A meeting of the Academic Committee of the Griffith University Council was held at 1:30pm on Thursday 21 July in the Activities Centre, Link Building (G07), Gold Coast Campus.

**PRESENT:**
- Chair, Academic Committee - Professor John Dewar
- Associate Professor Paul Bates
- Professor Sharon Bell
- Dr Maree Boyle
- Professor Lex Brown
- Professor Gillian Bushell
- Professor Debra Creedy
- Professor Joy Cumming
- Professor Neil Dempster
- Dr Lyn Holman
- Mr Dean Jones
- Ms Yvonne Knight
- Associate Professor Justin Malbon
- Dr Joseph McDowall
- Dr Marion Mitchell
- Dr Vallipuram Muthukumarasamy
- Professor Michael Powell
- Professor Peter Renshaw
- Ms Janice Rickards
- Professor Peter Roennfeldt
- Professor Royce Sadler
- Associate Professor Saroja Selvanathan
- Mr Ramon Shaban
- Dr Cheryl Sim
- Dr Glenice Watson

**APOLOGIES:**
- Dr Lewis Adams
- Dr Richard Hindmarsh
- Professor Lesley Johnson
- Mr Paul Jolly
- Associate Professor Joe Lee
- Professor Yew-Chaye Loo
- Mr Chris Madden
- Mr Colin McAndrew
- Professor Marilyn McMeniman
- Professor Max Standage
- Mr Adam Young

**BY INVITATION**
- Mr John Swinton (for items 2.0 and 3.0)
- Dr Paul Currie (for item 4.0)

1.0 CONFIRMATION OF MINUTES

The minutes of the 2/2005 meeting of the Academic Committee, having been circulated, were taken as read and confirmed.
SECTION A: RECOMMENDATIONS AND REPORTS TO COUNCIL

2.0 REVIEW OF THE FACULTY OF ENGINEERING AND INFORMATION TECHNOLOGY

2.1 In May 2003 the University Council adopted a framework for the regular, five-yearly, systematic, independent review of current activity and future plans of faculties and their constituent elements through a Faculty Review Process.

2.2 The purpose of Faculty Reviews is to improve the academic planning and performance of faculties and their constituent elements through a continuing cycle of self-assessment, benchmarking, critical reflection, forward planning and internal/external peer review. In accordance with University policy, Executive Group prepares an annual timetable for faculty reviews each preceding year.

2.3 Members noted that the Faculty Review Process had been revised and now includes the requirement to develop an action plan in response to the report, with the aim of expediting the implementation of the recommendations. Under the previous policy implementation plans were drawn up after the review reports had been considered by Council.

2.4 The Faculty of Engineering and Information Technology was reviewed under the revised policy during March 2005. An independent review committee, comprising 3 committee members who are external to the University and two committee members who are internal to Griffith University, but are not from the Griffith Science & Technology group, reviewed the Faculty.

2.5 The Chair advised members that this was the third review to be considered by Academic Committee and that the report had already been released to the Science & Technology Group so that the Group could consider the issues concurrently with the recommendations arising from the Science & Technology Task Force.

2.6 In discussing The Report of the Committee Reviewing Griffith University: Faculty of Engineering and Information Technology 7 – 10 March 2005 (2005/0007651) and the Faculty of Engineering and Information Technology: Faculty Review 2005 Action on Recommendations (2005/0038503) members made the following comments:

2.6.1 The Dean of Environmental Sciences expressed serious concerns that, while he could appreciate the need for a strong engineering school at Griffith, the relocation of the School of Environmental Engineering out of the Faculty of Environmental Sciences, where it originated, would be interpreted, both internally and externally, as a message that Griffith was abandoning its interdisciplinary focus, particularly in its well-known environmental field.

2.6.2 It was suggested that there were structural models, other than the suggested inclusion of including Environmental Engineering in a single School of Engineering that needed to be explored.

2.6.3 The School of Information and Communication Technology was congratulated on its work in creating a supportive environment for students from low socio-economic groups in the Logan area;

2.6.4 Strategies to attract women to Engineering and Information Technology need to be developed in order to reach the national discipline targets; and

2.6.5 Effective recruitment, program structures and content are the underpinning elements of attracting students from equity groups. The PVC (Equity &
Community Partnerships) offered to work with the Faculty to develop strategies to promote the Faculty to equity groups.

2.7 Members made the following comments regarding the review process in general, in light of the observations noted in the review of the Faculty of Engineering and Information Technology:

2.7.1 When defining the Terms of Reference, elements closely associated with the Faculty designated for review, and that might be affected by review recommendations, should be included in the review and consultation process. It was acknowledged that this might not always be obvious especially with Research Centres that can fall across many academic boundaries; and

2.7.2 If structural changes are considered as a potential recommendation arising from the review, they should be included in the Terms of Reference.

Resolution

2.8 In line with the procedures set out in the policy on the Faculty Review Process, Academic Committee resolved to forward the Report of the Committee Reviewing Griffith University: Faculty of Engineering and Information Technology 7 – 10 March 2005 (2005/0007651) and the Faculty of Engineering and Information Technology: Faculty Review 2005 Action on Recommendations (2005/0038503) to Council and recommend that:

2.9 The Implementation Working Party established under the Implementation Plan in response to Recommendation 1 (that there should be a single School of Engineering) should not assume that the merger should include the School of EVE, but that the Working party should canvass all the available structural options for EVE with a view to ensuring that the University retains its commitment to interdisciplinary in the field of Environmental Sciences while ensuring at the same time that the University is able to build strong Engineering programs. All structural options for achieving these outcomes should be explored by means of a consultation process involving all relevant stakeholders.

3.0 REVIEW OF THE OFFICE OF TECHNICAL SERVICES

3.1 In May 2003 the University Council adopted a framework for the regular, five-yearly, systematic, independent review of current activity and future plans of support service areas through the External Review of Support Service Division’s Policy.

3.2 The purpose of Support Service Divisional Reviews is to focus on the quality and management of services and the benefits provided to the University community. In particular, the review is future-focused and examines how the relevant support area can contribute most-effectively to the University’s strategic directions.

3.3 The Office of Technical Services was reviewed under the External Review of Support Service Divisions policy during November 2004. An independent review committee, comprising 3 committee members who are external to the University and two committee members who are internal to Griffith University, but are not from the Office of Technical Services, reviewed the element.


3.4.1 Members noted that the panel conducted the review during November 2004 and were concerned in the delay that had occurred prior to the documentation
reaching Academic Committee for consideration. The Chair advised that the delay had occurred in the writing of the report and suggested that the Committee ask the Director of the Office of Technical Services to revise the implementation plan in light of the delay, as several of the timelines have now past.

3.4.2 Concerns were raised that while there was a statement under Key Performance Indicator 5 Management and systems that support efficient use of building space resources that 'Directors of OTS and OFM take stock of their Offices’ respective roles and responsibilities to ensure that there is no duplication or omission', there were no specific recommendations made under KPI 5.

3.4.3 The importance of ensuring that all relevant stakeholders are given an opportunity to appear before, or make submissions to, the Review panel was noted.

Resolution


4.0 INTELLECTUAL PROPERTY POLICY AND PROCEDURES

4.1 The Office of the Deputy Vice Chancellor (Research), in conjunction with the Pro-Vice Chancellor (Administration), conducted a review of the University’s current Intellectual Property Policy in order to make the documentation easier to use, reflect the University’s current intent with regard to ownership of rights in Intellectual Property, and to incorporate contemporary changes in copyright law and other relevant legislation and government policies.

4.2 As a result of this review the current policy was separated into two documents: Intellectual Property Policy (2005/0038522) and the Intellectual Property Procedures (2005/0038510). The drafts were prepared by the office of the Deputy Vice Chancellor (Research), with the aid of the Office for Commercialisation, the University’s Copyright Officer, the Legal Services Office, and a Reference Committee convened to draw on representative views of academic and general staff in diverse elements of the University. External legal advisers Minter Ellison have assisted in refinement of the drafts.

4.3 Members noted that a University-wide consultation took place during March/April 2005 based on the upgraded new draft Intellectual Property Policy and Intellectual Property Procedures documents and that feedback received as part of the consultation process had been considered and incorporated into the documentation where possible.

4.4 Members were advised that a minor change to the Intellectual Property Policy had been made at the request of Executive Group in relation to 6.2 (a):

(a) to the extent that those Educational Materials are created or developed by Staff employed by the University: beyond

4.5 In discussing this item two issues emerged for consideration, both relevant to the implementation of the Policy:
1. The need to define a mechanism by which staff will "notify the University of the limitation" placed on its licence to use their scholarly and creative works, caused by staff signing away their rights to a publisher, broadcaster, or such like; and

2. How best to inform / train staff to become aware of the University's licence to use their intellectual property in scholarly and creative works, and their own obligation to notify any publishing contracts they enter into which will limit the University's freedom to exercise its licence.

4.6 A suggestion was made that the entry of publications/outputs into the University's research database might be able to be adapted to act as this notification, possibly with a checkbox added for the purpose. The Pro-Vice Chancellor (Information Services) advised the Committee that the Office for Research and the Division of Information Services are working on making data entry and management more efficient with the aim of eliminating multiple requests for the same information.

4.7 A further suggestion was made regarding the development of a small tri-fold brochure, which should be distributed to all staff advising them of their responsibilities under the new policy and procedures. A Frequently Asked Questions section should be incorporated into the brochure or made available to staff via other means.

4.8 Clarification was sought on the interpretation of 4.5 (b) of the Intellectual Property Policy. A member queried whether 4.5 (b) has the effect that once an academic staff member notifies the University about having signed away their rights to a publisher, the University will accept, as a matter of course, that its licence is thereby automatically limited to the extent implied by the publisher's contract, or whether it leaves open the possibility of the University still contesting that challenge to its licence. Dr Paul Currie, who attended the meeting to answer questions on this item, agreed to clarify the intended meaning of 4.5 (b) with the University's external legal advisors Minter Ellison.

Resolution

5.0 REVISION TO THE FACULTY REVIEW PROCESS

5.1 Members noted that the Faculty Review Process had been revised and now includes the requirement to develop an action plan in response to the report, with the aim of expediting the implementation of the recommendations. Under the previous policy implementation plans were drawn up after the review reports had been considered by Council.

Resolution
5.2 Academic Committee resolved to recommend the revised Faculty Review Process as described in document number 2005/0038518 to Council.

SECTION B: ACTION UNDER DELEGATED AUTHORITY

6.0 REVIEW OF THE GUESTS PROGRAM

6.1 The University has conducted the Griffith University Early Start to Tertiary Study (GUESTS) program since 2000. The aims of the GUESTS program are to provide enrichment, extension studies for high performing school students, to foster positive links with secondary schools and to improve the recruitment of high achieving students to Griffith.
6.2 The GUESTS program is considered to be a successful activity within the parameters which have determined its operation. Whilst formal surveys of students or secondary schools have not been conducted, the impression based on informal feedback and on the fact that the demand for the program has risen steadily is that the program is well regarded by the secondary school community and by the students who choose to participate. It presents Griffith and its course offerings in a positive light. It recruits small numbers of well-qualified and highly motivated students to Griffith.

6.3 The recent review of the GUESTS program recommended that it should be continued in some form. However, there are a number of issues which need to be addressed in considering the future of the program, a series of recommendations have been developed to help address the issues:

- a) That the GUESTS program be commended for its contribution to the relationship between Griffith and secondary schools and endorsed for continued operation.

- b) That a strategy be found for increasing the administrative resources needed to support the GUESTS program.

- c) That External Relations, in consultation with Student Administration and the Schools and Faculties, devise strategies to strengthen the development of a positive relationship between GUESTS students and the University.

- d) That Griffith International investigate and solve the issues so that Year 12 international students may participate in GUESTS.

- e) That a quota for GUESTS students be imposed on popular first year courses, in consultation with the relevant Dean.

- f) That the guaranteed admission be modified to say, “Admission into a Griffith degree is guaranteed, but admission into a specific degree may depend on the student’s OP Score.” To be offered a place in a high demand program, successful GUESTS students will have +2 added to their OP Score and on this basis would need to meet the cut-off for the program. Otherwise, GUESTS students will be admitted to a large general degree.

- g) That, in the context of the development of secondary school – university joint activities associated with the QCE, consideration be given to the appropriate strategy for regularising the funding of GUESTS and raising some revenue, such as through charging tuition fees or sponsorship arrangements.

- h) That the University adopt a policy framework, which sets out the objectives and the constraints which will apply to intersectoral activities with the secondary school sector in the context of the QCE.

6.4 In discussing the paper Review of the GUESTS program members made the following comments:

- The development of the Queensland Certificate of Education (QCE) will give a formal status to GUESTS type activities, which will increase the number of student wishing to enrol in the program.

- Participation in the GUESTS program does not currently count towards a student OP, but this may change in the future.
- Whilst GUESTS in an excellent and effective way of recruiting high quality students, there is always the risk of students encountering a bad experience at Griffith if they are not adequately supported in their studies.

- The Gold Coast campus has a large number of secondary school students participating in the GUESTS program.

- Concerns were raised about the capability of students, if the principle of adding +2 to a students OP score were approved as part of the admission process.

Resolution
6.5 Academic Committee resolved to note the paper Review of the GUESTS program (2005/0038516) and to provide comments on its recommendations as detailed in 6.4 to the Deputy Vice Chancellor (Teaching and Learning).

7.0 PREPARATORY AND BRIDGING PROGRAMS

7.1 The Preparation for University Project was established early in 2005 to review the University’s current suite of preparation programs and bridging courses. The aim of the project was to enhance programs that provide assistance to students to gain admission and prepare for undergraduate study. Seventeen (17) preparation programs and bridging courses were reviewed. The picture that emerged was of a set of disparate initiatives, historically, organisationally and geographically disconnected. Although the various programs and courses were successful in their own terms, and often a tribute to the initiative and energies of the staff that maintained them, the objectives were limited and localised. There was no systematic reference to the strategic objectives of the University.

7.2 The report Towards an Integrated Strategy for Access, Enabling, Preparation and Bridging Programs (2005/0038502) presents a set of findings arising from the Preparation for University Project and recommendations following the deliberations of the Preparation for University Workshop, which was held on 6 May 2005.

7.3 Beyond the variety and complexity of issues raised by the Project and discussed by the Workshop, it is apparent that any coherent set of actions to follow from the project need to be referenced to a set of clear of objectives which have a high level of support across the University. For this purpose, the paramount objectives suggested for the University’s activities in access, enabling, preparation and bridging programs are:

- To increase student demand and diversify the sources of new students through pathways and partnerships with schools, TAFEs and other education providers.
- To improve student retention by developing pathways, courses and support services that prepare students for undergraduate study and support student success.

7.4 Members noted the following summary of recommendations:

1. The University is asked to endorse the concept of a scheme to profile and coordinate activities which provide pathways and preparation programs aimed at improving undergraduate student recruitment.

2. That in order to achieve some short term actions, a project officer be appointed in the Academic Registrar’s area with a specific brief of: raising the profile of the various pathways and supports which assist persons to gain entry to undergraduate programs, particularly those pathways and supports which apply to non-traditional (non-school leaver) entrants.
3. That in order to achieve the objective of increasing the quantity and diversity of demand for undergraduate study, External Relations, in conjunction with other stakeholders, develop a marketing strategy for the university’s portfolio of access, preparation and bridging programs.

4. That the University develop a strategic framework for its interaction with secondary schools which positions it to respond to the opportunities presented by the new QCE.

5. That within this strategic framework, the University retain and, where appropriate expand the GUESTS program, with improvements as recommended in the GUESTS review.

6. That, in line with the latest consideration of strategies towards the University’s student equity objectives, a special admission scheme aimed at disadvantaged students be developed and introduced in time for the 2006 admission period.

7. That the Logan Tertiary Access Program and other TAFE Pathways, including OP bonuses, dual offer programs and articulation, be given a higher profile in UG admission strategy, including through the proposed Griffith PLUS scheme.

8. That the revised set of Maths and Science bridging programs, coming from the Science & Technology Task Force, be promoted more broadly via Griffith PLUS and in the University’s student recruitment publications.

9. That the Office for Commercialisation be asked to investigate the central organisation and management of the S&T Bridging programs via a service level agreement with the relevant Schools.

10. That the revised set of Maths and Science bridging programs be offered across campuses with a consistent fee structure and a coordinated timetable of offering.

11. That Learning Services, in partnership with the Office for Commercialisation, continue to offer appropriate study skills programs on a fee basis to commencing students prior to the beginning of semester, seeking to increase the number of students who avail themselves of this program.

12. That the Science and Technology Group consider a special Science First Year offering at the Logan Campus, as described in section 3.8.

13. That the PVC (Equity and Community Partnerships) be requested to provide fee waiver scholarships to support students from disadvantaged backgrounds to access preparation, bridging and study skills programs.

7.5 Members further noted a number of discussion questions regarding a scheme to profile and coordinate activities which provide pathways and preparation programs aimed at improving undergraduate student recruitment -

1. Is the set of activities listed as coming within the scope of this scheme appropriate?

2. Should the label “Griffith PLUS” be applied to this activity?

3. Should a “minimalist” or “maximalist” approach be adopted to support such activity? The minimalist approach involves boosting the activity in the Undergraduate Admissions Section and giving them a mandate to pursue the Griffith PLUS objectives. The maximalist approach involves creating an element for this purpose.
4. Should the Office for Commercialisation continue to promote and manage non-award education programs? If so, how can the issue of the name of the Office be addressed? Should the admission decisions be shifted from the Office for Commercialisation to the Undergraduate Admissions Section?

5. Should the Office for Commercialisation be given a brief to expand its activities in Preparation Programs and Bridging programs (see section 3.6)?

6. Should the University investigate the possibility of developing one or several preparation programs on the model of the Continuing Education Certificate, namely 40 CP of first year courses taken over two semesters, run on a fee paying basis, with study skills and academic preparation support included? Should such an investigation be undertaken by the Office for Commercialisation?

7. Are there opportunities for other short bridging programs to enhance the preparedness of students admitted to degrees in other areas?

8. Should the University seek to expand its community service programs in mathematics as an activity to raise the university’s profile with potential students and also to raise some revenue? If so, could such activities benefit from the involvement of the Office for Commercialisation?

7.6 In responding to the discussion questions outlined above, members made the following comments:

- Concerns were raised about the Office for Commercialisation continuing to promote and manage non-award education programs. The marketplace may view the University as having an income generation focus rather than academic excellence.
- Some schools have offered and continue to offer a good range of preparatory and bridging programs. Such activities however, whilst strategic to the University, are fragile and may be curtailed or cut due to the nature of the host school’s budget. Processes should be put in place to ensure that this does not happen.
- If the University adopts the ‘maximalist’ approach, care needs to be taken to ensure that an extra layer of bureaucracy is not added.
- An analysis should be undertaken to ascertain what value is added in developing the proposed additional activities.

Resolution

7.7 Academic Committee resolved to provide feedback on the recommendations and the discussion questions contained in the *Towards an Integrated Strategy for Access, Enabling, Preparation and Bridging Programs (2005/0038502)* as detailed in item 7.6 to assist the Deputy Vice Chancellor (Teaching & Learning) to further consider the issues.

8.0 REVIEW OF THE LEARNING AND TEACHING COMMITTEES

8.1 At the March meeting of Academic Committee members considered the paper *Review of Teaching and Learning Committees (2005/0000334)* and endorsed the proposal to review the University’s teaching and learning committee structure. Academic Committee noted that the paper *Review of Teaching and Learning Committees* outlines the reasons for reviewing the existing committee structures for teaching and learning, provides a brief overview of the current role of each committee and proposes a revised model for a teaching and learning committee structure.

8.2 Academic Committee requested that the Teaching and Learning Excellence Committee seek responses from all of the existing committees affected by the proposed changes, Faculty Boards and Academic Administration and draft a set of constitutions for consideration for the following committees:
Resolution

8.3 Academic Committee, on the recommendation of the Teaching and Learning Excellence Committee (6/05), resolved to:

8.3.1 Establish the following committees:

- Learning and Teaching Committee (2005/0007686)
- Educational Excellence Committee (2005/0007688)
- Learning Environment Committee (2005/0007582);

8.3.2 Approve the revised constitution for the Student Orientation and Engagement Committee (2005/0007678); and

8.3.3 Disestablish the Teaching and Learning and Excellence Committee, the Honours Sub Committee and the Excellence Awards Committee.

For implementation during September 2005.

9.0 POLICY ON SESSIONAL TEACHING STAFF PROFESSIONAL DEVELOPMENT TEACHING AND LEARNING PROGRAM

9.1 Academic Committee was asked to ratify the Chair’s executive in approving revisions to the Policy on Sessional Teaching Staff Professional Development Teaching and Learning Program (2005/0038507).

9.2 The changes to the policy are based on the provisions of the certified agreement and discussions at recent Academic Joint Consultative Committee meetings.

9.3 In summary, the changes are:

(1) renaming to policy to ‘Policy on Casual Academic Staff Professional Development Teaching and Learning’;

(2) replacing sessional teaching with casual academic - as part of negotiations for the Academic Staff Certified Agreement it was agreed to remove any reference to ‘sessional’; and

(3) including the following provision – ‘Attendance will be paid at base rate: applicable to other required academic activity’

Resolution

9.4 Academic Committee resolved to ratify the Chair’s executive in approving the Policy on Casual Academic Staff Professional Development Teaching and Learning Program (2005/0038507).
10.0 GRIFFITH ENGINEERING PROFESSION AND INDUSTRY SCHOLARSHIP

10.1 The Gold Coast City Council established the Griffith Engineering Profession and Industry Scholarship in October 2004. The objective of the scholarship is to assist with Student Contribution Charges associated with University study for an engineering student who can demonstrate the capacity to achieve their full potential.

10.2 The Scholarship is to be awarded in 2005 for a period of three and a half years. As such funds of approximately $28,000 are to be committed by The Gold Coast City Council until 2008.

Resolution

10.3 Academic Committee resolved to ratify the Chair’s executive in approving the Griffith Engineering Profession and Industry Scholarship as described in 2005/0038508.

11.0 NRS PROGRAM WITHDRAWAL

4090 GRADUATE DIPLOMA OF INFECTION CONTROL
5240 MASTER OF HEALTH SCIENCE IN INFECTION CONTROL

11.1 Academic Committee, on the recommendation of the Programs Committee 3/2005 (May), was asked to consider the submission (2005/0000401) proposing to withdraw the Graduate Diploma of Infection Control (4090) and the Master of Health Science in Infection Control (5240), from semester 2 2005.

11.2 These programs have been restructured to conform to the Master of Advanced Practice (5424) and will be introduced from semester 2 2005. The Master of Advanced Practice (Infection Control) (5242) will replace the 80CP Graduate Diploma of Infection Control (4090) and the Master of Advanced Practice (Infection Control) with Honours (5240) will replace the 120CP Master of Health Science in Infection Control (5240) programs.

11.3 Continuing students will be advised to transfer to the relevant Master of Advanced Practice (Infection Control) program. Students choosing not to transfer programs will complete courses as per the current program structure.

Resolution

11.4 Academic Committee, on the recommendation of the Programs Committee 3/2005 (May), resolved to approve the withdrawal of the Graduate Diploma of Infection Control (4090) and the Master of Health Science in Infection Control (5240) (GDipInfecCon and MHSc), as contained in 2005/0000401, from semester 2, 2005.

12.0 GSM PROGRAM WITHDRAWAL

5350 MASTER OF BUSINESS ADMINISTRATION/MASTER OF INFORMATION SYSTEMS

12.1 Academic Committee, on the recommendation of the Programs Committee 3/2005 (May), was asked to consider the submission (2005/0000415) proposing to withdraw the Master of Business Administration/Master of Information Systems (5350), from semester 2 2005.

12.2 The Griffith Business School is currently undertaking a revision of postgraduate coursework programs. The Graduate School of Management has identified this program as one which is underperforming is terms of recruitment numbers. Therefore, in accordance with the strategic plan put forward by the Griffith Business School, the Graduate School of Management proposes to withdraw the program from offer.
12.3 Courses in this program are also offered within other programs offered by the Graduate School of Management and the Department of Management. Therefore, there is no need for transitional arrangements.

Resolution

12.4 Academic Committee, on the recommendation of the Programs Committee 3/2005 (May), resolved to approve the withdrawal of the Master of Business Administration/Master of Information Systems (5350), as detailed in 2005/0000415 from semester 2 2005.

13.0 GSM PROGRAM WITHDRAWAL
5351 MASTER OF BUSINESS ADMINISTRATION/GRADUATE DIPLOMA OF ECONOMICS

13.1 Academic Committee on the recommendation of the Programs Committee 4/2005 (June) was asked to consider the submission (05/0000438) proposing to withdraw the Master of Business Administration/Graduate Diploma of Economics (5351), from semester 2 2005.

13.2 The Griffith Business School is currently undertaking a revision of postgraduate coursework programs. The Graduate School of Management has identified this program as one that is under-performing in terms of recruitment numbers. Presently there are no students enrolled in this program.

Resolution

13.3 Academic Committee on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the withdrawal of the Master of Business Administration/Graduate Diploma of Economics (5351, MBA/GDipEc), as contained in 05/0000438, from semester 2, 2005.

14.0 QCA PROGRAM WITHDRAWAL
1223 BACHELOR OF FINE ART/BACHELOR OF EDUCATION - SECONDARY

14.1 Academic Committee on the recommendation of the Programs Committee 4/2005 (June), was asked to consider the submission (05/0000458) proposing to withdraw the Bachelor of Fine Art/Bachelor of Education - Secondary (1223), from semester 1 2006.

14.2 As a consequence of the Griffith University Academic Plan, the Queensland College of Art Faculty Review (October 2004) and its recommendations, and the ensuing College retreat (December 2004), a major review of the undergraduate programs was completed by April 2005. The review recommends the consolidation of a number of programs and the withdrawal of programs that have not performed to expectations.

14.3 In February 2005, the Vice-Chancellor, Professor Ian O'Connor received information from the Minister of Education and the Arts, Anna Bligh, referring to the review of the Board of Teacher Registration undertaken by Professor Marilyn McMeniman. Specifically the review recommended:

"that the current two-year professional studies requirement for postgraduate pre-service teacher education leading to registration be reduced to one year, in keeping with all other Australian states and territories."

14.4 The Minister outlined decisions taken by the Implementation Committee set up to carry the recommendation into action. The decision central to the Faculty of Education’s interests was that Universities could begin planning for the implementation of teacher pre-service courses based on a minimum requirement of one year of professional studies from the start of 2006.
14.5 The Faculty of Education is currently reviewing the offer of all Education combined degree programs and restructuring its secondary graduate programs from two years to one year to meet this requirement.

14.6 In light of these reviews the Queensland College of Art is proposing the withdrawal of this program. Continuing students will be able to proceed through their present degree until completion as both the Bachelor of Fine Art and the Bachelor of Education – Secondary will continue to be offered as individual programs.

Resolution

14.7 Academic Committee on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the withdrawal of the Bachelor of Fine Art/Bachelor of Education - Secondary (1223, BFA/BEd), as contained in 05/0000458, from semester 1, 2006.

15.0 QCA PROGRAM WITHDRAWAL

1192 BACHELOR OF PHOTOGRAPHY

15.1 Academic Committee on the recommendation of the Programs Committee 4/2005 (June), was asked to consider the submission (05/0000457) proposing to withdraw the Bachelor of Photography (1192), from semester 1 2006.

15.2 As a consequence of the Griffith University Academic Plan, the Queensland College of Art Faculty Review (October 2004) and its recommendations, and the ensuing College retreat (December 2004), a major review of the undergraduate programs was completed by April 2005. The review recommends the consolidation of a number of programs and the withdrawal of programs that have not performed to expectations.

15.3 It is proposed to withdraw the Bachelor of Photography at Logan as it has consistently failed to attract viable numbers of students. The load from the Bachelor of Photography will be transferred to the Bachelor of Education – Primary program at Logan. The withdrawal of the Bachelor of Photography at Logan, was approved by Executive Group early in 2005.

15.4 Continuing students will proceed through their present degree until completion. Students returning from leave or who need to repeat courses will be accommodated under the new structure.

Resolution

15.5 Academic Committee on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the withdrawal of the Bachelor of Photography (1192, BPhoto), as contained in 05/0000457, from semester 1, 2006.

16.0 QCA PROGRAM WITHDRAWAL

1190 BACHELOR OF DESIGN STUDIES
1191 BACHELOR OF FINE ART
1249 BACHELOR OF DIGITAL DESIGN

16.1 Academic Committee on the recommendation of the Programs Committee 4/2005 (June), was asked to consider the submission (05/0000455) proposing to withdraw the Bachelor of Design Studies (1190), the Bachelor of Fine Art (1191) and the Bachelor of Digital Design (1249), from semester 1 2006.

16.2 As a consequence of the Griffith University Academic Plan, the Queensland College of Art (QCA) Faculty Review (October 2004) and its recommendations, and the ensuing College retreat (December 2004), a major review of all undergraduate QCA programs was completed by April 2005. The review recommends the consolidation of a number
of programs and the withdrawal of programs that have not performed to expectations. These programs will be replaced, at the Gold Coast campus, with a consolidated program, Bachelor of Visual Media, which will include majors in Design (Graphic Design, Digital Design, and 3D Design), Fine Art Practice and Photojournalism.

16.3 Continuing students will proceed through their present degree until completion. Students returning from leave or who need to repeat courses will be accommodated under the new structure.

Resolution

16.4 Academic Committee on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the withdrawal of the Bachelor of Design Studies (1190, BDesSt), the Bachelor of Fine Art (1191, BFA) and the Bachelor of Digital Design (1249, BDigitalDes), as contained in 05/0000455, from semester 1, 2006.

17.0 HSV NEW PROGRAM SUBMISSION

1282 BACHELOR OF SOCIAL WORK

17.1 Academic Committee, on the recommendation of the Programs Committee 3/2005 (May), was asked to consider the New Program Submission proposing to establish the Bachelor of Social Work (1282), as described in the submission 2005/0000461, for introduction in semester 1, 2006.

17.2 The Bachelor of Social Work is a 4-year full-time 320CP undergraduate program which will also offer an accelerated entry for students who have completed at least 2 full-time equivalent years of an approved undergraduate degree. Degree requirements of the accelerated entry will be 2 years full-time comprising 175CP of study. The program structure allows for 30CP of elective study in the 4-year structure and 20CP in the accelerated entry structure.

17.3 Students entering the accelerated entry point will receive 145CP of Advanced Standing and will be required to complete an introductory course, 3039HSV Working in Human Services, in intensive mode in semester 1, before proceeding to the first social work field placement. 3039HSV will commence in January/February to ensure students are fully prepared for the practicum experience. This arrangement will have students completing 55CP in the first semester of study.

Resolution

17.4 Academic Committee, on the recommendation of the Programs Committee 3/2005 (May), resolved to approve the establishment the Bachelor of Social Work (BSocWk, 1282), as contained in 2005/0000461, for introduction in semester 1, 2006.

18.0 PBH NEW PROGRAM SUBMISSION

1283 BACHELOR OF HEALTH PROMOTION

2072 BACHELOR OF HEALTH PROMOTION WITH HONOURS

18.1 Academic Committee, on the recommendation of the Programs Committee 3/2005 (May), was asked to consider the New Program Submission proposing to establish the Bachelor of Health Promotion (1283) and the Bachelor of Health Promotion with Honours (2072), as described in the submission 2005/0000462, for introduction in semester 1, 2006.

18.2 The Bachelor of Health Promotion is a 3 year full-time 240CP program comprising 210CP of prescribed courses and 30CP of electives, with three complementary and interrelated elements: health promotion theory and practice; social science and public health; and research skills and interpersonal skills.
Resolution

18.3 Academic Committee, on the recommendation of the Programs Committee 3/2005 (May), resolved to approve the establishment the Bachelor of Health Promotion (1283, BHProm) and the Bachelor of Health Promotion with Honours (2072, BHProm), as contained in 2005/0000462, for introduction in semester 1, 2006.

19.0 GBS NEW PROGRAM SUBMISSION

BACHELOR OF BUSINESS (1034 GC, 1287 LO, 1288 NA)
BACHELOR OF BUSINESS (HOTEL, TOURISM, LEISURE AND SPORT) (1290 GC, 1289 NA)

19.1 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), was asked to consider the New Program Submission proposing to establish the Bachelor of Business (1034 GC, 1287 LO, 1288 NA,) and the Bachelor of Business (Hotel, Tourism, Leisure and Sport) (1290 GC, 1289 NA), as described in the submission 2005/0007679, for introduction in semester 1, 2006.

19.2 These programs comprise 240CP and focus on both the theory and practice of business and develops the skills and professional expertise necessary for effective leadership in business, industrial and service activities in the globalised world economy. Year 1 of both programs are structured to introduce students to the very wide range of business disciplines necessary for an understanding of the interdisciplinary nature of business analysis and problem solving.

19.3 In the Bachelor of Business, years two and three contain more advanced level courses and are structured to enable students to choose an academic plan or major area of specialised study in (one of) marketing, management, human resource management, information systems, industrial relations, occupational health and safety, and logistics and supply chain management. Students may also select an additional minor area of specialised study or choose electives drawn from a range of courses on offer in the Griffith Business School, including work-integrated learning courses, or from elsewhere in the University.

19.4 In the Bachelor of Business (Hotel, Tourism, Leisure and Sport), years two and three contain more advanced level courses and is structured to enable students to choose an academic plan or major area of specialised study in (one of) tourism, hotel management, leisure and sport management. Students may also select an additional minor area of specialised study or choose electives drawn from a range of courses on offer in the Griffith Business School, including work-integrated learning courses, or from elsewhere in the University.

19.5 The Griffith Business School has reduced the 17 current single three-year undergraduate programs to four, for introduction in 2006: the Bachelor of International Business, Bachelor of Commerce, Bachelor of Business, Bachelor of Arts, each containing a range of specialised areas of study. The same program structure running through each of the above programs’ re-designed curricula offers scope for a high degree of integration, interdisciplinarity and internationalisation among the four programs and is designed to allow students the opportunity to undertake a multidisciplinary or a more specialised approach to their studies.

Resolution

19.6 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the establishment the Bachelor of the Business (1034 GC, 1287 LO, 1288 NA,) and the Bachelor of Business (Hotel, Tourism, Leisure and Sport) (1290 GC, 1289 NA), as contained in 2005/0007679, for introduction in semester 1, 2006.
20.0 GBS NEW PROGRAM SUBMISSION
BACHELOR OF COMMERCE (1286 GC, 1285 LO, 1035 NA)

20.1 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), was asked to consider the New Program Submission proposing to establish the Bachelor of Commerce (1286 GC, 1285 LO, 1035 NA), as described in the submission 2005/0007680, for introduction in semester 1, 2006.

20.2 This program comprises 240CP and focuses on both the theory and practice of commerce and develops the skills and professional expertise necessary for effective leaders in today’s modern government and non-government organisations. Year one is structured to introduce students to the wide range of business disciplines necessary for an understanding of the interdisciplinary nature of commercial analysis and problem solving. Years two and three contain more advanced level courses and are structured to enable students to choose an academic plan or a major area of specialised study in one of accounting, finance, financial planning, banking or economics. Students may also select an additional minor area of specialised study or choose electives drawn from a range of courses on offer in the Griffith Business School, including work-integrated learning courses, or from elsewhere in the University.

20.3 The Griffith Business School has reduced the 17 current single three-year undergraduate programs to four, for introduction in 2006: the Bachelor of International Business, Bachelor of Commerce, Bachelor of Business, Bachelor of Arts, each containing a range of specialised areas of study. The same program structure running through each of the above programs’ re-designed curricula offers scope for a high degree of integration, interdisciplinarity and internationalisation among the four programs and is designed to allow students the opportunity to undertake a multidisciplinary or a more specialised approach to their studies.

Resolution

20.4 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the establishment the Bachelor of Commerce (1286 GC, 1285 LG, 1035 NA, BCom), as contained in 2005/0007680, for introduction in semester 1, 2006.

21.0 GBS NEW PROGRAM SUBMISSION
BACHELOR OF ARTS (POLITICS, ASIAN STUDIES AND INTERNATIONAL RELATIONS)
(1292 GC, 1291 NA)

21.1 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), was asked to consider the New Program Submission proposing to establish the Bachelor of Arts (Politics, Asian Studies and International Relations) (1292 GC, 1291 NA), as described in the submission 05/0007681, for introduction in semester 1, 2006.

21.2 This program comprises 240CP and absorbs into its framework three existing (2005) degree programs, the Bachelor of Arts in Politics and Government, the Bachelor of Arts in Asian and International Studies and the Bachelor of International Relations. The number of majors currently on offer in these programs is reduced from nine to three, and includes three embedded and two new minors. Submissions to withdraw the existing programs will be processed once these new programs have been approved for offer.

21.3 In year one the Bachelor of Arts is structured to introduce students to the wide range of social science disciplines necessary for an understanding of the interdisciplinary nature of socio-political, economic and business analysis and problem solving. In years two and three the program contains more advanced level courses and is structured to enable students to choose an Academic Plan or Major area of specialised study in politics and government, international relations and Asian and international studies.
Students may also select an additional Minor area of specialised study or choose electives from a range of courses on offer in the Griffith Business School, including work-integrated learning courses, or from elsewhere in the University.

21.4 The Griffith Business School has reduced the 17 current single three-year undergraduate programs to four, for introduction in 2006: the Bachelor of International Business, Bachelor of Commerce, Bachelor of Business, Bachelor of Arts, each containing a range of specialised areas of study. The same program structure running through each of the above programs’ re-designed curricula offers scope for a high degree of integration, interdisciplinarity and internationalisation among the four programs and is designed to allow students the opportunity to undertake a multidisciplinary or a more specialised approach to their studies.

Resolution

21.5 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the establishment the Bachelor of Arts (Politics, Asian Studies and International Relations) (1292 GC, 1291 NA, BA), as contained in 05/0007681, for introduction in semester 1, 2006.

22.0 GBS NEW PROGRAM SUBMISSION
BACHELOR OF INTERNATIONAL BUSINESS (1107 GC, 1105 NA)

22.1 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), was asked to consider the New Program Submission proposing to establish the Bachelor of International Business (1107 GC, 1105 NA), as described in the submission 05/0007682, for introduction in semester 1, 2006.

22.2 This program comprises 240CP, and focuses on the theory and practice of international business operating through a range of technical disciplines and develops the skills and professional expertise necessary for effective leaders in government and non-government organisations in a modern global world economy. Year one is structured to introduce students to both technical disciplines and national and international institutional environments necessary for an understanding of the interdisciplinary nature of business analysis and problem solving in the international domain. Years two and three of the program contain more advanced level courses and are structured to enable students to undertake a major area of specialised study in International Business. Students may also select an additional minor area of specialised study in international political economy, international management and international marketing, or choose of electives drawn from a range of courses offered by the Griffith Business School, including work-integrated learning courses, or from elsewhere in the University.

22.3 The Griffith Business School has reduced the 17 current single three-year undergraduate programs to four, for introduction in 2006: the Bachelor of International Business, Bachelor of Commerce, Bachelor of Business, Bachelor of Arts, each containing a range of specialised areas of study. The same program structure running through each of the above programs’ re-designed curricula offers scope for a high degree of integration, interdisciplinarity and internationalisation among the four programs and is designed to allow students the opportunity to undertake a multidisciplinary or a more specialised approach to their studies.

Resolution

22.4 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the establishment the Bachelor of International Business (1107 GC, 1105 NA, BIntBus), as contained in 05/0007682, for introduction in semester 1, 2006.
23.0 EDU NEW PROGRAM SUBMISSION
MASTER OF TEACHING – SECONDARY (INTERNATIONAL STUDENTS ONLY) (5434)

23.1 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), was asked to consider the New Program Submission proposing to establish the Master of Teaching – Secondary (International Students Only) (5434), as described in the submission 05/0038012, from semester 1, 2006.

23.2 This program comprises 160CP of professional preparation for teaching in secondary schools and includes Informing Discipline and Education Studies, Curriculum Studies in two teaching areas, and Professional Studies and Practice. Graduates will be eligible for registration as teachers with the Board of Teacher Registration (BTR) and will be equipped to teach in two teaching areas in a secondary school setting. Canadian students will also be eligible to apply for teacher certification with the College of Teachers in Ontario.

23.3 The program structure and content mirrors that offered at the MtGravatt campus, with different course codes. The Board of Teacher Registration has already approved it.

Resolution

23.4 The Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the establishment of the Master of Teaching – Secondary (International Students Only) (5434), as contained in 05/0038012, for introduction in semester 1 2006.

24.0 GBS NEW PROGRAM SUBMISSION
GRADUATE CERTIFICATE IN BUSINESS (3171)

24.1 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), was asked to consider the New Program Submission proposing to establish the Graduate Certificate in Business (3171), as described in the submission 2005/0007693, from semester 2, 2005.

24.2 This program comprises four 10CP courses covering a range of business areas designed for WorkCover Queensland employees. The first of these is an introductory legal course that covers a range of issues that WorkCover Queensland employees need to be aware of in the conduct of their roles. The second and third courses deal with fundamental issues in accounting, the accounting process and accounting information systems that will assist WorkCover employees when examining the accounts of their clients. The final course is a business communications course that will cover a variety of issues including effective communication.

Resolution

24.3 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the establishment of the Graduate Certificate in Business (GCertBus, 3171), as contained in 2005/0007693, for introduction in semester 2 2005.

25.0 NRS MAJOR CHANGE SUBMISSION
1161, 1162, 1165 BACHELOR OF NURSING

25.1 Academic Committee, on the recommendation of the Programs Committee 3/2005 (May), was asked to consider the Major Change Submission proposing changes to the Bachelor of Nursing (1161, 1162, 1165), as described in the submission 2005/0007640, from semester 1, 2006.

25.2 The philosophical underpinnings and general essence of the program has not altered since its implementation in 2001 and the program has proven successful with positive graduate outcomes. As a result of extensive communication with key stakeholders the
School is proposing a number of changes to enhance the quality of the program content.

25.3 The proposed changes are as follows:

- 3975NRS Transitions to Practice, a clinical practicum core course offered in the final semester, to be extended from a 6 week to 8 week placement;
- 2977NRS Research for Health Professionals from Semester 2 Year 2 to Semester 1 Year 2;
- 2978NRS Child and Family Nursing is a new course to be offered in Semester 2 Year 2;
- 3978NRS Adapting to Health Changes in the Older Adult to replace 3974NRS Adapting to Health Changes. 3978NRS will replace 3974NRS as a designated course for the purpose of exclusion;
- 20CP of elective study in place of 10CP;
- 3972NRS Nursing and Health Informatics and 3977NRS Leadership & Management for Health Professionals to be withdrawn to accommodate additional elective study and addition of 2978NRS Child and Family Nursing.

Resolution

25.4 Academic Committee, on the recommendation of the Programs Committee 3/2005 (May), resolved to approve the Major Change Submission proposing changes to the Bachelor of Nursing (1161, 1162, 1165), as contained in 2005/0007640, for implementation from semester 1, 2006.

26.0 NRS SPECIAL PURPOSE SUBMISSION
1161, 1162, 1165 BACHELOR OF NURSING

26.1 Academic Committee, on the recommendation of the Programs Committee 3/2005 (May), was asked to consider the Special Purpose Submission proposing to extend the teaching weeks for NRS-coded clinical courses to no more than 18 weeks per semester, as detailed in 2005/0000468, for introduction from semester 1 2006.

26.2 The study of clinical nursing requires students to spend considerable time undertaking hands-on experience in on-campus clinical laboratories and within hospitals and other off-campus clinical settings. An extension of the academic year for clinical courses will allow the School of Nursing greater flexibility in negotiating off-campus placements. Queensland Health has indicated that current demand for clinical placements exceeds supply and the School has endeavoured to address this by seeking volunteer cohorts of students to undertake placements outside of semester weeks. The School has also been required to provide simulated on-campus clinical placements for some students when off-campus placements are not available. It is noted that the clinical experience of some students can be severely restricted in these instances.

26.3 It is proposed that second and third year clinical courses commence at the beginning of February in intensive mode to allow students to proceed to clinical placement early in the semester. Details of teaching weeks will be advised to students via the University Timetable.

Resolution

26.4 Academic Committee, on the recommendation of the Programs Committee 3/2005 (May), resolved to approve the Special Purpose Submission proposing to extend the teaching weeks for NRS-coded clinical courses to no more than 18 weeks per semester, as contained in 2005/0000648, for implementation in semester 1 2006.
27.0  EDN SPECIAL PURPOSE SUBMISSION
1049, 1050, 1060 BACHELOR OF EDUCATION – PRIMARY
1052 BACHELOR OF EDUCATION – SPECIAL EDUCATION
1051 BACHELOR OF EDUCATION – SECONDARY
1053 BACHELOR OF EDUCATION – SECONDARY DRAMA
1248 BACHELOR OF EDUCATION – SECONDARY (HPE)
1056 BACHELOR OF TECHNOLOGY EDUCATION

27.1 Academic Committee, on the recommendation of the Programs Committee 3/2005 (May), was asked to consider the Special Purpose Submission proposing to amend degree requirements for the Bachelor of Education – Primary (1049, 1050, 1060), Bachelor of Education – Special Education (1052), Bachelor of Education – Secondary (1051), Bachelor of Education – Secondary Drama (1053), Bachelor of Education – Secondary (HPE) (1248), Bachelor of Technology Education (1056), as described in the submission 2005/0000435, from semester 2, 2005.

27.2 Currently the degree requirements state that students are able to exit these programs, after 3 years of study with a Bachelor of Arts. If a student later decides to re-enter the Bachelor of Education program, the School advises that the student must rescind their Arts degree. As the general principle once a degree has been awarded it should not be rescinded; rescission normally occurs only where the degree has been awarded in error.

27.3 The Faculty of Education is seeking to administer the Bachelor’s Degree policy which states that the maximum amount of credit granted in a program of three years or more is two-thirds of the program. Therefore, a student undertaking a four year degree is required to complete a minimum of 110CP of second, third and fourth year courses which are part of the degree requirements and which have not been credited towards another award.

Resolution

27.4 Academic Committee, on the recommendation of the Programs Committee 3/2005 (May), resolved to approve the proposed changes to degree requirements for the Bachelor of Education – Primary (1049, 1050, 1060), Bachelor of Education – Special Education (1052), Bachelor of Education – Secondary (1051), Bachelor of Education – Secondary Drama (1053), Bachelor of Education – Secondary (HPE) (1248), Bachelor of Technology Education (1056), as contained in 2005/0000435, for implementation in semester 2 2005.

28.0  QCA SPECIAL PURPOSE SUBMISSION
5284 MASTER OF DESIGN

28.1 Academic Committee, on the recommendation of the Programs Committee 3/2005 (May), was asked to consider the Special Purpose Submission proposing changes to the admission and degree requirements for the Master of Design (5284), as described in the submission 2005/0000373, from semester 1, 2006.

28.2 These changes are proposed as the existing Admission Requirements are vague and open to interpretation, which could lead to vexatious claims regarding what constitutes an appropriate level of academic qualification; the proposed changes attempt to clarify admission requirements. The proposed changes to degree requirements provide clear advice to students which is in line with the program structure.

Resolution

28.3 Academic Committee, on the recommendation of the Programs Committee 3/2005 (May), resolved to approve the proposed changes to the Master of Design (5284), as contained in 2005/0000373, for implementation in semester 1 2006.
### GLS MAJOR CHANGE SUBMISSION

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<td>Bachelor of Laws/Bachelor of Arts (GC)</td>
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</tr>
</tbody>
</table>

#### 29.1
Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), was asked to consider the Major Change Submission proposing changes to the above listed programs, as described in the submission 2005/0007695, from semester 1, 2006.

#### 29.2
In late 2003, Griffith Law School established a Curriculum Review Committee. During 2004 and the first 4 months of 2005, the Committee undertook an extensive review to ensure that the Griffith Law School's programs remain at the forefront of undergraduate curriculum development in law. In proposing this change, the Griffith Law School seeks to strengthen students’ experiences within the program and engage them further in the study of law. A set of transition arrangements has been developed to ensure that current students are not disadvantaged by the move to the proposed new structure.

#### 29.3
In summary, the Griffith Law School proposes the following changes to its program structure for introduction in semester 1, 2006:

- The program will include mechanisms designed to incrementally develop the skills and knowledge of students in a range of key areas. This will be done through the introduction of “vertical subjects” (group work, legal ethics, legal theory and interdisciplinarity, generic and legal specific skills, internationalisation and Indigenisation). Each vertical subject will be clearly articulated in prospectuses and program guides, and student achievement in each vertical subject will be reported on the student’s academic record;

- Learning related to a range of generic legal skills will be enhanced through the legal skills vertical subject within all core courses in the program. This vertical subject identifies 4 key skills groups, namely (a) research, reading & writing, (b) analysis & problem solving, (c) effective communication and (d) reflective, client-focussed approach.

- The coverage of legal theory and interdisciplinarity will be improved through the introduction of a vertical subject, with emphasis on coverage in the Law and the Modern State, Introduction to Legal Theory, Jurisprudence and Interdisciplinary Research Project courses.

- The manner in which the curriculum responds to student diversity, including Indigenous and international students will be enhanced. Issues of diversity are to be addressed in curriculum design, course design and in teaching practice. This will build on the work of the Law School Equity Committee;
- The further embedding of 'internationalisation' in the law curriculum through the introduction of the Internationalisation vertical subject which has as its core a new course, Transnational Law.
- Students will be able to complete their program in a manner that means no core law courses must be completed in the final semester of the program. This will facilitate interested students taking up the opportunity to undertake an international exchange program;
- Group Work and other group activities have been reviewed so that group work is conceived of as a vertical subject. Group work skills will be taught, practised and assessed in at least three stages of the curriculum (oral advocacy, legal drafting of outlines of arguments etc). The offices program will continue but only within three core courses in the program (Contract & Civil Obligations, Evidence and one other course yet to be designated);
- The ordering and structuring of core courses and key areas of knowledge within the curriculum resulting in: some course content be consolidated in specialist courses (greater compliance with the "Priestley 11"); the reduction in the size of Property Law from 40CP to 30CP; the introduction of three (3) new courses in Legal Writing, Legal Research and Transnational Law; some course titles revised to better reflect course content; and no core law courses to be offered in a students final semester so that they are better able to undertake exchange programs; and
- The final year courses Interdisciplinary Research Project and Legal Professional Practice courses become capstone courses within the curriculum, as referred to in the Griffith Academic Plan.

Resolution

29.4 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the Major Change Submission proposing changes to the Bachelor of Laws/Bachelor of Arts – Law and Asian Studies (Nathan) (1118), Bachelor of Laws/Bachelor of international Business (Nathan) (1119), Bachelor of Laws/Bachelor of Arts in Politics and Government (Nathan) (1120), Bachelor of Laws/Bachelor of Environmental Science (Nathan) (1121), Bachelor of Laws/Bachelor of Business (Gold Coast) (1126), Bachelor of Laws/Bachelor of Arts – Law, Media and Culture (Nathan) (1127), Bachelor of Laws/Bachelor of Commerce (Nathan) (1128), Bachelor of Laws/Bachelor of Arts – Law and Japanese (Gold Coast) (1134), Bachelor of Laws/Bachelor of international Business (Gold Coast) (1135), Bachelor of Laws/Bachelor of Arts in Psychology (Gold Coast) (1136), Bachelor of Laws – Graduate Entry (Nathan) (1137), Bachelor of Laws/Bachelor of Commerce with Honours (Nathan) (1138), Bachelor of Laws/Bachelor of Behavioural Science (Nathan/Mt Gravatt) (1139), Bachelor of Laws/Bachelor of Environmental Planning (Nathan) (1140), Bachelor of Laws – Graduate Entry (Gold Coast) (1141), Bachelor of Laws/Bachelor of Arts in Criminology & Criminal Justice (Nathan/Mt Gravatt) (1234), Bachelor of Laws/Bachelor of information Technology (Gold Coast) (1235), Bachelor of Laws/Bachelor of international Relations (Nathan) (1275), Bachelor of Laws/Bachelor of Arts (Nathan) (1276), Bachelor of Laws/Bachelor of Arts (Gold Coast) (1277), as contained in 2005/0007695, for implementation from semester 1, 2006.

30.0 EVE MAJOR CHANGE SUBMISSION
BACHELOR OF ENGINEERING IN ENVIRONMENTAL ENGINEERING/BACHELOR OF
SCIENCE (1085)

30.1 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), was asked to consider the Major Change Submission proposing changes to the Bachelor of Engineering in Environmental Engineering/Bachelor of Science (1085), as described in the submission 05/0007634, for implementation in semester 1, 2006.

30.2 As a result of developments within the School of Environmental Engineering and the University’s Academic Plan, the School seeks to:
- Change the credit point weighting of courses in this program from eight to ten;
- Replace course codes for those EVE courses changing from 8CP to 10CP;
- Introduce some new courses and give students the opportunity to specialise with their elective choices in the final year of the degree.
- Remove the Thesis option in year four of the program and add a new requirement that all students will now complete the 30CP Environmental Industry Practice (EIP) in year five.
- Withdraw the course 4034EVE Thesis, due to the consolidation and streamlining of the program as part of an initiative to develop common courses in environmental programs.
- Change the program structure to accommodate mid-year entry requirements at the request of ENS Faculty Board.

Resolution

30.3 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the proposed changes to the Bachelor of Engineering in Environmental Engineering/ Bachelor of Science (1085), as contained in 05/0007634, for implementation in semester 1, 2006.

31.0 DOH SPECIAL PURPOSE SUBMISSION
BACHELOR OF ORAL HEALTH IN DENTAL SCIENCE (1259)
BACHELOR OF ORAL HEALTH IN DENTAL TECHNOLOGY (1260)
BACHELOR OF ORAL HEALTH IN ORAL HEALTH THERAPY (1262)
BACHELOR OF ORAL HEALTH IN DENTAL TECHNOLOGY (POST-REGISTRATION) (1261)

31.1 Academic Committee, on the recommendation of the of the Programs Committee 4/2005 (June), was asked to consider the Special Purpose Submission proposing changes to the degree requirements for the Bachelor of Oral Health in Dental Science (1259), Bachelor of Oral Health in Dental Technology (1260), Bachelor of Oral Health in Oral Health Therapy (1262), Bachelor of Oral Health in Dental Technology (Post-Registration) (1261), as described in the submission 05/0007535, from semester 2, 2005.

31.2 The School of Dentistry and Oral Health submits for approval an amendment to the requirement, that the grade of pass conceded will not be allowed in this program, so that it refers only to DOH courses. It is proposed that students be allowed a maximum of 30CP at a Pass Conceded grade in non-DOH courses within the 3 year programs and a maximum of 10CP at a Pass Conceded grade in non-DOH coded courses within the one year program. The underlying intent of the original documentation was to focus the non-allowance of the pass conceded grade on the DOH specific courses. There was no intention to change the processes already in place in non-DOH courses.

Resolution

31.3 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the proposed changes to the degree requirements for the Bachelor of Oral Health in Dental Science (1259), Bachelor of Oral Health in Dental Technology (1260), Bachelor of Oral Health in Oral Health Therapy (1262), Bachelor of Oral Health in Dental Technology (Post-Registration) (1261), as contained in 05/0007535, for implementation in semester 2 2005.

32.0 PES SPECIAL PURPOSE SUBMISSION
BACHELOR OF PHYSIOTHERAPY/BACHELOR OF EXERCISE SCIENCE (1174)

32.1 Academic Committee, on the recommendation of the of the Programs Committee 4/2005 (June), was asked to consider the Special Purpose Submission proposing changes for the Bachelor of Physiotherapy/Bachelor of Exercise Science (1174), as described in the submission 05/0000472, from semester 1, 2006.

32.2 It is proposed to change the current degree structure whereby students will be required to complete the first three years of the combined degree before being permitted to
commence any courses in Years 4 and 5 of the degree structure for 1174 BPhy/BExSc.

32.3 The rationale for this proposed change is that students need to have a broad based knowledge of exercise science courses (currently structured in the first three years of the program) before completing the majority of physiotherapy courses in the fourth and fifth years of the combined degree. Moreover, students in the fourth year of the program may be required to undertake full time clinical placements during the academic semester. As a result, students would not be able to attend third year academic classes and be on clinical placement at the same time.

32.4 Current students will not be disadvantaged by this requirement and will be managed on a case by case basis by the Program Convenor or nominee.

Resolution

32.5 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the proposed changes to the Bachelor of Physiotherapy/Bachelor of Exercise Science (1174), as contained in 05/0000472, for implementation in semester 1 2006.

33.0 PES SPECIAL PURPOSE SUBMISSION
MASTER OF SPORTS PHYSIOTHERAPY (5269)
MASTER OF SPORTS PHYSIOTHERAPY WITH HONOURS (5271)

33.1 Academic Committee, on the recommendation of the of the Programs Committee 4/2005 (June), was asked to consider the Special Purpose Submission proposing changes to the Master of Sports Physiotherapy (5269) and the Master of Sports Physiotherapy with Honours (5271), as described in the submission 05/0000473, from January 2006.

33.2 It is proposed to
- change the duration of these programs from Full-Time/Part-Time to Part-Time only
- remove the program from offer to International students.

33.3 Students undertaking this program are full-time working physiotherapy practitioners and choose to complete in a part time mode. The proposed change of offer to part time mode will preclude offering the program to international students due to visa restrictions; this should not effect student numbers as it has not been a successful exercise to market to international students. It is noted that there are currently no international students enrolled in the program.

Resolution

33.4 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the proposed changes to the Master of Sports Physiotherapy (5269) and the Master of Sports Physiotherapy with Honours (5271), as contained in 05/0000473, for implementation in January 2006.

34.0 EPS SPECIAL PURPOSE SUBMISSION
BACHELOR OF ARTS (PSYCHOLOGY)/BACHELOR OF EDUCATION - PRIMARY (1070)

34.1 Academic Committee, on the recommendation of the of the Programs Committee 4/2005 (June), was asked to consider the Special Purpose Submission proposing that the Bachelor of Arts (Psychology)/Bachelor of Education - Primary (1070) not be offered in 2006 only, as described in the submission 05/0007559.

34.2 The reason for this request is so that the viability of the program can be investigated and a revised program be constructed. If it is deemed desirable to continue with the
double degree in 2007 and beyond, then for economies of scale, significant changes will be needed to the double degree, based on the significant changes that were made to the Bachelor of Education (Primary) in 2005. The Bachelor of Education is a core program that the double degree is based on, and the significant changes to the BEd necessitate changes to all other BEd-based programs.

34.3 It is proposed that the student load be redirected to other BEd programs at the Gold Coast, possibly the Graduate Entry BEd, in 2006.

Resolution

34.4 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the proposal that the Bachelor of Arts (Psychology)/Bachelor of Education - Primary (1070) not be offered in 2006 only, as contained in 05/0007559.

35.0 VCA SPECIAL PURPOSE SUBMISSION
GRADUATE CERTIFICATE IN TRAINING AND DEVELOPMENT (3034)

35.1 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), was asked to consider the Special Purpose Submission proposing changes to the Graduate Certificate in Training and Development (3034), as described in the submission 05/0007556, for implementation in semester 1, 2005.

35.2 This proposal is intended to address the misinterpretation of an earlier special submission (04/0809) that sought to:
- introduce the option through which students could select any 40CP of 7000 courses within the Master of Training Development suite; and
- withdraw the existing Convergence specialisation (because of limited student interest).

That submission made no mention of withdrawing the Human Resource and Adult Literacy and Numeracy specialisations, yet these were also withdrawn through misunderstanding. This special submission is, therefore, to seek the re-instatement of these two specialisations.

Resolution

35.3 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the proposed changes to the Graduate Certificate in Training and Development (3034), as described in the submission 05/0007556, for implementation in semester 1, 2005.

36.0 PBH SPECIAL PURPOSE SUBMISSION
GRADUATE CERTIFICATE IN HEALTH SERVICES MANAGEMENT (3082)
MASTER OF HEALTH SERVICES MANAGEMENT (5266)
MASTER OF HEALTH SERVICES MANAGEMENT WITH HONOURS (5405)

36.1 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), was asked to consider the Special Purpose Submission proposing to change the English language requirements for admission to the Graduate Certificate in Health Services Management, the Master of Health Services Management (5266) and the Master of Health Services Management with Honours (5405), as described in the submission 05/0007551, for implementation in semester 1 2006.

36.2 The School of Public Health is proposing that the English language requirement for the above programs be amended to the Griffith University standard language band score of 6.5 IELTS. The Program Convenor has evaluated the language competency of students in Health Services Management programs and it is considered that the proposed language band score would be more suitable than the present band score of
7.0. This change would align the Master of Health Services Management language band with other Public Health programs.

36.3 It is therefore proposed to change the English language entry requirement as follows:  
- A minimum overall band score of 6.5 on IELTS (International English Language Testing System) with no sub-score of less than 6.0; or
- A minimum score of 575 on TOEFL (Test of English as a Foreign Language); or
- A computerized TOEFL score of 237; or
- No score less than 3+ in each skill of the ISLPR (International Second Language Proficiency Rating).

Resolution

36.4 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the proposed changes to the English language requirements for admission to the Graduate Certificate in Health Services Management, the Master of Health Services Management (5266) and the Master of Health Services Management with Honours (5405), as described in the submission 05/0007551, for implementation in semester 1 2006.

37.0 HSV MAJOR CHANGE SUBMISSION

1244 BACHELOR OF HUMAN SERVICES (CHILD AND FAMILY SERVICES)/BACHELOR OF EDUCATION

37.1 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), was asked to approve the Major Change Submission proposing changes to 1244 Bachelor of Human Services/Bachelor of Education, as detailed in 05/0007579, from semester 2, 2005.

37.2 The proposed changes to the combined degree program Bachelor of Human Services/Bachelor of Education (Primary) have arisen from the reconceptualisation of the Bachelor of Education (Primary) programs in 2004. This reconceptualisation resulted in a major change to the core Education program, while maintaining eligibility for its graduates to register as teachers in Queensland. Changes have impacted on delivery of the combined degree program, which needs to adapt to ensure inclusion of new elements and maintenance of registration eligibility arrangements for graduates with both the Board of Teacher Registration and the Department of Communities.

37.3 The proposed structure has been reconstructed from 1095 BHuServ (Child and Family Studies) and the new BEd courses, as indicated in the Major Change Submission. The Programs Committee may wish to note that, when the program was approved back in September 2001 (01/0358), it was intended to be linked to this 1095 program, and not 1098 Bachelor of Human Services. The degree title is to include the reference to Child and Family Studies as this is required in order to meet the accreditation requirements of the Department of Communities for students to be eligible for employment under the Department of Communities that is mandatory for graduating students.

Resolution

37.4 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the Major Change Submission proposing changes to the Bachelor of Human Services/Bachelor of Education (1244), as contained in 05/0007579, for implementation from semester 2, 2005.
38.0 AES SPECIAL PURPOSE SUBMISSION
BACHELOR OF ENVIRONMENTAL SCIENCE (1004)
BACHELOR OF ENVIRONMENTAL MANAGEMENT (1009)
BACHELOR OF SCIENCE IN LAND AND WATER MANAGEMENT (1006)
BACHELOR OF SCIENCE IN ECOLOGY AND CONSERVATION BIOLOGY (1007)

38.1 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), was asked to approve the Special Purpose Submission proposing changes to the admission requirements for the Bachelor of Environmental Science (1004), Bachelor of Environmental Management (1009), Bachelor of Science in Land and Water Management (1006), Bachelor of Science in Ecology and Conservation Biology (1007), as described in the submission 05/0000478, from semester 2, 2005.

38.2 The changes are proposed in order to achieve consistency across the University and to rationalise prerequisites in line with other Environmental Science programs within Australia that generally do not have a maths prerequisite for admission.

Resolution

38.3 Academic Committee, on the recommendation of the Programs Committee 4/2005 (June), resolved to approve the proposed changes to admission requirements for the Bachelor of Environmental Science (1004), Bachelor of Environmental Management (1009), Bachelor of Science in Land and Water Management (1006), Bachelor of Science in Ecology and Conservation Biology (1007), as contained in 05/0000478, for implementation in semester 2 2005.

39.0 ELITE ATHLETE SUPPORT POLICY

39.1 Academic Committee was asked to consider the Elite Athlete Support Policy as described in document number 2005/0007555.

39.2 The policy has been developed at the request of the Griffith Institute of Sport to support the agreement, which the University signed with the Australian Institute of Sport to be recognised as an “Elite Athlete Friendly University”.

Resolution

39.3 Academic Committee resolved to approve the Elite Athlete Support Policy as described in document number 2005/0007555 for immediate implementation.

40.0 ORIENTATION AND ENGAGEMENT STRATEGY AND POLICY AT GRIFFITH

40.1 At its 1/2005 meeting, the Transition and Engagement Policy Sub-Committee of the Orientation and Engagement Committee noted that, whilst there is reference to Griffith’s commitment to effective orientation and engagement in documents such as the Academic Plan and the brochure produced by the Retention Working Party, Strengthening the First Year Community, there is no policy or statement of intent which signals this commitment and which is available to the broader student community and to the public.

40.2 At its 3/2005 meeting, the Orientation and Engagement Committee agreed that, rather than having a separate policy, the proposed statement be adopted on a range of relevant Griffith web sites (including the orientation web site) and incorporated in hard copy communications (eg as a preamble to element orientation programs, on Open Day programs, etc).

40.3 The proposed Orientation and Transition Statement is as follows:
Version for Staff and Public

Griffith University recognises the importance of welcoming, inducting, and integrating new students, at any level, into our distinctive learning community.

Orientation is designed to help students new to Griffith understand the goals and expectations of their program, and of scholarship in their discipline, to assist them to make a successful transition to study here, and to perform at their best as quickly as possible.

Orientation gives students an opportunity to meet with staff and other students in their program, and on their campus, and to link with staff from support and service areas.

Therefore the planning and implementation of effective and evidenced-based orientation and transition programs, which take account of the diverse needs of our students, is a high priority for the University, and is a shared responsibility across all elements.

Version for Students

We welcome you to our distinctive learning community. Griffith University recognises the importance of welcoming, inducting, and integrating new students, at any level, into our distinctive learning community.

We encourage you to make good use of the many supports and services that are provided to help you make a successful transition to study at Griffith and perform at your best as quickly as possible. By actively engaging in the orientation process you will be able to:

- Understand the goals and expectations of your degree program;
- Form working relationships with staff and other students;
- Develop links with staff from support and service areas.

We invite you to think of yourself as a ‘student citizen’ of the University- someone who is an active partner in and contributor to the Griffith learning community. Dynamic learning communities are built on respectful and engaged relationships between members. We invite you to be a positive contributor to the Griffith Experience!

40.4 At its 3/2005 meeting, the Orientation and Engagement Committee also recommended amendments to the Student Charter, as detailed in 2005/0025006, and the Student Centred Education Policy, as detailed in 2005/0007658, to reflect the general tone and style of the documents and emphasise the importance of orientation and transition to the Griffith learning community.

40.5 The Teaching and Learning Excellence Committee at its 6/2005 meeting considered the proposed changes to the Student Charter (2005/0025006), the Student Centred Education Policy (2005/0007658), and that the proposed statement, as detailed in point 45.3 be adopted on a range of Griffith web and hard copy communications.

Resolution

40.6 Academic Committee, on the recommendation of the 6/05 meeting of the Teaching and Learning Excellence Committee resolved to approve the changes to the Student Charter (2005/0025006), the Student Centred Education Policy (2005/0007658), and that the proposed statement, as detailed in point 40.3 be adopted on a range of Griffith web and hard copy communications.
41.0 ROLE OF THE COURSE CONVENOR STATEMENT

41.1 During 2004, a range of course-related policy documents were approved by the Academic Committee. The changed business process for creation, modification, approval, and publication of the University’s Course Outlines, implemented via the Course Outline Template and Course Outline System, necessitated revisions to the Role of the Course Convenor document. In preparation for full implementation of these projects in 2006 the Role of the Course Convenor statement was updated to reflect the requirements of that position as specified in the Course Approval and Evaluation Policy (04/0851) and the Course Outline Requirements Policy (2005/0000479).

41.2 At the 2/05 meeting of the Academic Committee, members considered the revised Role of the Course Convenor statement and asked that the revised statement be circulated to School Committees, Faculty Boards and the Office of Human Resource Management for comment. The Committee also asked that the Role of the Course Convenor statement be reviewed by the Teaching and Learning Excellence Committee to ensure consistency with the revised Role of the Program Convenor statement.

41.3 Three main themes have emerged through the consultation process:

(1) a preference to use the document as a guide rather than a prescriptive statement;
(2) the appropriateness of sessional staff taking on the convenorship of courses; and
(3) if the convenor is expected to liaise with other elements they need to be provided with adequate information from learning support, student services, and especially the disabilities area.

41.4 Members noted that the concerns identified above have been referred to the Teaching and Learning Excellence Committee for consideration and will be discussed as part of the process of monitoring implementation and ensuring consistency between the Role of the Course Convenor and the Role of the Program Convenor statements.

41.5 Academic Committee further noted that the Office of Human Resource Management had raised no objections to the revised Role of the Course Convenor statement.

Resolution

41.6 Academic Committee resolved to approve the revised Role of the Course Convenor Statement as described in document 2005/0000479 for immediate implementation and noted that the Teaching and Learning Excellence Committee will consider the feedback received to the revised statement as part of the ongoing monitoring process.

42.0 EVALUATIONS@GRIFFITH

42.1 The Teaching and Learning Excellence Committee at its 2/2004 meeting approved the blueprint for Evaluations@Griffith. Dr Duncan Nulty, Project Manager for the evaluation project from the Griffith Institute for Higher Education (GIHE) attended the 6/2006 (July) meeting of the Teaching and Learning Excellence Committee to outline progress on the University-wide implementation of Evaluations@Griffith in Semester 1 2005 and to identify issues encountered during the implementation. The Teaching and Learning Excellence Committee made the following comments on the two survey instruments and related policies:

(1) A seven point scale has been adopted for the survey instruments in order to provide a greater distribution of responses where four on the seven point scale is “average”. Members queried whether students have difficulty using a seven point scale. Dr Duncan Nulty emphasised that the average score is bolded on the survey instruments for easy identification and from research undertaken from trial
implementation, students do not appear to have a problem using a seven point scale to make judgements about the effectiveness of the course or teacher. Dr Duncan Nulty also emphasised that students tend not to use one and two on the seven point scale unless there are real concerns.

(2) In order to participate in the Learning and Teaching Performance Fund aggregated course evaluation data had to be reported publicly. Funding associated with Stage 2 of the Learning and Teaching Performance Fund is based on data collected by the Department of Education, Science and Training (DEST), such as retention, Course Experience Questionnaire (CEQ). The allocation model for Stage 2 is still being finalised by the Commonwealth.

(3) Members queried whether a copy of the student email advising of the availability of the evaluation survey could also be sent to academic staff to use as a follow-up mechanism for responses. Members of the Teaching and Learning Excellence Committee also queried what was considered an adequate response rate. Dr Duncan Nulty indicated that responses should be representative of the group.

42.2 The Course Management Change Management Group (CMCMG) at its 1/2005 meeting, discussed access and usage arrangements for evaluation data stored by Evaluations@Griffith and concluded that there is a strong case for maintaining confidentiality to responses to non-mandatory questions. The CMCMG confirmed that responses to the three open text questions and all optional questions should be accessible only to the survey initiator.

42.3 The CMCMG also recommended that there be no retrospective use of responses to non-mandatory questions in the event of a future policy change regarding access, and that communication to staff should clearly emphasise the confidentiality of non-mandatory questions and open text responses. The CMCMG subsequently resolved to recommend that the Teaching and Learning Excellence Committee confirm the current position on access to responses to the Student Evaluation of Courses (SEC) and Student Evaluation of Teaching (SET) questionnaires.

42.4 Arrangements for accessing data are specified in the Course Approval and Evaluation Policy (04/0851), Principles for the Griffith Framework for Evaluating Programs, Courses and Teaching (2005/0007632), Policy on Student Evaluation of Courses (04/0864), and Policy on Student Evaluation of Teaching (04/0865). The CMCMG have recommended inclusion of additional clarifying statements regarding access to and usage of evaluation data. Whilst considering the proposed policy changes, the Teaching and Learning Excellence Committee made the following comments and recommendations:

42.5 Course Approval and Evaluation Policy (2005/0007696): Include an explicit statement that identifies the principle purpose of the schedule of course evaluation (including evaluation of teaching), established by the Heads of Schools/Departments. This also impacts on the Course Outline Requirements policy (2005/0000447);

42.6 In the Course Approval and Evaluation Policy (2005/0007696) a member queried why both Information Services (INS) and Flexible Learning and Access Services (FLAS) are provided with a Statement of Resources (point 8.2) for their information as appropriate. The Head of the Secretariat advised that both elements were included, even though FLAS is part of INS, to ensure that both issues of learning infrastructure and the need to develop learning resources are captured and that the relevant elements within INS are notified.

42.7 Principles for the Griffith Framework for Evaluating Programs, Courses and Teaching (2005/0007691): Members of the Teaching and Learning Excellence Committee discussed whether Program Convenors should have access to course evaluation data. The Head of the Secretariat explained that currently there is no University system that
maps course data to programs. Whilst this provision is a good principle, it would be extremely expensive to develop system capabilities given that the courses that comprise a program change regularly. Given this impediment, members suggested provision of mandatory course data should be provided to the Program Convenor by the Course Convenors or the Head of School/Department. Members of the Teaching and Learning Excellence Committee suggested that the statements about access to data be more explicit in the table within Section 6.0 Ownership and Dissemination of Data.

42.8 In the Policy on Student Evaluation of Courses (2005/0007687) and Policy on Student Evaluation of Teaching (2005/0007689), the Teaching and Learning Excellence Committee recommended that the terminology reflect mandatory questions rather than standard questions. In Section 5.0 Access to Data the Teaching and Learning Excellence Committee recommended that “All University Staff” have access to the Course Evaluation Report rather than access to mandatory question scores.

Resolution

42.9 Academic Committee, on the recommendation of the 6/2005 Teaching and Learning Excellence Committee, resolved to approve the revisions to the Course Approval and Evaluation Policy (2005/0025003), Principles for the Griffith Framework for Evaluating Programs, Courses and Teaching (2005/0025005), Policy on Student Evaluation of Courses (2005/0025001), Policy on Student Evaluation of Teaching (2005/0025002) and the Course Outline Requirements Policy (2005/0025004) for immediate implementation.

43.0 AMENDMENT TO ASSESSMENT POLICY

43.1 The Assessment Policy was updated in 2001 to include the requirement for students to submit a Griffith University Medical Certificate if applying for a deferred examination on medical grounds.

43.2 Since the policy update there have been some equity issues experienced whereby some course convenors are rejecting applications when students submit applications with a non-Griffith medical certificate while other convenors are approving. The intended nature of the policy was to encourage students to use the Griffith Medical Certificate where possible, not to use this as a reason to reject the application.

43.3 Furthermore, there have been several complaints received from students and family members when applications have been rejected because a Griffith Medical Certificate was not used. In some instances these students have appealed and the decision has been overturned.

43.4 In order to remedy the situation it was proposed that the Assessment Policy (2005/0038511) be amended as follows, additions in bold:

Students applying for deferred assessment or special consideration on medical grounds must submit the Griffith University Student Medical Certificate, completed by a registered medical or dental practitioner stating:

(i) the date on which the practitioner examined the student;
(ii) the severity and duration of the complaint;
(iii) the practitioner's opinion of the effect of the complaint on the student's ability to undertake the assessment item.

Where it is not practicable for the student to submit a Griffith University Student Medical Certificate, a certificate from a registered medical or dental practitioner may be accepted, provided that the certificate is an original copy and that the
certificate contains information equivalent to that contained in the Griffith University Student Medical Certificate.

A statement that the student was "not fit for duty" or was suffering from "a medical condition" will not be accepted unless the information required in (i), (ii) and (iii) above is included.

Resolution

43.5 Academic Committee resolved to approve the revised Assessment Policy as described in document 2005/0038511 for immediate implementation.

44.0 REVISION TO THE EXAMINATIONS TIMETABLING POLICY AND PROCEDURES

44.1 Members noted that the Examinations Timetabling Policy and Procedures document (2005/0038512) had been revised to reflect the use of email communication (previously mail communication) between Off Campus and Assignment Handling Services and students.

Resolution

44.2 Academic Committee resolved to approve the revised Examinations Timetabling Policy and Procedures as described in document 2005/0038512 for immediate implementation.

45.0 REPRESENTATION OF GRIFFITH BUSINESS SCHOOL ON SUB-COMMITTEES OF ACADEMIC COMMITTEE

45.1 At its 4 July 2005 meeting, Council approved the following new arrangements in respect of the Business and Law Group:

- that the Griffith Law School be transferred from the Business and Law Group to the Arts and Education Group with immediate effect for reporting purposes, with other consequential changes to be implemented over the remainder of the year;
- that the Arts and Education Group be renamed "Arts, Education and Law Group" with immediate effect;
- that the Dean, GBS, position be combined with the former Group PVC position, and that the current Dean, GBS be invited to apply for the new position of Pro Vice Chancellor and Dean (Business); and
- that the Dean, GBS (Professor Michael Powell) be appointed Acting Pro Vice Chancellor and Dean (Business) from 4 July 2005 until such time as an appointment to the position is approved by Council.

45.2 As a consequence of these new arrangements, a review of University committee membership has been conducted to ensure that the GBS retains appropriate University-level representation following the combining of the Pro Vice Chancellor and Dean positions in the Business Group. Representation of the Griffith Law School (GLS) on University committees will not be affected by the GLS's transferral to the Arts and Education Group.

45.3 In each of the sub-committees of Academic Committee identified below, provision is made in the committee constitution for the membership of Deans (in addition to the membership of the relevant Group Pro Vice Chancellor in a number of cases). It is recommended that the Pro Vice Chancellor and Dean (Business) appoint an appropriate Associate Dean to these committees.

- Research and Postgraduate Studies Committee
- Programs Committee
- Internationalisation Committee
Resolution

45.4 Academic Committee resolved to approve the revised constitutions, effective immediately:

- Research and Postgraduate Studies Committee (2005/0007699)
- Programs Committee (2005/0007700)
- Internationalisation Committee (2005/0038520)

46.0 AMENDMENT TO THE CONSTITUTION OF THE HUMAN RESEARCH ETHICS COMMITTEE

46.1 Academic Committee, on the recommendation of the 4/05 meeting of the Research and Postgraduate Studies Committee, was asked to consider revisions to the constitution of the Human Research Ethics Committee as detailed in document number 2005/0038513.

46.2 In summary the proposed changes included:

- Removal of the disciplinary groupings suggested in (j) as they do not accurately reflect all the areas in the University. The groupings have been added as a schedule to the constitution and will be updated as required without having the need for the constitution to be approved by RAPS for each amendment.
- Clarification about the number of Research Ethics Advisors to be appointed to the HREC.
- Deans and Group Pro Vice Chancellors are to be consulted in relation to the appointment of the Research Ethics Advisors to the HREC.

Resolution

46.3 The Academic Committee, on the recommendation of the 4/05 meeting of the Research and Postgraduate Studies Committee, resolved to approve the revised constitution for the Human Research Ethics Committee as detailed in document number 2005/0038513.

47.0 REVISION TO THE PROFESSIONAL DOCTORATE POLICY / REVISION TO THE HIGHER DEGREE POLICY

47.1 Academic Committee, on the recommendation of the 3/05 meeting of the Research and Postgraduate Studies Committee, was asked to consider revisions to the Professional Doctorate Policy (2005/0038514) and the Higher Degree Policy (2005/0038515).

47.2 In Section 8.2.3 of the Professional Doctorate Policy, the recommendations of the Examiners are to be aligned with those in the Research Higher Degree Policy. The recommendation “the research component be awarded a pass subject to additional work on the thesis being undertaken by the candidate” is to be removed. It is considered that this recommendation is already incorporated into another recommendation “additional work be undertaken, the research component revised and then resubmitted”.

47.3 An additional clause is to be included in Section 8 of the Professional Doctorate Policy. This clause will be added in Section 8.2.5 under Resubmission of the Research Component as follows: “A candidate who has been given the opportunity to resubmit the research component for re-examination shall submit the revised research component, a list of all amendments, and a statement indicating how the revised research component responds to the points contained in the examiners’ reports, within 12 months after the decision allowing resubmission.”

47.4 In Section 6.2.1 of the Research Higher Degree Policy and Section 8.2.2 of the Professional Doctorate Policy, it is recommended that the wording be amended as
“Upon the notification of intention to submit the thesis (research component), and after consultation with the Dean and the supervisor/s, GRGS Assessment Board will appoint at least two examiners, both of whom will be external to the university”. This amendment is to afford some flexibility in the number of examiners appointed where there may be specific requirements to be met. These requirements may include the examination of theses under Cotutelle agreements and examinations of creative works e.g. one-off exhibitions and performances.

Resolution

47.5 Academic Committee, on the recommendation of the 3/05 meeting of the Research and Postgraduate Studies Committee, resolved to approve the revised Professional Doctorate Policy (2005/0038514) and the Research Higher Degree Policy (2005/0038515).

SECTION C: RECOMMENDATIONS AND REPORTS TO OTHER COMMITTEES

Nil.

SECTION D: MATTERS NOTED, CONSIDERED OR REMAINING UNDER DISCUSSION

48.0 DEVELOPING RELATIONSHIPS WITH TAFE

48.1 Academic Committee was asked to consider the paper Building Griffith’s Relationship with TAFE in the Brisbane Gold Coast Corridor (2005/0038501), which proposes strategies for strengthening relationships with TAFE institutes in the Brisbane Gold-Coast corridor as part of a broader strategy of community engagement with our region. This strategy emerges from the Griffith Project, which seeks to develop the University as engaged with its region through its research, teaching and learning and community service, and through this, contributing to equity and social inclusion.

48.2 The key theme in the paper is that the University needs to develop new types of partnerships with TAFE that leverage the complementary focus of qualifications offered in each sector to develop innovative, high quality programs oriented to new and emerging industries and fields of knowledge, developed in response to emerging demand, and linked to research in those areas.

48.3 Griffith has met with the following TAFE institutes to develop a better understanding of the way in which they see the relationship developing and to explore opportunities for working together:

- Gold Coast Institute of TAFE
- Logan Institute of TAFE
- Moreton Institute of TAFE
- Southbank Institute of TAFE
- Yeronga Institute of TAFE

48.4 As a result of discussions with each TAFE, it is suggested that Griffith:

- award bonus OP points to prospective TAFE students from our partner institutions in our region; and,
- develop dual offers with each of these TAFE institutes; and,
- develop pathways and credit arrangements for TAFE graduates in each broad field of education that Griffith offers.
48.5 To achieve the above objectives, it is suggested that Griffith and TAFE:

- consider ways in which we can jointly develop new qualifications or jointly badge existing qualifications with TAFE so that TAFE students are able to access fee-HELP and increase the range of cost-effective options available to them in achieving a degree
- plan for targeted institutional, program and staff development activities.
- plan for a joint annual teaching -- research event that engages both TAFE and Griffith staff collaboratively.

48.6 In responding to this discussion paper, the following questions may provide a useful framework:

1. to what extent is the underpinning principle of close institutional partnerships while maintaining distinct institutional identities a useful one to guide Griffith’s relationships with the TAFE institutes in the Brisbane Gold-Coast corridor?
2. are the elaborating principles outlined above a useful guide for structuring our relationship with TAFEs in our region? What other principles should we consider?
3. are the broad strategies outlined above the right ones for building our relationship with TAFEs in our region? What other strategies should we consider?
4. if the university community agrees with the strategy outlined in this paper, what resources do we need to do to implement it and how should we do it?

48.7 In considering this item members made the following comments:

- The Queensland Police Academy should be included in discussions as they offer a similar type of training to TAFE for police recruits. The University already has a relationship with the Queensland Police Service through the Master of Science in Forensic Science program.
- Concerns were raised about the distinctively different teaching styles between University and TAFE and the need for appropriate support models to be in place for students to transition between the two.
- Concerns were raised about the capability of TAFE students, if the proposed approach to extending relationships with TAFE through the use of additional points towards their tertiary entrance rank was approved.

Resolution

48.8 Academic Committee noted the paper Building Griffith’s Relationship with TAFE in the Brisbane Gold Coast Corridor (2005/0038501) is currently with Faculty Boards and the wider University community for comment. Academic Committee will further consider the paper and responses received at its September 15 meeting.

49.0 STRATEGIC PLAN 2006 – 2010 / THE GRIFFITH ACADEMIC PLAN

49.1 Three years ago the University reviewed its past achievements and set its agenda for the next decade in a process that resulted in the Griffith Project. The University has achieved substantial progress in meeting the goals of the Griffith Project since its endorsement by Council three years ago. However, since then external factors have changed considerably. The Higher Education Support Act 2003 has changed the way the Australian Government funds universities, introduced FEE-HELP loans for full fee paying domestic students, and introduced the Learning and Teaching Performance Fund. The Government is also developing a Research Quality Framework and has foreshadowed more major changes in industrial relations.

49.2 Furthermore, since the adoption of the Griffith Project several national and international rankings have appeared in the last year in which Griffith has not appeared, or has appeared with a rank below the University’s aspirations. Performance in learning in the tertiary sector will increasingly be measured and ranked by the Commonwealth and
others according to standard indicators, with some funding tied to performance on those measures.

49.3 Much was achieved in the first phase of the Griffith Project, but with the significant changes in the internal and external context it was time for the University to take stock, reflect critically on the experience and plan for the Next Phase of development. The Next Phase discussion paper reported on progress to date and invited discussion of the future. There was a high level of staff interest in the discussion paper. Overall responses expressed an underlying urgency to ‘get on it with it’ with a flavour of ‘get out of the way’.

49.4 The current Strategic Plan and targets responded to the context of the time of the development of the Griffith Project. It embodied the top 10 challenge in institutional level indicators. These indicators do not map down meaningfully within the institution. There were also too many indicators and accountability was diffuse. Griffith will achieve its top 10 aspirations only through clarity of goals and a concentrated application of resources to lift its teaching and learning and research performance significantly.

49.5 The Strategic Plan 2006 – 2010 (2005/0038506) approved by Council on 4 July 2005, seeks to focus the University’s activities by concentrating on the core activities of learning and research and by setting explicit performance indicators and challenging targets in these areas, scaleable to the different levels of the University. The Strategic Plan 2006 – 2010 seeks to focus activities by:

- highlighting that the core activities of the University are learning and research; and

- setting explicit performance indicators and challenging targets in these areas, scaleable to the different levels of the University.

49.6 The new plan identifies two core goals: Learning and Research. Each goal has a small number of indicators and related targets that are essential to achieve Griffith’s top 10 aspirations and can be mapped through the institution. A small set of carefully chosen key performance indicators will drive strategies and behaviours focused on achieving these goals. The indicators will be mapped to each element of the University, which will produce an operational plan and budget that will implement this revised plan.

49.7 A separate implementation plan for each core activity and enabling resources provides a more detailed discussion of the strategies that will be employed to achieve these goals and targets. The Griffith Research Plan and the Griffith Academic Plan are the implementation plans for research and learning and will be reviewed in response to internal and external changes and revised by September 2005. Members of the Academic Plan Task Force and other relevant stakeholders will review the Griffith Academic Plan during a half-day workshop on 25 July 2005. The Deputy Vice Chancellor (Teaching and Learning) will consult with the wider University community on the content and implementation of the revised Griffith Academic Plan.

Resolution


50.0 REPORT ON THE OPERATION OF THE UNIVERSITY APPEALS POLICY

50.1 The University Appeals Committee is required to provide an annual report, including a statistical summary of its business to the Academic Committee. Members noted that the Chair of the University Appeals Committee had provided for the information of the Committee an operational report for the 2004 Academic Year July 2004 – June 2005.
50.2 The report included a summary of appeals against academic decisions taken, a summary of appeals against exclusion, a distribution of the number of appeals across Faculties, and the distribution of appeals by gender and a comparison of appeals statistics for the past three years, 2002 – 2004.

Resolution

50.3 Academic Committee noted the Report on Operations of the University Appeals Committee – 2004 Academic Year (2005/0038522).

51.0 EVALUATIONS @ GRIFFITH

51.1 In Semesters 1 and 2 of 2004, the Griffith Institute for Higher Education (GIHE) conducted preliminary trials of a new course evaluation system which involved staff from a total of 14 schools. The Evaluations@Griffith system is web-based and is designed to produce surveys (for either on-line or on-paper delivery), gather and process data (either on-line or via scan-sheets), and produce reports (delivered on-line as PDF documents).

51.2 During Semester 1, 2005 all Schools participated in evaluation of courses order to meet the requirements for Stage 1 eligibility for the Commonwealth’s Learning and Teaching Fund which requires “evidence of systematic student evaluation of teaching and subjects that inform probation and promotion decisions for academic positions.”

51.3 The Chair expressed his appreciation to the Heads of Schools, who had responded to his email requesting evaluation data within a twenty-four hour period, which meant that the University was able to report on 50 out of the 52 of the Field of Education codes for Semester 1, 2005. The Chair also expressed his appreciation to Dr Duncan Nulty, Project Manager for the Evaluation Project, for his hard work in developing the system in such a short timeframe and also to Dr Lyn Holman, Ms Karen van Haeringen, and staff in the Division of Information Services and Academic Administration for their valued contributions.

51.4 Dr Duncan Nulty attended the meeting to present on the implementation of Evaluations@Griffith during Semester 1, 2005. A copy of the PowerPoint presentation is available from the Academic Committees QuickPlace at the following address:


52.0 VICE-CHANCELLOR’S REPORT

52.1 Members noted the Vice Chancellor’s Report to Council meeting 4/2005 held on 4 July 2005.

53.0 CHAIRPERSON’S REPORT

53.1 Science and Technology Task Force Report and Implementation

The Science and Technology Task Force, appointed by the Vice Chancellor, has met on a regular basis since April to consider a range of issues and challenges affecting the Group. The Report by the Taskforce on Science and Technology Education at Griffith University has recently been released to the Science & Technology Group and contains recommendations in two main areas: the structure and array of undergraduate programs in the group and the further development of external engagement strategies.
An Implementation Steering Group has been established to assist to the Pro Vice Chancellor (Science & Technology) with identifying issues and priorities in implementing recommendations; considering options to resolve areas of concern; providing a forum for discussing change management; keeping staff and other stakeholders regularly informed of major developments; and actively engaging staff in carrying the recommendations forward.

A Curriculum Renewal Working Party, headed by Mr Dave Edwards, has been established to review the structure and array of undergraduate programs in the Group and a Pathways Working Party, chaired by Professor David Thiel has been established to develop strategies to further develop links with schools and employers; career information; articulation with TAFE and private providers; and alumni.

53.2 Progress report – Higher Education Workplace Relations Requirements

Towards the end of April the Government announced that Universities would be required to comply with a range of requirements, which would affect academic staff policies and enterprise bargaining agreements. As the announcement came on the day that voting on Griffith’s Enterprise Bargaining Agreement had closed, the Government agreed to treat the agreement as if it had been certified and was in place, which means that the University has until next year to comply with the majority of the requirements, only a handful of policies require amendment this year.

53.3 2005 Australian Awards for University Teaching (AAUT) nominations:

The University has put forward four nominations for the 2005 Australian Awards for University Teaching:

- Professor Michelle Barker [Teaching Award (Category 2: Law, Economics, Business and Related Studies)];
- Mr Sam Di Mauro [Teaching Award (Category 3: Humanities and the Arts)];
- U3A: 3 Eras of Cooperation, Dr Rick Swindell [Institutional Award (Category 3: Provision of educational services to the community)]; and
- Learning Graduate Skills Through Group and Peer Assessment, Mr Mark Freakley, Mr Matthew Hitchcock, Associate Professor Bruce Burton, Mr Don Lebler, Ms Gillian Collom, Ms Alexis Dallas, Ms Vikki Ravaga, Mr Munir Bahramshahi, Mr Aditya Dugar, and Mr Andrew Krespanis [Institutional Award (Category 5: Approaches to Improving/Enhancing Assessment)].

The Chair expressed his gratitude to Ms Karen van Haeringen and Ms Sonya Betros, from the Secretariat, who have both worked tirelessly over the past few months in putting together the applications for the four nominees.

The Teaching and Learning Excellence Committee are reviewing the Griffith Awards for Excellence in Teaching (GAET) process in light of the proposed changes to the 2006 Australian Awards for University Teaching (AAUT). The national awards will be managed through the Carrick Institute which to date has given little indication of criteria or categories for the awards. The Teaching and Learning Excellence Committee is also considering the adoption of a new Faculty citation process, in addition to running the existing GAET, as a way of increasing the pool of applications to reward academic staff that demonstrate excellence in teaching.

53.4 Progress Towards Implementing the Course Evaluation and Course Outline Systems

The Course Outline Project and the Course Evaluation Project were established by the Teaching and Learning Excellence Committee to develop systems for managing the creation, modification, approval, publication and evaluation of the University’s Course Outlines in a systematic and consistent manner. Both systems were trialled during Semester 1, 2005.
The Deputy Vice Chancellor (Teaching and Learning) has established a Course Management Change Management Group (CMCMG) to gather feedback on the new systems. Feedback received will be fed back to the Course Outline Project and Course Evaluation Project for consideration when making modifications and improvements to the systems.

53.5 Program Submissions

In response to the Griffith Academic Plan the Griffith Business School has reduced the current (2005) 17 single, three-year undergraduate programs to 4, for introduction in 2006: the Bachelor of Commerce, the Bachelor of Business, the Bachelor of Arts and the Bachelor of International Business, each containing a range of specialised areas of study. The same simple program structure runs through these programs and offers scope for a high degree of integration, interdisciplinarity and internationalisation among the programs and is designed to allow students the opportunity to undertake a multidisciplinary or a more specialised, disciplinary approach to their studies. These changes represent a significant achievement by the Griffith Business School in refocussing its undergraduate offerings. The Chair extended thanks to Professor Bill Shepherd, Professor Michael Powell and all others involved in developing these exciting new programs.

In late 2003, Griffith Law School established a Curriculum Review Committee. During 2004 and the first half of 2005, the Committee undertook an extensive review to ensure that the Griffith Law School's programs remain at the forefront of undergraduate curriculum development in law. The revised curriculum includes mechanisms designed to incrementally develop the skills and knowledge of students in a range of key through the introduction of “vertical subjects” (group work, legal ethics, legal theory and interdisciplinarity, generic and legal specific skills, internationalisation and Indigenisation). Student achievement in each vertical subject will be recorded on the student's academic record. Members of the Committee were encouraged to read the Law Major Change Submission and were advised by the Chair that the Griffith Law School would be invited to share information of the development of the curriculum with the University community when the program had bedded down.

54.0 REPORTS OF SUB-COMMITTEES OF THE ACADEMIC COMMITTEE AND OTHER COMMITTEES

54.1 The Academic Committee noted minutes of the following Committees:

- Programs Committee 2/2005 (April) and 3/2005 (May)
- Research and Postgraduate Studies Committee 3/2005 (May) and 4/2005 (June)
- Teaching and Learning Excellence Committee 4/2005 (May) and 5/2005 (June)

55.0 OTHER BUSINESS

Nil.

56.0 NEXT MEETING

Members noted the following scheduled meetings of the Academic Committee in 2005 commencing at 1.30pm.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 15 September</td>
<td>Room 5.01/5.01A, Social Sciences Building (M10), Mt Gravatt Campus</td>
</tr>
<tr>
<td>Thursday 20 October</td>
<td>Activities Centre, Link Building (G07), Gold Coast Campus</td>
</tr>
<tr>
<td>Thursday 17 November</td>
<td>Room 2.02, Ship Inn (S06), South Bank Campus</td>
</tr>
<tr>
<td>*Thursday 8 December</td>
<td>Multi Faith Centre, Nathan Campus</td>
</tr>
</tbody>
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* This meeting will occur only if there is sufficient business.
Confirmed: ...........................................................

(Chair)

Date: ...........................................................