GRiffith University

Academic Committee

A meeting of the Academic Committee of the Griffith University Council was held at 1.30pm on Thursday 18 March 2004 in Room 2.02 (Council Chambers), Bray Centre (N54), Nathan Campus.

Minutes

Present:
Chair, Academic Committee - Professor Ian O'Connor
Pro-Vice Chancellor (Business and Law) – Professor John Dewar
Pro-Vice Chancellor (Health and Science) – Professor Max Standage
Pro-Vice Chancellor (Arts and Education) – Professor Marilyn McMeniman
Dean, Education – Professor Neil Dempster
Dean, Engineering and Information Technology – Professor Barry Harrison
Dean, Environmental Sciences – Professor Lex Brown
Dean, Griffith Business School– Professor Christine Smith
Dean, Griffith Law School – Professor Rosemary Hunter
Dean, Nursing and Health – Professor Debra Creedy
Dean, Science – Professor Gillian Bushell
Dean, Graduate Studies – Professor Mark Finnane
Dean, International (Quality and Policy) – Professor Pat Weller
Director, QCA – Professor Mostyn Bramley-Moore
Director, QCGU – Dr Peter Roenfeldt
Dr Lewis Adams
Dr Janis Bailey
Associate Professor Paul Bates
Professor Sandra Berns
Dr Maree Boyle
Robert Edwards
Dr Richard Hindmarsh
Jane Knight
Dr Joseph McDowall (Vice-Chair)
Dr Vallipuram Muthukkamarasamy
Professor Peter Renshaw
Richard Rowlands
Dale Taylor
Dr Chiharu Tsurutani
Associate Professor Pat Wise
John Wong
Director, GIHE – Professor Royce Sadler
Academic Registrar - Dr Lyn Holman

Apologies:
Professor Glyn Davis
Professor John John
Professor Allan Cripps
Janice Rickards
Colin McAndrew
Chris Madden
Professor Kay Ferres
Professor Roger Willis
Dr Garry Birch
Dr Marion Mitchell
Dr Renate Sitte
Peter Stenner
Kathryn Young

1.0 Confirmation of Minutes

The minutes of the 6/2003 meeting of the Academic Committee, having been circulated, were taken as read and confirmed.
2.0 MEMBERSHIP

The Chair, on behalf of the Academic Committee welcomed the following members to their first meeting:

**Academic Staff Members**
- Dr Maree Boyle
- Dr Richard Hindmarsh
- Associate Professor Joe Lee
- Dr Vallipuram Muthukumarasamy
- Karen Noble
- Professor Pat Weller

**Undergraduate Student Members**
- Jane Knight
- Kathryn Young
- Richard Rowlands
- Peter Stenner
- Dale Taylor

**Postgraduate Student Members**
- Robert Edwards
- Jon Wong

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**SECTION A: RECOMMENDATIONS AND REPORTS TO COUNCIL**

3.0 AWARD OF THE UNIVERSITY MEDAL

3.1 To be eligible for the award of the University Medal, a graduate must gain a Bachelors degree with first class Honours at the University and,

3.1.1 in total over the entire Bachelors degree and Honours degree programs achieve a minimum GPA of 6.5. Where Honours is taken as an additional year, students must also achieve a GPA of 6.5 in the coursework component of the Honours program.

3.1.2 achieve a First Class Honours standard as set by the relevant Faculty Board by all examiners of the Honours dissertation where there is a dissertation requirement of 30CP or more in the Honours program.

Resolution

3.2 In accordance with the above policy, the Academic Committee resolved to ratify the Chair’s executive action in approving recommendations for the award of the University Medal, as set out in the document (04/0089) and to ask the Council to award the Medals at the appropriate degree conferring ceremonies.

4.0 AWARD FOR ACHIEVEMENT IN A BACHELORS DEGREE

4.1 The Bachelors Degree Medal is awarded annually to the highest achieving graduate in a particular bachelor’s degree or a set of related bachelor’s degrees.

4.2 The Academic Committee had before it the list of graduands nominated for a 2003 bachelors degree medal in document 04/0092.

Resolution

4.3 In accordance with the above policy, the Academic Committee resolved to ratify the Chair’s executive action in approving 2003 recommendations for the Medal for Achievement in a Bachelors Degree, as set out in the attached document (04/0092), and to ask the Council to award the Medals at the appropriate degree conferring ceremonies.
SECTION B: ACTION UNDER DELEGATED AUTHORITY

5.0 COURSE OUTLINE REQUIREMENTS

5.1 The quality self review and trial audit processes identified that improvements need to be made to the course outline process, both in consistency and comprehensiveness of the content of individual course outlines and in the system for managing the course outline to ensure that all courses on offer are supported by a current course outline. The Course Outline Working Party, was established by the Teaching and Learning Excellence Committee (TLEC) in June 2003 to make recommendations about how to achieve these improvements.

5.2 The Academic Committee had before it the following documentation for consideration on the recommendation of the Course Outline Working Party and the Teaching and Learning Excellence Committee:
- Course Outline Requirements (04/0111)
- Mock up of Course Outline Portal for Course Convenors.

5.3 Professor Neil Dempster highlighted the key components of the documentation which are recommended for trial in a number of schools during semester 2, 2004. It was noted that the Course Outline Requirements document comprises two sections:

5.3.1 a revision of the existing policy Guidelines for Course Outlines to make it more explicit that every course offering is to have a course outline, that every course outline of the University is to be published by a set of standard dates, in a consistent way at one site that will be replicated in Learning@Griffith. The revised policy is also explicit about the responsibilities of Course Convenors in developing course outlines, Heads of Schools in ensuring that course outlines for all of the School’s offerings are published and the Dean in approving the course outline.

5.3.2 the course outline format which identifies all the information that needs to be known about a course by the University. The course attributes section is to be primarily drawn from the Student System in the case of an existing course and in the case of a new course, the existing methods of collecting that information via the School Administrative Officer for entry to the Student System will be employed. Some of this information will be published for the student version of the course outline as indicated in the format. The interface for Course Convenors will focus primarily on teaching in the course, assessment and the use of course resources.

5.4 Due to the complexity of the item, the Academic Committee accepted a motion from Professor Rosemary Hunter that it be split into two sections in line with the above two elements of the documentation so that each area could be appropriately addressed in turn.

5.5 The Course Outline Requirements Policy was discussed in the first instance. The key issue of timing of course outline preparation was debated at length. A range of views was expressed in relation to the ability of schools and course convenors to meet the timeframes proposed. An argument was presented that such timeframes would lead to increased staff workload during already demanding times of the academic calendar. Potential barriers to meeting the proposed timelines were also raised.

5.6 Arguments for accepting the new timeframes were also presented. Members recognised the need for students to access course information well in advance of the commencement of each semester in order to plan their studies in line with work and family commitments. It was suggested that a cultural shift is required in order to ensure...
compliance and good teaching and learning practices. Members noted that course information such as textbook details, timetabling arrangements and Open Learning Australia course details (where required) are needed well before each semester commences. The Committee was reminded that the University’s assessment framework provides an opportunity for convenors to indicate where changes to subsequent course offerings will be made upon reflection on the previous offering and final grade distribution.

5.7 In relation to the timeframe for publication of course outlines, the Academic Committee voted via a show of hands of members present on the following three motions:

5.7.1 retention of the current University policy and timelines for publication;
5.7.2 acceptance of the policy and timelines proposed by the TLEC Course Outline Working Party;
5.7.3 acceptance of the policy with the following revised dates for publishing of course outlines: 2 weeks prior to the start of each official semester.

5.8 In line with the wishes of the majority of members, the Academic Committee accepted the motion detailed in paragraph 5.7.2 – acceptance of the policy and timelines proposed by the TLEC Course Outline Working Party.

5.9 Academic Committee members raised various issues in relation to the second matter under discussion; namely, the proposed structure for course outlines:

5.9.1 that the Working Party considers size, readability, and printing costs in recommending the minimum information that must be supplied within a course outline;
5.9.2 that learning objectives be returned to the course outline template so that course convenors are required to take a reflective approach to curriculum development. It was suggested that a focus on both learning and teaching outcomes offers a more balanced approach;
5.9.3 staff sought assurance that the template would cater for variations in course structure and mode of delivery and asked that the template be designed to enable an element of individuality for academic staff. (eg. courses longer or shorter than the standard 13 weeks, laboratory based courses – where students may not progress through assessment items until previous ones are passed);
5.9.4 that the Academic Committee should have an opportunity to review the revised template at the completion of the trial.

5.10 Members acknowledged that information provided to students via the course outline might differ in some areas of a course outline but that the minimum information required to be provided by academic staff would not.

Resolution

5.11 The Academic Committee, on the recommendation of the Teaching and Learning Excellence Committee (2/2004 meeting) resolved to:

5.11.1 withdraw the Guidelines for Course Outlines (01/0527) from semester 1,2005;
5.11.2 adopt in its place the Course Outline Requirements (04/0072 revised) (items 1.0 - 4.0) for implementation in semester 1, 2005;
5.11.3 endorse the build of a draft automated template for course outlines in accordance with the fields identified in 5.0 of (04/0111) which replicates course outlines to the web for student access, by drawing on information from the
Student System, and by having a web interface for Course Convenors to input data, which, as appropriate, workflow to Heads of Schools and Deans as well as administrative areas highlighted in the format;

5.11.4 endorse the trial of an automated template in a number of schools in semester 2, 2004;

5.11.5 ask the Teaching and Learning Excellence Committee to provide an interim report on progress towards implementation of the trial to the July Academic Committee;

5.11.6 ask the Course Outline Working Party to consider the issues and comments raised by the Academic Committee in relation to course outline design;

5.11.7 ask the Teaching and Learning Excellence Committee to provide information to the September Academic Committee meeting to facilitate further review and resolution regarding course outline documentation for introduction in semester 1, 2005.

6.0 THE GRIFFITH ASSESSMENT PROJECT

6.1 The quality self review and trial audit processes conducted during 2003 identified that improvements need to be made to the University’s assessment policies and practices. The trial audit also indicated that the assessment policy is inconsistently applied across the University, reflecting the need for further investigation and renewed staff development in this area.

6.2 In order to give effect to Griffith’s commitment to improving its assessment practices, the Teaching and Learning Excellence Committee (TLEC) established an Assessment Working Party in June 2003. The Assessment Working Party has met on five occasions and TLEC has considered its recommendations at both of its two meetings in 2004.

6.3 Professor Royce Sadler, Director, Griffith Institute for Higher Education (GIHE) and Chair of the TLEC Assessment Working Party made a presentation to the Academic Committee on the issues which arise out of Griffith’s existing approach to assessment and presented a proposal for reforming assessment and grading practices and policies at Griffith through the establishment of The Assessment Project. The Academic Committee had before it the two documents below for consideration:

• Proposal for Reforming Assessment and Grading in Griffith University
• Assessment Project Timelines

6.4 In considering the proposals, Committee members queried the specific differences between the proposed standards referenced and criterion-based assessment philosophies and the prospective improvements to current University practices. Professor Sadler responded that the change is more than one of semantics, and that differences would become apparent once the concepts of standards and criteria are clearly defined to remove possible confusion. The Chair advised that the Assessment Project is a deep response by Griffith to a major concern across the Higher Education sector.

Resolution

6.5 The Academic Committee, on the recommendation of the Teaching and Learning Excellence Committee (8/2003, 1/2004 and 2/2004 meetings) resolved to:

6.5.1 endorse the establishment of the Assessment Project to review and reform the University’s assessment and grading philosophy and practices, as described in the briefing papers and presentation; and,
6.5.2 ask the Teaching and Learning Excellence Committee to oversee the Assessment Project, reporting back to the Academic Committee at a future meeting.

7.0 AMENDMENT TO THE POLICY ON THE ESTABLISHMENT AND REVIEW OF RESEARCH CENTRES

7.1 The Academic Committee on the recommendation of the Research and Postgraduate Studies Committee (1/2004 meeting) was asked to approve proposed amendments to the Policy on the Establishment and Review of Research Centres, as described in document 03/0221, to take effect immediately.

7.2 The Dean, Graduate Studies advised that during discussions at RAPS in 2003, it was determined that research higher degree (RHD) candidates could be enrolled in those research centres approved by RAPS as Research Training Centres (RTC). It was noted that the current policy assumes that RHD candidates are attached to schools only and that this new agreement now needs to be reflected in the Policy on the Establishment and Review of Research Centres.

7.3 The Policy has been amended to reflect the possibility that RHD students may be linked to a research centre in two ways, as outlined in section 17 of the document:

- **Associated** with a research centre where students are associated with the centre based on the principal RHD supervisor’s association with a research centre. RHD load is reported (but not directly funded/assigned) against the research centre. Students remain enrolled in a school/department (with funding determined by the relevant Group Pro-Vice Chancellor), and the school or department provides student infrastructure and resource requirements.

- **Enrolled** in a research centre. In this case, students are enrolled in the research centre, RHD load is attributed to the research centre (funding as determined by the relevant Group Pro-Vice Chancellor), and the research centre provides student infrastructure and resource requirements.

7.4 Academic Committee members pointed to a number of other sections of the Policy in which there are inconsistencies and gaps. The Dean, Graduate Studies advised that a full-scale review of the Policy would be undertaken in the latter half of 2004 to address such issues and that the document reworked on the basis of this review would be presented to the Academic Committee at a future meeting.

Resolution

7.5 The Academic Committee on the recommendation of the Research and Postgraduate Studies Committee (1/2004 meeting) resolved to approve the proposed amendments to the Policy on the Establishment and Review of Research Centres, as described in document 03/0221, to take effect immediately.

8.0 CALL GRADUATE CERTIFICATE IN LANGUAGE ASSESSMENT (3009) – WITHDRAWAL OF PROGRAM

8.1 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), considered the withdrawal of the Graduate Certificate in Language Assessment (3009 GCertLA), as detailed in submission 03/0728, from semester 3, 2003.

8.2 Members noted that the rationale for withdrawing the program is its consistently low enrolments. Since its commencement, it has only produced 2 graduates. It is
considered that a minimum of 4 students in each course is required for the program to be offered viably.

Resolution

8.3 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), resolved to approve the withdrawal of the Graduate Certificate in Language Assessment (3009 GCertLA), as described in submission 03/0728, from semester 3, 2003.

9.0 LAW BACHELOR OF LAWS/BACHELOR OF ARTS – LAW AND ASIAN STUDIES (1118) – WITHDRAWAL OF PROGRAM

9.1 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), considered the withdrawal of the Bachelor of Laws/Bachelor of Arts – Law and Asian Studies (1118), as described in attached submission 03/0542, from semester 1, 2005.

9.2 The program was one of four original integrated programs, formerly known as the Bachelor of Laws / Bachelor Arts – Law and Japanese program, introduced in 1992. Over time, it was recognised that the focus of this program was too narrow and a number of changes were introduced to ensure the program remained attractive.

9.3 The data provided as part of the annual program monitoring process has indicated a decline in student demand and OP for this program over time. The Dean’s Report on Annual Program Monitoring highlighted the downturn in popularity and completion rates of students enrolled in the program and recognised the need for action. After consultation with the School of International Business and Asian Studies, it was acknowledged that demand has been dropping for such programs gradually over the last five years and it was agreed that this program would be withdrawn from offer.

Resolution

9.4 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), resolved to approve the withdrawal of the Bachelor of Laws/Bachelor of Arts – Law and Asian Studies (LLB/BA 1118), as described in attached submission 03/0542, from semester 1, 2005.

10.0 GBS GRADUATE CERTIFICATE IN BUSINESS ADMINISTRATION (SINGAPORE) (3145), MASTER OF TECHNOLOGY MANAGEMENT (SINGAPORE) (5360), AND MASTER OF BUSINESS ADMINISTRATION (SINGAPORE) (5399) – WITHDRAWAL OF PROGRAMS

10.1 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), considered the withdrawal of the Graduate Certificate in Business Administration (Singapore) (3145), Master of Technology Management (Singapore) (5360), and Master of Business Administration (Singapore) (5399), as described in attached submission 04/0035, from semester 1, 2004.

10.2 These programs are recommended for withdrawal as an outcome of an MBA review conducted during 2003. The current model of the MBA and Master of Technology Management Singapore is a high cost structure with low revenue. An examination of the financial statements has revealed no strategic advantage for the GSM to continue this partnership arrangement. Both administrative and academic salaries have been costly. Singapore did not offer complementary systems and new systems were consequently established to align with those of Griffith. The partner experienced high staff turnovers, which contributed to high costs and created quality problems. The Review Panel explored ways to reduce costs in Singapore, but
resolved to recommend withdrawal of the programs in Singapore as expeditiously as Graduate School of Management (GSM) students and the partner will permit.

10.3 The partner has been given notice of termination of the contract which will conclude in April 2004. The partner has agreed that no further students will be admitted; therefore the programs are only available to continuing students. The GSM is advising each current student separately of the requirements to complete their program and assisting them to make alternative arrangements where necessary. GSM staff have also visited Singapore to discuss with the students recommended pathways to complete their degrees.

Resolution

10.4 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), resolved to approve the withdrawal of the Graduate Certificate in Business Administration (Singapore) (3145 GCertBusAdmin), Master of Technology Management (Singapore) (5360 MTechMgt), and Master of Business Administration (Singapore) (5399 MBA), as described in attached submission 04/0035, from semester 1, 2004.

11.0 EVE GRADUATE CERTIFICATE IN OCCUPATIONAL HYGIENE ENGINEERING (3036) – PROGRAM WITHDRAWAL

11.1 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), considered the withdrawal of the Graduate Certificate in Occupational Hygiene Engineering (3036 GCertOcHygEng), as detailed in submission 03/0652, from semester 1, 2004.

11.2 There have been no student enrolments in this program for the past 5 years. Further, due to recent changes in the semester of offer of core courses, the program may only be offered on a part-time basis, and will therefore not be available to overseas students, further reducing its potential market.

Resolution

11.3 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), resolved to approve the withdrawal of the Graduate Certificate in Occupational Hygiene Engineering (3009 GCertOcHygEng), as described in submission 03/0652, from semester 1, 2004.

12.0 CIT BACHELOR OF ENGINEERING IN SOFTWARE ENGINEERING (1044) – SUBMISSION FOR MAJOR CHANGE

12.1 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), considered the major changes to the Bachelor Engineering in Software Engineering (1044) described in submission document 03/0715, from semester 1, 2004.

12.2 The proposed changes are summarised below:

12.2.1 Increase the thesis component within the Honours stream in fourth year from 30CP to 40CP, and remove the 10CP elective course. This proposed change reflects the amount of work students are required to undertake for the thesis.

12.2.2 An elective course, 2170CIT Systems Analysis and Design, currently offered in both the pass and honours streams of year 2, semester 1, has been identified as essential to the program and is therefore proposed to be offered as a core course in year 2, semester 1.
12.2.3 The School of Computing and Information Technology has also made several changes to course offerings in this program as a result of a review of its courses in the Bachelor of Information Technology, which are detailed in the submission.

12.2.4 These changes will result in all students undertaking 50CP in year 2, semester 1. Students undertaking the pass stream will be required to complete 30CP in year 4, semester 2, with a total of 320CP for the award. Students undertaking the honours stream will be required to complete 40CP in year 4, semester 2, with a total of 330CP to complete the award.

12.3 Members noted that various queries were raised at the Faculty Board level in relation to the requirement that students overload in year 2, semester 1. It was also noted that the Faculty Board and Programs Committee were satisfied that this decision has been based on academic grounds and that the changes will enable students to meet prerequisite requirements for later year courses.

Resolution

12.4 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), resolved to approve major changes to the Bachelor Engineering in Software Engineering (1044) as described in submission document 03/0715, from semester 1, 2004.

13.0 AES BACHELOR OF ENVIRONMENTAL MANAGEMENT (1009) – SUBMISSION FOR MAJOR CHANGE

13.1 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), considered the major changes to the Bachelor of Environmental Management (1009) described in submission document 03/0714, from semester 1, 2004.

13.2 On the basis of ongoing review activities, the Australian School of Environmental Studies proposes to reduce the number of Masters level courses offered in fourth year. These program changes described in document 03/0714, are interim modifications for 2004, as it is anticipated that the continuing review activities will lead to more permanent changes for 2005 which will reduce further the number of masters' level courses in the program. The School is making these changes in order to differentiate between the Bachelor of Environmental Management and the Master of Environmental Management.

Resolution

13.3 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), resolved to approve major changes to the Bachelor of Environmental Management (1009) as described in submission document 03/0714, from semester 1, 2004.

14.0 AES BACHELOR OF SCIENCE IN AUSTRALIAN ENVIRONMENTAL STUDIES WITH HONOURS (2002) – SUBMISSION FOR NEW ACADEMIC PLAN

14.1 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), considered a submission to introduce an Environmental Technology major into the Bachelor of Science with Honours in Australian Environmental Studies (2002), as described in document 04/0130, from semester 1, 2004.
14.2 The primary aim of the major is to provide in-depth knowledge and experience of advanced theory, monitoring techniques, and their applications in areas of relevance to environmental technology. It also aims to provide sound training and preparation for undertaking research, including postgraduate research at Griffith and other universities. It provides a link between formally organised undergraduate coursework and the independent, self-organised situation found in research and most working environments.

14.3 The offering of a Bachelor of Environmental Technology Honours program was included in the 2004 Strategic Plan for the School of Environmental Engineering. However, due to the low numbers of students expected to undertake such a program, the Environmental Sciences Faculty Board recommended that an honours major in Environmental Technology be offered within the Bachelor of Environmental Science with Honours in Australian Environmental Studies.

14.4 Originally the Bachelor of Environmental Technology was established as an articulation mechanism into the Bachelor of Engineering in Environmental Engineering. The program underwent substantial modification in 2000, due to lack of interest in articulation to the engineering degree and a growing student demand for more technical and monitoring material in the program. A small number of graduates have expressed the desire to continue study at a higher level in the technology area, rather than undertaking engineering related programs. AES graduates may also seek a more technological Honours program focusing on monitoring of environmental variables. There has also been a demand from graduates from other institutions.

14.5 The Environmental Technology major comprises 40CP of coursework and a 40CP dissertation which is taken through the School of EVE.

Resolution

14.6 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), resolved to approve the introduction of the Environmental Technology major into the Bachelor of Science with Honours in Australian Environmental Studies (2002), as described in document 04/0130, from semester 1, 2004.

15.0 INT MASTER OF INFORMATION TECHNOLOGY (5184) – WITHDRAWAL OF ACADEMIC PLAN

15.1 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), considered the withdrawal of the Research Stream from the Master of Information Technology (5184), as described in document 03/0599, from semester 1, 2004.

15.2 The School of Information Technology has proposed the withdrawal of this Research Stream as a result of the introduction of the new program, Master of Information Technology – Advanced, which was approved for introduction in December 2003.

Resolution

15.3 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), resolved to approve the withdrawal of the Research Stream from the Master of Information Technology (5184), as described in document 03/0599, from semester 1, 2004.
16.0 GBS MASTER OF PROFESSIONAL ACCOUNTING ADVANCED (5412 NA, 5413 GC) - SPECIAL PURPOSE SUBMISSION

16.1 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), considered an amendment to the entry requirements to the Master of Professional Accounting Advanced (5412, Na and 5413, GC) as described in document 03/0642, from semester 1, 2004.

16.2 The proposal will enable international students with a major in accounting to achieve recognition of their qualifications with the professional accounting bodies. The amended admission requirements will read as follows:

"Applicants must hold a bachelor's degree from a recognised higher education institution. Overseas graduates with a major in accounting or equivalent must have their qualifications assessed by CPA Australia before applying for entry to the Master of Professional Accounting Advanced. Assessment of applicants will include the evaluation of results from previous tertiary studies, work experience (where relevant), and comments provided by referees."

Resolution

16.3 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), resolved to approve an amendment to the entry requirements to the Master of Professional Accounting Advanced (5412, Na and 5413, GC) as described in document 03/0642, from semester 1, 2004.

17.0 CLS GRADUATE CERTIFICATE IN SPECIAL EDUCATION (3020), MASTER OF SPECIAL EDUCATION (5114), MASTER OF SPECIAL EDUCATION WITH HONOURS (5398) – SPECIAL PURPOSE SUBMISSION

17.1 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), considered amendments to the Graduate Certificate/Master of Special Education degree rules (3020, 5114, 5398), as described in document 03/0713, from semester 1, 2004.

17.2 The existing structure of the GradCertSpecEd/MSpecEd currently offers seven specialist strands (autistic spectrum disorder, hearing impairment, intellectual impairment, gifted and talented education, physical impairment, learning difficulties, and visual impairment). Exiting the Master of Special Education program requires completion of all courses in a specialised strand, and then additional courses selected from either a set of non-core courses in the general area of special education, from other strand-specific courses, or from both.

17.3 This proposal is concerned with changing the degree rules to allow students to complete the Master of Special Education by completing 80 credit points from across the schedule of courses currently offered and exit with a Master of Special Education with non-specialisation - a general strand. These individuals will exit with an academic record that shows the suite of completed courses only, without specifying a strand specialisation.

Resolution

17.4 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), resolved to approve amendments to the Graduate Certificate/Master of Special Education degree rules (3020, 5114, 5398), as described in document (03/0713), from semester 1, 2004.
18.0 **ENG BACHELOR OF ENGINEERING TECHNOLOGY (1246, HONG KONG AND SINGAPORE) – CHANGE SUBMISSION**

18.1 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), considered changes to the Bachelor of Engineering Technology offered in Singapore and Hong Kong (1246), as described in document 03/0630, from semester 1, 2004.

18.2 When the original proposal to offer the BEngTech in Hong Kong was put forward in July 2001, Chisholm Institute, Victoria proposed to offer an Advanced Diploma of Engineering Technology (Civil) in Hong Kong. Entry to this program was based on completion of that program. It is now proposed to modify the Hong Kong entry requirements to accept graduates from higher diplomas in civil engineering from Hong Kong institutes of vocational education. These higher diplomas are accepted (NOOSR) as equivalent to Australian Advanced Diplomas (the basis of advanced standing entry to the on-shore program on which the off-shore program is based).

18.3 In addition, some minor changes to course sequencing are proposed to facilitate program implementation. The proposed changes also permit students to commence the program in Semester 1 as well as Semester 2.

**Resolution**

18.4 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), resolved to approve changes to the Bachelor of Engineering Technology offered in Singapore and Hong Kong (1246), as described in document 03/0630, from semester 1, 2004.

19.0 **HSC BACHELOR OF HUMAN SERVICES – CHILD AND FAMILY STUDIES (1095); BACHELOR OF HUMAN SERVICES (1098); MASTER OF NUTRITION AND DIETETICS (5168); BACHELOR OF PHYSIOTHERAPY/BACHELOR OF EXERCISE SCIENCE (1174); MASTER OF PHYSIOTHERAPY PROGRAM (5320) – SPECIAL PURPOSE SUBMISSION**

19.1 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), considered the addition of courses to be designated for the purposes of exclusion which are to be listed in the relevant Program Catalogue entries, as described in document 04/0040, for implementation in semester 1, 2004.

19.2 The Faculty of Health Sciences conducted a review of the Policy on Academic Standing, Progress and Exclusion during 2003 in response to the increasing number of students in practicum based courses demonstrating unprofessional conduct and/or unsafe practice. As a consequence of these discussions, the Health Sciences Faculty Board has selected a number of courses (detailed in document 04/0040) to be designated for the purposes of exclusion and inclusion in the relevant program entry in the Program Catalogue.

**Resolution**

19.3 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), resolved to approve the addition of courses to be designated for the purposes of exclusion which are to be listed in the relevant Program Catalogue entries, as described in document 04/0040, for implementation in semester 1, 2004.

20.0 **DIRECT ENTRY PROGRAM**

20.1 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), considered a proposal to establish, in partnership between the School of Biomolecular & Biomedical Science and the Academy of Science (Cavendish Road State High School) Holland Park, a direct entry program to the
Bachelor of Biotechnology at Griffith University, as described in document 04/0097, from semester 1, 2005.

20.2 The direct entry program will be offered to high achieving students only. Students will undertake the direct entry program over the final four (or three) semesters of high school. The Academy of Science will identify this cohort of students in year 10 with a view to preparing them for the direct entry program.

20.3 Students who meet an appropriate level of achievement in two tertiary level courses (1101SCE Cell and Molecular Biology and 1002BBS Chemistry), as well as satisfying all other admission requirements for entry into the Bachelor of Biotechnology, will be guaranteed entry to the Bachelor of Biotechnology and will be granted 20 credit points towards the degree. If students choose to do 1003BBS Topics in Biosciences as a GUEST student they will also receive credit for this course towards the Bachelor of Biotechnology. The School of Biomolecular and Biomedical Science intends to review this program annually and expects to open up the direct entry process to further programs should the expected outcomes of the current program be met on review.

20.4 Students who have not completed the two required courses will not be guaranteed direct entry. Credit gained for the studies undertaken in the Academy of Science may allow completion of the Bachelor of Biotechnology program within five semesters.

20.5 The direct entry pathway will give students an early insight into University life, and will provide access to University resources, facilities and expertise. The partnership will provide the School of Biomolecular and Biomedical Science and the Faculty of Science with a stream of motivated, high achieving students for entry to its Biotechnology programs. Moreover, it provides the Faculty of Science and the University with the opportunity to directly participate in the development of new secondary school curricula relevant to the modern molecular biosciences.

Resolution

20.6 The Academic Committee, on the recommendation of the Programs Committee (1/2004 meeting), resolved to approve a proposal to establish, in partnership between the School of Biomolecular & Biomedical Science and the Academy of Science (Cavendish Road State High School) Holland Park, a direct entry program into the Bachelor of Biotechnology at Griffith University, as described in document 04/0097, from semester 1, 2005.

21.0 PROCESSES AND PRINCIPLES FOR THE DEVELOPMENT OF JOINT RHD PROGRAMS

21.1 The Academic Committee on the recommendation of the Research and Postgraduate Studies Committee (8/2003 meeting) considered proposed guidelines in relation to the application process and principles for the development of joint research higher degree programs, as described in document 04/0094, effective immediately.

21.2 Joint research higher degree programs are those offered by two universities with the testamurs being double-badged. The proposed guidelines provide Griffith University staff interested in establishing joint degrees with a framework for guidance in the development and processing of such proposals for submission to the Research and Postgraduate Studies Committee. The Dean, Graduate Studies presented the key aspects of the proposal to the Committee.
21.3 The Academic Committee briefly discussed the definition of joint badging and members were informed that such arrangements can take place in association with degree awarding institutions only.

Resolution

21.4 The Academic Committee on the recommendation of the Research and Postgraduate Studies Committee (8/2003 meeting) resolved to approve proposed application processes and principles for the development of joint research higher degree programs, as described in documents 04/0094, effective immediately.

22.0 ACADEMIC APPOINTMENTS TO UNIVERSITY COMMITTEES

22.1 The Academic Committee considered the appointments to University committees listed below.

<table>
<thead>
<tr>
<th>Committee</th>
<th>Category of Membership</th>
<th>Term of Office for next Incumbent(s)</th>
<th>Recommended Appointee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Sub-Committee</td>
<td>A Chairperson appointed by the Academic Committee</td>
<td>Two years, up to, but not including, the first ordinary meeting of the Academic Committee in 2006.</td>
<td>Dr Joseph McDowall</td>
</tr>
<tr>
<td>Sports Scholarship Committee</td>
<td>Chairperson of the Committee appointed by the Academic Committee from amongst the academic staff of the University</td>
<td>One year, up to, but not including, the first ordinary meeting of the Academic Committee in 2005.</td>
<td>Professor Alan Knight</td>
</tr>
<tr>
<td>University Appeals Committee</td>
<td>An academic staff member appointed by the Academic Committee An undergraduate student appointed by the Academic Committee</td>
<td>Two years, up to, but not including, the first ordinary meeting of the Academic Committee in 2006. One year, up to, but not including, the first ordinary meeting of the Academic Committee in 2005.</td>
<td>Dr Helen Massa Sarah Singleton</td>
</tr>
</tbody>
</table>

Resolution

22.2 The Academic Committee resolved to approve the above appointments to its sub-Committees.

SECTION C: RECOMMENDATIONS AND REPORTS TO OTHER COMMITTEES

23.0 THE ACADEMIC PLAN

23.1 Members recalled that the Deputy Vice Chancellor (Teaching and Learning) made a presentation to the Academic Committee (6/2003 meeting) introducing the Academic Plan 2004-2008, a consultation version of which was tabled at the meeting, as the first stage of widespread discussion among the University community on the future of teaching and learning at Griffith.

23.2 The Academic Committee noted the extensive consultation process for the Academic Plan throughout the past 11 weeks. During this time, the Deputy Vice Chancellor
(Teaching and Learning) has elaborated on the document and consulted broadly with the University community through discussion at 24 faculty and other academic boards, campus meetings and via electronic means. Specific activities undertaken to enable wide-spread consultation on the Academic Plan were also highlighted.

23.3 The Chair indicated that, in relation to feedback received to date, there appeared to be widespread support for the Academic Plan as an overarching teaching and learning strategy and reasonable support for the proposed signature experiences. He commented that concern had been expressed in regard to specific targets and that the revised Plan document would be drafted in light of comments and issues made during consultation activities.

23.4 The Academic Committee, having been given time to review the Academic Plan consultation document in detail since its introduction at the December meeting, was invited to join in the Academic Plan discussion.

23.5 Academic Committee members discussed at length issues regarding interdisciplinarity and the proposed targets in this area. It was clear that interdisciplinarity is a core principal affirmed by all sections of the University. However, members commented that a more coherent approach to interdisciplinarity should be taken within the Plan, and one which does not discourage good practices which are already in place. Comments and suggestions for amendment to the Plan in this section included:

23.5.1 the need to carefully devise targets which are achievable but which do not generate perverse outcomes for those areas that already practice an interdisciplinary approach to teaching;

23.5.2 funding mechanisms currently do not provide an incentive to comply with targets (eg the requirement for 30 credit points be undertaken outside a host faculty). It is suggested that interdisciplinarity targets ought to be disaggregated from the issue of the removal of unnecessarily rigid program structures.

23.5.3 the requirement for 30 credit points to be taken outside of the host faculty was criticised on the basis of possible inequities. There may be a lack of reciprocity as some areas were more suitable for electives;

23.5.4 in some groups, it was suggested that the 30 credit point target could lead to significant program restructuring and possible removal of current cross-disciplinary content, and may compromise the quality of student learning outcomes;

23.5.5 the document overstates the narrowing of disciplines at Griffith and the Plan should recognise that there is much progress towards enhancing interdisciplinarity;

23.5.6 members recognised that there is a need for renewed cooperation between teaching elements and suggested that common areas of interest should be identified to encourage joint activities.

Resolution

23.6 The Academic Committee resolved to forward its comments on the Academic Plan to the Deputy Vice Chancellor (Teaching and Learning) as its contribution to the redrafting of the document.
SECTION D: MATTERS NOTED, CONSIDERED OR REMAINING UNDER DISCUSSION

24.0 GRIFFITH RESEARCH GRADUATE SCHOOL ASSESSMENT BOARD

24.1 Due to time constraints, the Academic Committee agreed to hold over discussion on the establishment of the Griffith Research Graduate School Assessment Board, as described in document 04/0093, until a future meeting.

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

25.1 The Academic Committee noted the minutes of the following Committees:

- Teaching and Learning Excellence Committee 1/2004
- Research and Postgraduate Studies Committee Minutes 9/2003 and 1/2004
- Internationalisation Committee Minutes 1/2004

26.0 VICE CHANCELLOR’S REPORT

26.1 The Academic Committee noted the Vice Chancellor’s Report to the 1/2004 Council meeting.

27.0 CHAIR’S REPORT

AUQA Audit Report

27.1 The Chair advised the Academic Committee that the University had received the anticipated confidential report from the Australian Universities Quality Agency (AUQA) in relation to the Audit conducted during 2003. Members noted that the University has an opportunity to comment on matters of error or fact only before the report is made public.

New Student Places

27.2 The Chair reported on the new student places allocated to Queensland Universities as part of recent National Higher Education reforms. The Committee heard that the University had expressed its disappointment that more places had not been provided. The Chair then outlined the process by which Griffith would make its bid for available places which will be announced towards the end of May 2004. The Chair indicated that a comprehensive briefing on the Higher Education reform and funding process would be given to members at a future meeting.

28.0 2004 ACADEMIC COMMITTEE MEETINGS

28.1 Academic Committee members noted the following schedule of meetings, including campus locations, in 2004. It was noted that meetings start at 1.30pm except for the April meeting, which commences at 9.30am.

<table>
<thead>
<tr>
<th>2004 Meeting Dates</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 March 2004</td>
<td>Bray Centre (N54), Room 2.02, Nathan</td>
</tr>
<tr>
<td>22 April 2004</td>
<td>Bray Centre (N54), Room 2.02, Nathan (special time of 9.30am to 12.00pm)</td>
</tr>
<tr>
<td>20 May 2004</td>
<td>Community Place (L04), Room 1.05, Logan</td>
</tr>
<tr>
<td>22 July 2004</td>
<td>Link Building (G07), Activities Centre, Gold Coast</td>
</tr>
<tr>
<td>16 Sept 2004</td>
<td>Psychology Building (M24), Room 2.40, Mt Gravatt</td>
</tr>
<tr>
<td>21 October 2004</td>
<td>Webb Centre (S02), Room 7.17, QCA Boardroom, South Bank</td>
</tr>
<tr>
<td>18 November 2004</td>
<td>Information Services Building (G10), Room 3.17/3.18, Gold Coast</td>
</tr>
<tr>
<td>9 December 2004 *</td>
<td>Bray Centre (N54), Room 2.02, Nathan</td>
</tr>
</tbody>
</table>

* Provisional date - Academic Committee will only meet if there is sufficient business to warrant a meeting.
29.0  **ORAL STATEMENTS BY MEMBERS**

Nil.

30.0  **OTHER BUSINESS**

Nil.

31.0  **NEXT MEETING**

An extraordinary meeting of the Academic Committee will be held on **Thursday 22 April 2004** in Bray Centre, Room 2.02 (N54 Council Chambers), Nathan campus to consider the Academic Plan. This meeting will commence at **9.30am**.

Confirmed: .................................

(Chair)

Date:  22 April 2004
DISTRIBUTION LIST

**Committee Members**

- Information Copies (without attachments unless stated)
- Manager, Research Policy and Grants
- Head of the Secretariat
- Program Accreditation Officer
- Academic Services Officer - Arts
- Academic Services Officer - Business
- Academic Services Officer - Health
- Academic Services Officer - Science
- Program Information Officer
- Council and Executive Support Officer
- Director, FBS
- Senior Legal Officer
- Chairperson, SRC
- President, GUPSA
- President, Gold Coast Student Guild
- Director, ITS
- Director, OFM
- Director, OR
- Director, ER
- College Manager, QCA
- Associate Director, Student Administration
- Manager, Planning and Statistics
- Manager, Learning Programs, GSM
- Manager, Research Higher Degrees
- Co-ordinator, Student Services
- Director, FLAS
- Group Resource Manager, Arts (Ms Suzanne Smith)
- Group Resource Manager, Business (Ms Alison Harris)
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