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15.0 QCA MINOR CHANGE SUBMISSION 2009/0003024
1181 BACHELOR OF FINE ART

16.0 QCA MINOR CHANGE SUBMISSION 2009/0003025
1186 BACHELOR OF PHOTOGRAPHY

17.0 GFS MINOR CHANGE SUBMISSION 2009/0003026
1338 BACHELOR OF GAMES DESIGN

18.0 QCA MINOR CHANGE SUBMISSION 2009/0003027
2037 BACHELOR OF FINE ART WITH HONOURS

19.0 EBL SPECIAL PURPOSE SUBMISSION 2009/0003028
5122 MASTER OF ARTS WITH HONOURS IN APPLIED LINGUISTICS
20.0 QCA MINOR CHANGE SUBMISSION 2009/L0003029
1186 BACHELOR OF PHOTOGRAPHY

21.0 QCA MINOR CHANGE SUBMISSION 2009/0003030
2041 BACHELOR OF PHOTOGRAPHY WITH HONOURS

22.0 QCA MINOR CHANGE SUBMISSION 2009/0003031
1189 BACHELOR OF DESIGN

23.0 EBL MINOR CHANGE SUBMISSION 2009/0003032
3020 GRADUATE CERTIFICATE IN SPECIAL EDUCATION
5114 MASTER OF SPECIAL EDUCATION

24.0 QCA MINOR CHANGE SUBMISSION 2009/0003033
1302 BACHELOR OF VISUAL MEDIA (DIGITAL MEDIA FROM 2010)

25.0 QCA MAJOR CHANGE SUBMISSION 2009/0003034
1189 BACHELOR OF DESIGN

26.0 QCA MAJOR CHANGE SUBMISSION 2009/0003044
1189 BACHELOR OF DESIGN

27.0 EBL MINOR CHANGE SUBMISSION 2009/0003046
1051 BACHELOR OF EDUCATION – SECONDARY

28.0 QCA SPECIAL PURPOSE SUBMISSION 2009/0003049
1181 BACHELOR OF FINE ART

29.0 QCA MINOR CHANGE SUBMISSION 2009/0003050
5284 MASTER OF DESIGN FUTURES

30.0 QCA ENGLISH LANGUAGE ENHANCEMENT SPECIAL PURPOSE SUBMISSION 2009/0007267
1181 BACHELOR OF FINE ART

31.0 QCA ENGLISH LANGUAGE ENHANCEMENT SPECIAL PURPOSE SUBMISSION 2009/0003037
1181 BACHELOR OF DESIGN

32.0 QCA ENGLISH LANGUAGE ENHANCEMENT SPECIAL PURPOSE SUBMISSION 2009/0007269
1181 BACHELOR OF ARTS IN APPLIED THEATRE

33.0 GFS ENGLISH LANGUAGE ENHANCEMENT SPECIAL PURPOSE SUBMISSION 2009/0007270
1338 BACHELOR OF GAMES DESIGN

34.0 QCA ENGLISH LANGUAGE ENHANCEMENT SPECIAL PURPOSE SUBMISSION 2009/0007271
1181 BACHELOR OF PHOTOGRAPHY

35.0 GFS ENGLISH LANGUAGE ENHANCEMENT SPECIAL PURPOSE SUBMISSION 2009/0007272
1179 BACHELOR OF ANIMATION

36.0 QCA ENGLISH LANGUAGE ENHANCEMENT SPECIAL PURPOSE SUBMISSION 2009/0007273
1284 BACHELOR OF FILM AND SCREEN MEDIA PRODUCTION

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1302 BACHELOR OF DIGITAL MEDIA

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43.0  OTHER BUSINESS
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**DISTRIBUTION LIST**

**Faculty Board Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Appointment Type</th>
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<tr>
<td>Professor Claire Wyatt-Smith</td>
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<tr>
<td>Dean of Education</td>
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<tr>
<td>Professor Marilyn McMeniman</td>
<td>ex officio</td>
</tr>
<tr>
<td>Pro-Vice Chancellor (Arts, Education and Law)</td>
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<td>Professor Paula Baron</td>
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<td>Professor Kay Ferres</td>
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<tr>
<td>Professor Peter Roennfeldt</td>
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</tr>
<tr>
<td>Director, Queensland Conservatorium</td>
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<td>Professor Paul Cleveland</td>
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<tr>
<td>Director, Queensland College of Arts</td>
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<td>Head, Griffith Film School</td>
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<td>Associate Professor Penny Bundy</td>
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<td>Head, School of Education and Professional Studies, Brisbane/Logan</td>
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<td>Associate Professor Donna Pendergast</td>
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<td>Associate Professor Anna Stewart</td>
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GRiffith University
Arts, Education and Law Group Faculty Board

A meeting of the Arts, Education and Law Group Faculty Board will be held on Thursday 30 July 2009 via videoconference from 1.00pm in room 2.06, Bray Centre (N54), Nathan campus and room 1.04, The Chancellery (G34), Gold Coast campus. Members may attend either location for involvement in the meeting.

Jill Misson
Secretary

AGENDA

1.0 APOLOGIES

Apologies may be recorded by telephoning extension 55497 or via email to J.Misson@griffith.edu.au

2.0 CONFIRMATION OF MINUTES

The minutes of the 1/2009 meeting of the Arts, Education and Law Group Board have been circulated.

To be taken as read and confirmed

3.0 PRO-VICE CHANCELLOR (ARTS, EDUCATION and LAW) REPORT

The PVC (Arts, Education & Law), Professor Marilyn McMeniman will report on the following items:
- Research
- Senior appointments in AEL
  - update on the position of Director, QCGU
  - update on the position of Head of School, Griffith Film School
  - update on the position of PVC (AEL)
- International student enrolment update

ORDERING OF THE AGENDA

At this point in the agenda, members may propose that any matter on the agenda, not included in Section I, be so included.

SECTION I: MATTERS FOR DEBATE AND DECISION

4.0 POSTGRADUATE COURSEWORK STRATEGY – BOOZ&CO REPORT

4.1 During May, the AEL Group held three workshops - Law, Humanities and CCJ, QCA and QCGU and Education, to further develop the PGCW strategy specific to their relevant disciplines.

4.2 Participants were asked to consider generic Group wide strategies and then to focus on specific strategies for their discipline. From these workshops it is hoped that each Faculty will able to set a number of priorities that will be useful reference points for program planning and for developing strategies for future action.
4.3 Members of each Faculty were invited to be part of the 2009 PGCW Implementation Priorities and Planning Workshop which was held on Monday 6th July. This was a follow up workshop from those previously held by John Eklund, from Booz & Co. and its aim was for the Group's PVC's to present their plans and discuss ways forward with strategy.

4.4 From this workshop a preliminary immediate action plan was distributed to participants. It was noted that the plan needs to be further developed and refined by the action owners.

4.5 Discussion at the workshop included reference to explicit career pathways for a number of undergraduate and PGCW programs.

The AEL Group Faculty Board is asked to consider relevant courses/programs in the Group which might have implicit pathways and the development of appropriate documentation to promote such pathways.

For discussion

5.0 STARTING@GRIFFITH 2009 SURVEY DATA

5.1 The purpose of the Starting @ Griffith Survey and the subsequent reports is to inform the ongoing review and design of orientation and transition programs at Griffith. Since 2005, commencing students have been invited to respond to an online survey between weeks 4 to 7 of Semester 1.

5.2 The survey instrument was reviewed at the end of 2008 involving consultations with academic and students staff, and conducting statistical analyses of the instrument and its items. This review resulted in a restructured instrument and the development of 3 key scores:
- Score 1: program engagement (comprising 6 sub-scores)
- Score 2: interaction with staff & students
- Score 3: effectiveness of orientation

5.3 The report this year provides data for the last 3 years on each of these 3 scores and 6 sub-scores. More specific reports for Schools and programs in each Group and Faculty will follow. These reports are important for reviewing and improving what each Faculty currently does and for informing next year’s Orientation and Transition strategies and activities.

5.4 The overall satisfaction data is tabled below:

<table>
<thead>
<tr>
<th>SCORE 1.6 Overall Satisfaction</th>
<th>N</th>
<th>Mode</th>
<th>Mean</th>
<th>SD</th>
<th>Agree or Strongly Agree</th>
<th>Neutral</th>
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<tr>
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1.6.2 Given my experience so far, I think I have chosen the right degree to study.

<table>
<thead>
<tr>
<th>Degree</th>
<th>N</th>
<th>Mode</th>
<th>Mean</th>
<th>SD</th>
<th>Agree or Strongly Agree</th>
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<td>17.8%</td>
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<tr>
<td>Domestic</td>
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<td>4.0</td>
<td>0.81</td>
<td>79.0%</td>
<td>17.3%</td>
</tr>
<tr>
<td>International</td>
<td>353</td>
<td>4</td>
<td>3.9</td>
<td>0.76</td>
<td>73.9%</td>
<td>21.8%</td>
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<tr>
<td>GBS</td>
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<td>10.1%</td>
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<td>14.4%</td>
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<tr>
<td>EDU</td>
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<td>87.7%</td>
<td>10.1%</td>
</tr>
<tr>
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<tr>
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<td>4.2</td>
<td>0.81</td>
<td>85.9%</td>
<td>10.9%</td>
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</table>

1.6.3 I am satisfied with my university experience so far.

<table>
<thead>
<tr>
<th>Degree</th>
<th>N</th>
<th>Mode</th>
<th>Mean</th>
<th>SD</th>
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<tr>
<td>International</td>
<td>351</td>
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<td>3.7</td>
<td>0.79</td>
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<td>30.5%</td>
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<tr>
<td>GBS</td>
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<td>3.8</td>
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<td>70.2%</td>
<td>23.4%</td>
</tr>
<tr>
<td>HUM</td>
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<td>3.9</td>
<td>0.81</td>
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<td>19.0%</td>
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<tr>
<td>GLS</td>
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<td>13.0%</td>
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<td>Health</td>
<td>923</td>
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<td>0.76</td>
<td>80.0%</td>
<td>15.8%</td>
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<tr>
<td>EDU</td>
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<td>0.73</td>
<td>83.1%</td>
<td>14.6%</td>
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<td>QCA</td>
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<tr>
<td>QCM</td>
<td>92</td>
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<td>4.1</td>
<td>0.76</td>
<td>80.4%</td>
<td>17.4%</td>
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</tbody>
</table>

For discussion

6.0 STAIRCASE REPORTING FOR AEL GROUP ELEMENTS

6.1 The University has adopted a management framework called Staircase Reporting to drive sustainable growth in its core business. The model acknowledges that because elements are all at different stages of the growth journey they should be managed according to their needs.

6.2 As part of the University’s commitment to pursuing quality planning processes, it is in the process of implementing the Staircase model. Currently GU’s strategic plan sets out growth targets and KPIs for research, and learning and teaching. These are interpreted through an annual planning process that is reflected in Group operational
plans outlining how each Group intends to progress the University’s goals. There is however, a gap between the element level planning and performance tracking, and the highly aggregated Group level plans and performance monitoring, making the linkages between the two harder to achieve. The Staircase is intended to address this gap by providing performance data at element level, highlighting key capabilities/areas of strength and areas in need of improvement. This information in turn informs the Group’s Strategic and Operational Planning processes.

The current Staircase model is based on 2008 data.

6.3 Documents relating to each individual element’s performance will be tabled at the meeting.

For discussion

7.0 FULL PROGRAM PROPOSAL 2009/0003023
GRADUATE DIPLOMA OF EARLY CHILDHOOD EDUCATION

7.1 The Arts, Education and Law Group Faculty Board, on the recommendation of the Faculty of Education is asked to consider the attached Full Program submission proposing to introduce the Graduate Diploma of Early Childhood Education from semester 1, 2010.

7.2 A growing demand for early childhood teachers in response to Federal and State government initiatives has prompted the development of this program. Its aim is to provide professional preparation for teaching in early education (0 – 8 years) with a focus on Kindergarten to Year 3.

7.3 This program addresses the theory and practice of teaching, focusing on the characteristics of learners and teachers in early learning environments, especially kindergarten and early primary school settings. It addresses the different ways of conceptualising and implementing an effective early years’ curriculum in early childhood settings supported by current research and theories and a range of curricula documents that inform curriculum design in the early phase of learning.

7.4 The program is comprised of nine courses including two courses of informing discipline studies (IDS), four curriculum studies (CS) courses and two professional experience and practice (PEP) courses (one in Kindergarten or Prep and one in a Primary school – Yr 1- 3 setting). The ninth course is a mandated non-graded, wider professional experience course which carries no credit point weighting.

The following table presents the structure of the Graduate Diploma of Early Childhood Education.

<table>
<thead>
<tr>
<th>CP</th>
<th>SEMESTER ONE –</th>
<th>CP</th>
<th>SEMESTER TWO -</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>IDS Perspectives on Child Development and Learning</td>
<td>10</td>
<td>Building Social-Emotional Competence in the Early Years</td>
</tr>
<tr>
<td>10</td>
<td>CS Language &amp; Literacy in the Early Years</td>
<td>10</td>
<td>Working Mathematically in the Early Years</td>
</tr>
<tr>
<td>10</td>
<td>CS Curriculum in the Early Years</td>
<td>10</td>
<td>Investigations &amp; Problem Solving: A Focus on Science, Technology &amp; The Arts</td>
</tr>
<tr>
<td>10</td>
<td>PE Professional Experience and Practice ECE 1</td>
<td>10</td>
<td>Professional Experience and Practice ECE 2</td>
</tr>
</tbody>
</table>
For the purpose of gaining essential knowledge for teaching in early years’ settings, the structure of this program approaches the IDS courses as foundational. In semester one the focus is on understanding young children and their development, learning in an early years’ educational context (IDS), the integrated nature of early years’ curriculum planning, and language and literacy learning (CS).

In semester two the focus will be on understanding and building the social and emotional competence of young children (IDS), investigations and problem-solving as important ways for young children to build understandings in all Early Learning Areas, especially Science, Technology and The Arts, and working mathematically in all learning contexts (CS).

Recommendation

7.5 The Arts, Education and Law Group Faculty Board is asked to consider the Full Program Proposal (2009/0003023), proposing to introduce the Graduate Diploma of Early Childhood Education from semester 1, 2010.

For consideration

8.0 FULL PROGRAM PROPOSAL 2009/0003051
GRADUATE CERTIFICATE IN LITERARY CLASSICS (OUA OFFERING)

8.1 The Arts, Education and Law Group Faculty Board, on the recommendation of the Faculty of Humanities and Social Sciences, is asked to consider the attached Full Program submission, proposing to introduce the Graduate Certificate in Literary Classics through Open Universities Australia (OUA) from semester 1, 2010.

8.2 With the recent publication of the Framing Paper for a National English Curriculum earlier this year, it is clear that the teaching of English in Australian schools is going to change, and that change will be in the direction of a much more ‘literary’ approach: more canonical works will be studied, and such things as literary appreciation, literary criticism and literary history will be explicitly taught. Professor Pat Buckridge, the proposer of this program, was a member a small reference group that met in Sydney to discuss the shape of the new curriculum late last year, and a participant in the large forum that took place in Melbourne two weeks later to carry the process further. He has been well-placed to appreciate both the magnitude of the proposed changes, and the real challenges the system will face in implementing them. One challenge will be to design programs of undergraduate study that will equip new English teachers to teach literature in the new curriculum, but an even more daunting one will be to provide the large number of English teachers already in the system with the opportunity to upgrade their skills and knowledge in line with the expectation that they be able to teach canonical world, English and Australian literary texts confidently and effectively. A Graduate Certificate focused specifically on some of the large and complex classics of world, English and Australian literature is precisely the kind of program that could meet the need for existing teachers to upgrade.

8.3 The program consists of four 10cp units, each of which will be offered once a year, as below:

Unit 1: Shakespeare’s Plays
Unit 2: Classic Russian Novels of the Nineteenth Century
Unit 3: Classic Australian Novels
Unit 4: Great German Novelists of the Twentieth Century
The four units are not designed to form a strongly cumulative sequence, and students will be able to start with any one of the four, and continue on through the remaining three units. There will, however, be some developing themes across the program, and students will be encouraged to start at either Unit 1 or Unit 3 in order to take full advantage of these continuities.

Each unit will study a small number of complete classic works of literature, intensively and in detail, giving primary attention to the language, structure and themes of the works themselves, but with some attention also being given to the traditions of critical interpretation surrounding them. The assessment requirements will reflect the primacy of focus on the works themselves in each unit.

Recommendation

8.4 The Arts, Education and Law Group Faculty Board is asked to consider the Full Program Proposal (2009/0003051) proposing to introduce the Graduate Certificate in Literary Classics through Open Universities Australia (OUA) from semester 1, 2010.

For consideration

9.0 ENGLISH LANGUAGE ENHANCEMENT SPECIAL PURPOSE SUBMISSION 2009/0003047 (FOR VARIATIONS TO ENGLISH LANGUAGE ENTRY REQUIREMENT CHANGES)
FACULTY OF EDUCATION TEACHER PREPARATION PROGRAMS

9.1 The Arts, Education and Law Group Faculty Board, on the recommendation of the Faculty of Education is asked to consider the attached Special Purpose submission 2009/0003047, proposing to vary the English Language Entry Requirements as stipulated in section 3.8 of the Admissions Policy for Undergraduate Programs for students seeking entry to teacher preparation programs accredited by the Queensland College of Teachers as follows:

1) Variation to clause 3.8.1 regarding English language test scores, requiring an academic IELTS of 7.0 on each academic area for admission. This score is higher than that currently in place (IELTS 6.5).

2) Variation to clause 3.8.2 regarding English language admission pathways, as follows:

- The only admission pathway for these programs is a requirement for international students to have a minimum of 2 years full-time equivalent study from the listed countries: Canada (excluding Quebec), New Zealand, Australia, Republic of Ireland, United States or United Kingdom instead of only 1 year of study (variation to clause i);
- No other admission pathways in 3.8.2 will be accepted.

These changes will be implemented from semester 1, 2010.

Recommendation

9.2 The Arts, Education and Law Group Faculty Board is asked to consider the Special Purpose submission (2009/0003047) proposing to vary the English Language Entry Requirements for students seeking entry to undergraduate teacher preparation programs accredited by the Queensland College of Teachers

For consideration
10.0 EDU SPECIAL PURPOSE SUBMISSION 2009/0003048
FACULTY OF EDUCATION POSTGRADUATE PRE-SERVICE TEACHING PROGRAMS

10.1 The Arts, Education and Law Group Faculty Board, on the recommendation of the Faculty of Education is asked to consider the attached Special Purpose submission 2009/0003048, proposing to vary the English Language Entry Requirements as stipulated in section 3.8 of the Admissions Policy for Coursework Postgraduate Programs for students seeking entry to pre-service teacher registration programs accredited by the Queensland College of Teachers as follows:

1) Variation to clause 3.0 regarding English Language Requirements, as follows:
   • The only admission pathway for these programs is a requirement for international students to have successfully completed tertiary study in one of the following countries: Canada (excluding Quebec), New Zealand, Australia, Republic of Ireland, United States or United Kingdom.
   • No other admission pathways in 3.0 will be accepted.

These changes will be implemented from semester 1, 2010.

Recommendation

10.2 The Arts, Education and Law Group Faculty Board is asked to consider the Special Purpose submission (2009/0003048) proposing to vary the English Language Entry Requirements for students seeking entry to pre-service teacher registration programs accredited by the Queensland College of Teachers.

For consideration

11.0 ENGLISH LANGUAGE ENHANCEMENT SPECIAL PURPOSE SUBMISSION 2009/0003053
(FOR VARIATIONS TO ENGLISH LANGUAGE ENTRY REQUIREMENT CHANGES)
GRIFFITH LAW SCHOOL UNDERGRADUATE PROGRAMS

11.1 The Arts, Education and Law Group Faculty Board, on the recommendation of the Griffith Law School to consider the attached Special Purpose submission 2009/0003053, proposing to vary the English Language Entry Requirements as stipulated in section 3.8 of the Admissions Policy for Undergraduate Programs for students seeking entry to Law programs as follows:

1) Variation to clause 3.8.2 regarding English language admission pathways, as follows:
   • The only admission pathway for these programs is a requirement for international students to have a minimum of 2 years full-time equivalent study from the listed countries: Canada (excluding Quebec), New Zealand, Australia, Republic of Ireland, United States or United Kingdom instead of only 1 year of study (variation to clause i);
   • No other admission pathways in 3.8.2 will be accepted.

This change will be implemented from semester 1, 2010.

Recommendation

11.2 The Arts, Education and Law Group Faculty Board is asked to consider the Special Purpose submission (2009/0003053) proposing to vary the English Language Entry Requirements for students seeking entry to all undergraduate Law programs.

For consideration
12.0  PRO VICE CHANCELLOR (AEL) RESEARCH EXCELLENCE AWARDS
VICE CHANCELLOR RESEARCH EXCELLENCE AWARDS

12.1 Earlier this year, Executive Group approved the establishment of Group Research Excellence Awards and the VC's Research Excellence Awards. Winners of the Group awards will automatically qualify for the Vice Chancellor's Research Excellence Awards, being held later in the year.

12.2 Nominations are currently being called for the inaugural Pro Vice Chancellor (Arts, Education and Law) Research Excellence Awards. In 2009, awards will be offered in the following categories:

1. A mid-career or senior researcher who has demonstrated an outstanding record of achievement in research. ($5,000)
2. An early career researcher who has shown exceptional promise in their development as a researcher. ($5,000)

One award will be made in each category. An additional Highly Commended award will be presented in each category, if the merit of other applicants is sufficiently high.

12.3 Further information about the Scheme can be found in the attached document.

SECTION II: MATTERS REQUIRING RATIFICATION OF EXECUTIVE ACTION

13.0  2009 FACULTY LEARNING AND TEACHING CITATIONS

13.1 The Arts, Education and Law Group Faculty Board is asked to ratify the executive action of the Deputy Deans (Learning & Teaching) of each Faculty in approving the 2009 Faculty Learning and Teaching Citations in accordance with the recommendations of the working party appointed to review the applications. The Board will wish to extend congratulations to the following Faculty staff:

Recipients of Education Faculty Learning and Teaching Citations

Ms Shiralee Poed, School of EPS (MG)
Associate Professor James Skinner, School of EPS (GC)
Dr Peter Grootenboer, School of EPS (GC)

The following applicants were considered to be equal in merit and share the 4th FLTC:
Dr Paula Jervis-Tracey, School of EPS (MG)
Dr Christine McDonald, School of EPS (MG)
Dr Sarah Prestridge, School of EPS (MG)

Recipients of Humanities and Social Sciences Faculty Learning and Teaching Citations

Dr Michael Haugh, School of Languages and Linguistics
Dr Paul Williams, School of Humanities

Recipients of Queensland College of Art Faculty Learning and Teaching Citation
Sonya Jewitt

Recipients of Law Faculty Learning and Teaching Citation
Ms Kylie Burns

For ratification
14.0 HUM MINOR CHANGE SUBMISSION 2009/0003022
1254 BACHELOR OF JOURNALISM

14.1 On the recommendation of the Faculty of Humanities and Social Sciences, the Chair has executively approved the Minor Change submission 2009/003022, proposing to withdraw the 1st year course, 1504ART Screen Production Processes from offer at the Gold Coast campus from semester 2, 2009.

For ratification

15.0 QCA MINOR CHANGE SUBMISSION 2009/0003024
1181 BACHELOR OF FINE ART

15.1 On the recommendation of the Queensland College of Art, the Chair has executively approved the Minor Change submission 2009/0003024, proposing to replace the course, 1212QCA Two and Three Dimensional Art and Design Practice with 1316QCA Issues of Contemporary Studio Practice.

For ratification

16.0 QCA MINOR CHANGE SUBMISSION 2009/0003025
1186 BACHELOR OF PHOTOGRAPHY

16.1 On the recommendation of the Queensland College of Art, the Chair has executively approved the Minor Change submission 2009/0003025, proposing to introduce the course 2410QCA Photo Discourse as a 2nd year Studio Foundation course in all three studio majors.

For ratification

17.0 GFS MINOR CHANGE SUBMISSION 2009/0003026
1338 BACHELOR OF GAMES DESIGN

17.1 On the recommendation of the Griffith Film School, the Chair has executively approved the Minor Change submission 2009/0003026 proposing the following changes:

- Replace 1212QCA Two and Three Dimensional Art and Design Practice with 2012GFC Concept Design;
- Replace 1213QCA Indigenous Art Protocols and Practice with 2101GFS Flash 2 - ActionScript and Sprite Games.

For ratification

18.0 QCA MINOR CHANGE SUBMISSION 2009/0003027
2037 BACHELOR OF FINE ART WITH HONOURS

18.1 On the recommendation of the Queensland College of Art, the Chair has executively approved the Minor Change submission 2009/0003027, proposing to replace the course 7020QCA Introduction to Studio Research with a ‘6’ coded course 6302QCA Introduction to Studio Research.

For ratification

19.0 EBL SPECIAL PURPOSE SUBMISSION 2009/0003028
5122 MASTER OF ARTS WITH HONOURS IN APPLIED LINGUISTICS

19.1 On the recommendation of the Faculty of Education, the Chair has executively approved the Special Purpose 2009/0003028 proposing to introduce an Honours

19.2 The School has identified that potential graduates of this degree are currently ineligible for an honours classification. The inclusion of the Honours Classification within the program’s Degree Requirement will bring this program in line with the majority of Honours programs within the university. It is proposed students graduating in 2009 will have the option of graduating under the present format or with an honours classification.

For ratification

20.0 QCA MINOR CHANGE SUBMISSION 2009/L0003029
1186 BACHELOR OF PHOTOGRAPHY

20.1 On the recommendation of the Queensland College of Art, the Chair has executively approved the Minor Change submission 2009/0003029, proposing the following changes to the Bachelor of Photography:

- Replace the course 1212QCA Tow and Three Dimensional Art and Design Practice with 1509QCA Type, Sign and Symbol;
- Withdraw the course 3804QCA Web Page Development;
- Change the title of the course 2808QCA News Photography to News and Ethics.

For ratification

21.0 QCA MINOR CHANGE SUBMISSION 2009/0003030
2041 BACHELOR OF PHOTOGRAPHY WITH HONOURS

21.1 On the recommendation of the Queensland College of Art, the Chair has executively approved the Minor Change submission 2009/0003030, proposing to replace the course 7020QCA Introduction to Studio Research with a ‘6’ coded course 6808QCA Introduction to Studio Research in the Bachelor of Photography Honours program from semester 2, 2009.

For ratification

22.0 QCA MINOR CHANGE SUBMISSION 2009/0003031
1189 BACHELOR OF DESIGN

22.1 On the recommendation of the Queensland College of Art, the Chair has executively approved the Minor Change submission 2009/0003031 proposing to replace the course 2535QCA Modelling for Design with 2518QCA Product CAD 3 in the Bachelor of Design from semester 2, 2009.

For ratification

23.0 EBL MINOR CHANGE SUBMISSION 2009/0003032
3020 GRADUATE CERTIFICATE IN SPECIAL EDUCATION
5114 MASTER OF SPECIAL EDUCATION

23.1 On the recommendation of the Faculty of Education, the Chair has executively approved the Minor Change submission 2009/0003032 proposing the following changes to the postgraduate offerings in Special Education:

- Change the title of the course 7221EBL, Curriculum for Student with Autistic Spectrum Disorder and Intellectual Impairment to Curriculum for Student with Autistic Spectrum Disorder and Intellectual Disability;
- Change the title of the course 7219EBL Understanding and Enhancing Communication to Enabling Communication;

23.2 These changes will ensure consistency with terminology and bring up to date the titles with literature both nationally and internationally.

For ratification

24.0 QCA MINOR CHANGE SUBMISSION 2009/0003033
1302 BACHELOR OF VISUAL MEDIA (DIGITAL MEDIA FROM 2010)

24.1 On the recommendation of the Queensland College of Art, the Chair has executively approved the Minor Change submission 2009/0003033, proposing the following changes to the Bachelor of Visual Media:
- Change the name of the course 2828QCA ePhotographic Practice 1A to News Photography 1;
- Change the name of the course 2829QCA ePhotographic practice 1B to News Photography 2;
- Change the name of the course 1212QCA 2D & 3D Art and Design Practice to Visual Strategies;
- Change the name of the course 2574QCA from 3D Modelling CAD 1 to Parametric Modelling 1;
- Change the title of the course 2575QCA from 3D Modelling CAD 2 to Parametric Modelling 2;
- Change the title of the course 2575QCA from 3D Modelling CAD 3 to Architectural Visualisation;
- Replace the course 2802QCA News Photography to 3807QCA Social Documentary;
- Replace the course 3822QCA Theory of Photographic Imaging Processing to eVisual Storytelling.

For ratification

25.0 QCA MAJOR CHANGE SUBMISSION 2009/0003034
1189 BACHELOR OF DESIGN

25.1 On the recommendation of the Queensland College of Art, the Chair has executively approved the Major Change submission 2009/0003034, proposing to introduce a 60CP elective major, Design Futures into the Bachelor of Design from semester 1, 2010.

25.2 This major has been developed to allow students to enrol in one of the core design majors of Visual Communication Design, Interior Design and Product Design and, upon progression into second year, suitable students can choose to undertake an Elective major in Design Futures. Strategically this still allows students to focus on their preferred major, but at the same time enables them to pursue a more advanced level of study that will prepare them to work as future designers in changing world. Students achieving a minimum GPA of 5.0 and/or aptitude in the first year of study will be considered for this major.

For ratification

26.0 QCA MAJOR CHANGE SUBMISSION 2009/0003044
1189 BACHELOR OF DESIGN

26.1 On the recommendation of the Queensland College of Art, the Chair has executively approved the Minor Change submission 2009/0003044, proposing to add the course 3548QCA Branding as an option in the Creative Communication elective specialisation.
For ratification

27.0 EBL MINOR CHANGE SUBMISSION 2009/0003046  
1051 BACHELOR OF EDUCATION – SECONDARY

27.1 On the recommendation of the Faculty of Education, the Chair has executively approved the Minor Change submission 2009/0003046 proposing to update the selection of elective courses in the English teaching area.

For ratification

28.0 QCA SPECIAL PURPOSE SUBMISSION 2009/0003049  
1181 BACHELOR OF FINE ART

28.1 On the recommendation of the Queensland College of Art, the Chair has executively approved the Special Purpose submission 2009/0003049, proposing to add a 30CP elective specialisation, Sculpture to the Bachelor of Fine Art.

For ratification

29.0 QCA MINOR CHANGE SUBMISSION 2009/0003050  
5284 MASTER OF DESIGN FUTURES

29.1 On the recommendation of the Queensland College of Art, the Chair has executively approved the Minor Change submission 2009/0003050, proposing to add a semester 1 intake to the program. Previously entry was restricted to semester 2 only.

For ratification

30.0 QCA ENGLISH LANGUAGE ENHANCEMENT SPECIAL PURPOSE SUBMISSION 2009/0007267  
1181 BACHELOR OF FINE ART

30.1 On the recommendation of the Queensland College of Art, the Chair has executively approved the Special Purpose submission 2009/0007267, proposing to introduce a compulsory 10CP English Language Enhancement Course to the Bachelor of Fine Art, as required by the Griffith University English Language Enhancement Strategy.

For implementation from semester 1, 2010.

For ratification

31.0 QCA ENGLISH LANGUAGE ENHANCEMENT SPECIAL PURPOSE SUBMISSION 2009/0003037  
1181 BACHELOR OF DESIGN

31.1 On the recommendation of the Queensland College of Art, the Chair has executively approved the Special Purpose submission 2009/0003037, proposing to introduce a compulsory 10CP English Language Enhancement Course to the Bachelor of Design, as required by the Griffith University English Language Enhancement Strategy.

For implementation from semester 1, 2010.

For ratification
32.0 **QCA ENGLISH LANGUAGE ENHANCEMENT SPECIAL PURPOSE SUBMISSION**  
2009/0007269  
1181 BACHELOR OF ARTS IN APPLIED THEATRE

32.1 On the recommendation of the School of Education and Professional Studies (Brisbane, Logan), the Chair has executively approved the Special Purpose submission 2009/0007269, proposing to introduce a compulsory 10CP English Language Enhancement Course to the Bachelor of Arts in Applied Theatre, as required by the Griffith University English Language Enhancement Strategy.

For implementation from semester 1, 2010.

For ratification

33.0 **GFS ENGLISH LANGUAGE ENHANCEMENT SPECIAL PURPOSE SUBMISSION**  
2009/0007270  
1338 BACHELOR OF GAMES DESIGN

33.1 On the recommendation of the Griffith Film School, the Chair has executively approved the Special Purpose submission 2009/0007270, proposing to introduce a compulsory 10CP English Language Enhancement Course to the Bachelor of Games Design, as required by the Griffith University English Language Enhancement Strategy.

For implementation from semester 1, 2010.

For ratification

34.0 **QCA ENGLISH LANGUAGE ENHANCEMENT SPECIAL PURPOSE SUBMISSION**  
2009/0007271  
1181 BACHELOR OF PHOTOGRAPHY

34.1 On the recommendation of the Queensland College of Art, the Chair has executively approved the Special Purpose submission 2009/0007271, proposing to introduce a compulsory 10CP English Language Enhancement Course to the Bachelor of Photography, as required by the Griffith University English Language Enhancement Strategy.

For implementation from semester 1, 2010.

For ratification

35.0 **GFS ENGLISH LANGUAGE ENHANCEMENT SPECIAL PURPOSE SUBMISSION**  
2009/0007272  
1179 BACHELOR OF ANIMATION

35.1 On the recommendation of the Griffith Film School, the Chair has executively approved the Special Purpose submission 2009/0007272, proposing to introduce a compulsory 10CP English Language Enhancement Course to the Bachelor of Animation, as required by the Griffith University English Language Enhancement Strategy.

For implementation from semester 1, 2010.

For ratification
36.0 QCA ENGLISH LANGUAGE ENHANCEMENT SPECIAL PURPOSE SUBMISSION
2009/0007273
1284 BACHELOR OF FILM AND SCREEN MEDIA PRODUCTION

36.1 On the recommendation of the Griffith Film School, the Chair has executively approved the Special Purpose submission 2009/0007273, proposing to introduce a compulsory 10CP English Language Enhancement Course to the Bachelor of Film and Screen Media Production, as required by the Griffith University English Language Enhancement Strategy.

For implementation from semester 1, 2010.

For ratification

37.0 QCA ENGLISH LANGUAGE ENHANCEMENT SPECIAL PURPOSE SUBMISSION
2009/0007274
1302 BACHELOR OF DIGITAL MEDIA

37.1 On the recommendation of the Queensland College of Art, the Chair has executively approved the Special Purpose submission 2009/0007274, proposing to introduce a compulsory 10CP English Language Enhancement Course to the Bachelor of Digital Media, as required by the Griffith University English Language Enhancement Strategy.

For implementation from semester 1, 2010.

For ratification

38.0 COURSE OUTLINES

38.1 The following course outlines for new courses and courses with major changes have been executively approved by the relevant Deans, Deputy Deans (L & T) and Directors of each element:

- 1112HUM Great Books A (Major Changes)
- 1510HUM Introduction to Public Relations (New Course)
- 2608HUM Islamic Banking and Finance (New Course)
- 2704HUM Culture, Community and Enterprise (New Course)
- 1012CCJ Police, Courts and Criminal Law (New Course)
- 2011CCJ Offender Profiling (New Course)
- 2529HUM Shorthand for Journalists (New Course)
- 3013HUM Curating the Everyday (New Course)
- 3013HUM Curating the Everyday (New Course)
- 3733QCM Music Industry Internship (WIL) C (Major Changes)
- 1162QCM Live Performance Project (New Course)
- 7050LAW Employment and Industrial Relations Practice
- 7053LAW Administrative Law
- 7043LAW Trust and Office Accounting
- 3002LAW Corporate Governance & Regulation
- 5121LAW Banking & Finance Law
- 3003LAW Negligence and Accident Compensation
- 5035LAW Health Care Law
- 5163LAW Succession
- 5169LAW Australian Climate Law in Global Context
- 5031LAW Semester in Practice
- 1012LAW Introduction to Legal Theory
- 2002LAW Constitutional Law
- 4032LAW The Principles of Criminal Law
• 4022LAW Evidence
• 4042LAW Theories of Law and the Environment (Major Changes)
• 1012LAW Introduction to Legal Theory
• 2013LAW Introduction to Torts
• 5000LAW Interdisciplinary Research Project
• 3012LAW Property Law 2: Bureaucratisation of Property Interests
• 2011LAW Trusts
• 1015LAW Contract & Civil Obligations 2
• 7134LAW Applied Migration Law & Practice
• 7132LAW Australia’s Visa System
• 7131LAW Australian Migration Law & MARA
• 7133LAW Visa Compliance, Cancellation and Review
• 7041LAW Civil Litigation Practice
• 7153LAW Ethics & Professional Responsibility
• 4042LAW Theories of Law and the Environment (Major Changes)
• 5174LAW Negotiating Legal & Commercial Disputes (New Course)
• 5166LAW Innocence Project
• 5029LAW Workplace Law
• 2103LAW Sports Law
• 7051LAW Planning and Environment Law and Practice
• 7140LAW Criminal Law Practice
• 7045LAW Wills and Estates Practice
• 3012LAW Property Law 2: Bureaucratisation of Property Interests
• 5169LAW Negotiating Legal & Commercial Disputes (New Course)
• 5166LAW Innocence Project
• 5029LAW Workplace Law
• 2103LAW Sports Law
• 7051LAW Planning and Environment Law and Practice
• 7140LAW Criminal Law Practice
• 7045LAW Wills and Estates Practice
• 3012LAW Property Law 2: Bureaucratisation of Property Interests
• 5169LAW Negotiating Legal & Commercial Disputes (New Course)
• 2239EBL Construction Systems 2 (Major Changes)
• 7218EBL Senior Phase Health & Physical Education Curriculum (Major Changes)
• 4011EBL Philosophy & Values in Education
• 4143EBL Instructional Design Strategies
• 4195EBL Reading and Listening Strategies (Special Needs) (Major Changes)
• 3241EPS_P1 Thesis - Literature Review (Major Changes)
• 1017EBL Learning & Teaching in the Early Years (Major Changes)
• 2435QCA Visual Culture & Consumerism (New Course)
• 2436QCA The Body in Visual Culture (New Course)
• 3358QCA Painting Elective B (New Course)
• 1209QCA Reading the Visual (Major Changes)
• 3508QCA Computer Modelling of Furniture (New Course)
• 7624GFS Industry Practice (Internship Project) (Major Changes)
• 1710GFS Film and Television: mid-20th Century to Present (New Course)
• 2712GFS Asia Pacific Film (New Course)
• 2107GFS Visual Story (New Course)
• 6004QCA_P2 Honours Research Paper (New Course)
• 3831QCA Publication (New Course)
• 6202QCA_P3 Honours Studio Research Project (New Course)
• 6202QCA_P4 Honours Studio Research Project (New Course)
• 3837QCA Introduction to Documentary Practice (New Course)
• 2520QCA Interior Design Modelling CAD 2 (Major Changes)
• 2576QCA Furniture Prototyping (Major Changes)
• 1213QCA Indigenous Art, Protocols & Practice (Major Changes)
• 3519QCA Furniture Design (Major Changes)
• 2802QCA Photographic Art Practice II (Major Changes)
• 2599QCA Structure and the Environment (New Course)
• 1316QCA Issues of Contemporary Studio Practice (New Course)
• 1708GFS Editing (Major Changes)

For ratification

39.0 PROGRAM CONVENORS AND FIRST YEAR ADVISORS

39.1 The following program convenor and first year advisor appointments have been executively approved by the relevant Deans, Deputy Deans (L & T) and Directors of each element:

Program Convenors
3211 GCert in Crime Analysis – Professor Richard Wortley
3152 GCert in CCJ – Professor Richard Wortley
3154 GCert in Forensic Mental Health – Professor Richard Wortley
5189 Master of CCJ – Professor Richard Wortley
5191 Master of CCJ (Hons) – Professor Richard Wortley
5416 Master of Forensic Mental Health – Professor Richard Wortley
2022 Bachelor of Criminology and Criminal Justice with Honours – Professor Richard Wortley
3025 Grad Cert TESOL - Dr Ron Holt
4035 GDip Primary - Dr Barbara Garrick
5121 MTeach Primary - Dr Barbara Garrick
5434 MTeach Sec – Dr Peter Grootenboer
1049 BEd Primary – Dr Allan Edwards
6020 EdD – Dr Ray Brown

For ratification
SECTION III: MATTERS FOR NOTING AND WHERE APPROPRIATE, ACCEPTANCE OF RECOMMENDATIONS

40.0 AUSTRALIAN LEARNING AND TEACHING COUNCIL AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

40.1 The Citations for Outstanding Contributions to Student Learning form part of the Australian Learning and Teaching Council Australian Awards for University Teaching. The Citations are awarded to academic staff, general staff, sessional staff or institutional associates who have made a significant contribution to the quality of student learning in a specific area of responsibility over a sustained period. This year Griffith was placed equal first nationally with the University of Melbourne, with nine Griffith staff or staff teams receiving Citations. These awards join a long tradition of acknowledgement for Griffith's innovative and engaging teachers and student support staff.

40.2 Congratulations are extended to the following award recipients:

**Associate Professor Paul Bates**, Griffith Aviation  
*For visionary leadership in designing and delivering student centred, industry driven, aviation education for the 21st century*

**Dr Eddo Coiacetto**, Griffith School of Environment  
*For preparing astute, resilient and values-driven planners for the challenges of making a better world*

**Dr Don Lebler**, Queensland Conservatorium  
*For developing assessment innovations in music courses to enhance students' critical reflection skills in addition to achieving the musical goals of a conservatorium education*

**Professor Michael Balfour**, School of Education and Professional Studies  
*For inspiring students to make connections between theatre and real-world problems and motivate them to recognise and develop their own potential to make a difference*

**Associate Professor Anna Stewart**, School of Criminology and Criminal Justice  
*For leadership in the development and implementation of a university wide evidence-based response for the prevention and management of student academic misconduct*

**Dr Jock Macleod**, School of Humanities  
*For innovative and sustained curriculum and program leadership for change in the Humanities*

**National Indigenous Cadetship Program**, Jenny O'Neill and Tony Lyons, Student Services  
*For a nationally recognised, sustained and successful program that has increased work-integrated learning and employment opportunities for Indigenous students, enhancing their personal and professional development*

**Dr Analise O'Donovan**, School of Psychology  
*For optimising effective client outcomes through leadership and effective professional development for the next generation of psychologists*

**Succeeding@Griffith**, Associate Professor Alf Lizzio, School of Psychology; Dr Lynn Burnett, GIHE; Joanna Peters, Louis Albert and the University-wide Succeeding@Griffith team
For sustained commitment to enhancing the transition to higher education through the implementation of Succeeding@Griffith, an Institution-wide evidence-based First Year Experience program

For noting

41.0 2010 GRIFFITH GRANTS FOR LEARNING AND TEACHING

41.1 The Acting Pro Vice Chancellor (Quality and Student Outcomes) has forwarded advice that the Griffith Grants for Learning and Teaching scheme is open for submissions for grants for commencement in 2010. Up to $550,000 has been made available for grants that support the University’s strategic priorities as outlined in Academic Plan 3: Learning for Success.

41.2 In this round the University would particularly welcome applications that focus on quality enhancement through an emphasis on embedding and evaluating current University priorities and initiatives including:

- Retention and the student experience
- Graduate employment outcomes
- Student equity and diversity
- Projects that implement Succeeding@Griffith
- Assessment
- Work integrated learning
- Blended Learning
- Internationalisation

41.3 The grants scheme provides a two-tiered approach for supporting innovation in learning and teaching:

- Strategic Grants (Levels 1 and 2) - allocated by the University-wide Learning and Teaching Committee; and
- Innovation and Best Practice Grants (Levels 3 and 4) - allocated by Group/Faculty Learning and Teaching Committees.

The four levels of grants offered are:

1. Level 1 - Strategic University wide projects (two years duration, up to $150,000).
2. Level 2 - Strategic Faculty/Group/Discipline based projects (one to two years duration, up to $50,000).
3. Level 3 - School/Program based projects (one year duration, up to $20,000).
4. Level 4 - Individual/Course based projects (one year duration, up to $5,000).

41.4 Full details of the scheme outlining the scope, focus, and selection criteria for each level of grant, and application process are outlined in the Griffith Grants for Learning and Teaching Guidelines. The Guidelines, Expression of Interest and Application templates are available on the Learning and Teaching website at:


Resources to help with applying for Griffith Grants and Awards and ALTC Grants and Awards are available via the Learning@Griffith Learning and Teaching Awards and Grants Organisation. Select the Organisations tab and search using the term grants and awards to find this site.
Queries regarding GIHE support for writing applications should be directed to Chris Grimmer, C.Grimmer@griffith.edu.au on 27046. Queries regarding the grants scheme and documentation should be directed to Rae-Anne Locke, R.Locke@griffith.edu.au on 57945

For noting

42.0 PROGRAMS COMMITTEE 2008 ANNUAL REPORT

The Faculty Board is asked to note the attached 2008 Programs Committee Annual Report.

For noting

43.0 OTHER BUSINESS

44.0 NEXT MEETING

The next meeting of the Arts, Education and Law Group Board will be held on Thursday 6 August at 9.30am via video-conference between room -1.18, Business 2 (N72) Nathan campus and room 3.01, Multimedia building (G23), Gold Coast campus.

The remaining meetings of the AEL Group Faculty Board are as follows:

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<tr>
<th>Date</th>
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<tr>
<td></td>
<td>Nathan</td>
<td>Gold Coast</td>
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<tr>
<td># Friday 9 October</td>
<td>N54_2.06 (Bray Centre)</td>
<td>G34_1.04 (The Chancellery)</td>
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<td>Thursday 26 November *</td>
<td>N54_2.06 (Bray Centre)</td>
<td>G34_1.04 (The Chancellery)</td>
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# NOTE: The October meeting is on Friday the 9th and will begin at 9.00am (due to room being booked at 12noon for another meeting)

* Meeting will only proceed if business arises