources for the proposed higher education programs e.g. text books, journals, library resources etc.
- Discusses current teaching methods and modes of delivery and explores options for new programs.
- Prepares program development or program review reports as required.
- Develops higher education programs and subsequent course outlines in accordance with the standards.
- Demonstrates that it has acted on feedback from any external reviewers that have been appointed and justifies reasons for not including external feedback in the curriculum.

Engineering Institute of Technology

XI. ADMINISTRATION & STAFFING

US Advisory Board

To be determined

Board of Directors

Dr S. Eidson	Chairman (Acting)
Dr. S. Mackay	EIT Dean
Mr R. Harrison	Independent Membership

Academic Board

Ms I. V (EIT Deputy Dean)	Chairman
Dr. S. Mackay (EIT Dean)	EIT Representative
Mr T. Cousins	Teaching Representative
Mr T. Blackburn	Teaching Representative
Mr M. Shuttleworth	Teaching Representative
Mr D Reynder	Teaching Representative
Mr J. Russel	Invited Member
Mrs C. Asenjo	Secretary

Board of Studies (Higher Education)

Ms I. V (EIT Deputy Dean)	Chairman
Dr. S. Mackay (EIT Dean)	Standing Member
Mr J. Lawrence (Lecturer)	Standing Member
Ms C. Patterson (Accreditation& Compliance Manager)	Standing Member

Mrs N. Deng (Higher Education Manager)		Standing Member
Lecturers from course under review		Invited Member
LSOs from course under review		Invited Member
Volunteers from the student body		Student Representative

Board of Examiners

Dr. S. Mackay (EIT Dean)		Chairman
Ms I. V (EIT Deputy Dean)		Member
All EIT Course Coordinators		Member

Management Team

Dr. S. Mackay		Dean
Ms I. V		Deputy Dean
Mr K. Baker	(International Education Engineering)	Manager
Mrs L. Chisari	(Office & Human Resources)	Manager
Mr P. Celenza		Manager
Mrs N. Deng		Manager
Mrs A. Fry	(Marketing)	Manager
Mrs C. Patterson	(Accreditation & Compliance)	Manager
Ms D. Techera	(Academic Resources)	Manager
Ms I. Kuhn	(Finance)	Manager
Ms S. Montgomery	(Conferences - IDC Technologies)	Manager

Administration & Support Staff

Mrs N. Davis	(Accountant)	Finance
Mrs M. Anover	(Assistant)	Finance
Ms T. Eatts	(Admin & Accounts Assistant)	Finance

Mr L. Hogan		Course Advisor
Ms L. Dasilva		Course Advisor
Mr C. Fordyce		Course Advisor
Ms C. Moverley	(United Kingdom)	Course Advisor
Ms A. Brown	(United Kingdom)	Course Advisor
Mr R. Baum	(Manager - International)	Student Recruitment
Mr D. Gadjus	(Africa & South America)	Student Recruitment
Ms H. Adams		Learning Support Officer
Ms S. Bowler		Learning Support Officer
Ms L. Chapman		Learning Support Officer
Ms J. Veness		Learning Support Officer
Ms R. Clarke		Learning Support Officer
Mr J. Gabriel		Learning Support Officer
Mrs A. Gray		Learning Support Officer
Ms V. Howard		Learning Support Officer
Ms A. Tran		Learning Support Officer
Ms T. Shastri	(Melbourne)	Learning Support Officer
Ms I. Sibanda	(South Africa)	Learning Support Officer
Ms T. Bango	(South Africa)	Learning Support Officer
Ms S. Pakamisa	(South Africa)	Learning Support Officer
Mr K. Li	(Manager)	IT Support
Mr J. Theodosiadis	(Project Engineer)	IT Support
Mr J. Mackay	(Head of Digital Systems)	IT Support
Mrs A. Fry	(Manager)	Marketing
Mr B. Lohoar		Marketing
Ms C. Asenjo		Marketing

Ms C. Mackay		Marketing
Ms E. Simich		Marketing
Ms I. Foster		Marketing
Ms M. Munitz	(Perth-On Campus)	Student Support
Ms M. Harris	(Admissions Officer)	Administration Support
Ms E. O'Neil	(Training Resources Assistant)	Administration Support
Ms C. Segal	(Regional Manager)	South Africa
Ms A. Pamuri	(Office Manager – Accounts)	South Africa
Ms S. Mthombeni	(Accounts Assistant)	South Africa
Ms Q. Potgieter	(Journalist)	South Africa
Mr G. Radhakrishnan	(Business Development)	India
Ms N. Yourey	(Training Coordinator)	India
Ms M. Davidson	(Business Development)	United States of America

Engineering Institute of Technology

XII. FACULTY

Full Time Faculty
[Montana Faculty to be determined prior to commencement]

NAME
Areas of teaching: Insert Field
[Insert qualifications / educational background]

NAME
Areas of teaching: Insert Field
[Insert qualifications / educational background]

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[Insert qualifications / educational background]