1. Call to Order .............................................................................................................. David Atkinson
2. Confirmation of Agenda
3. Approval of Minutes (May 31, 2010)
4. Chair’s Report ........................................................................................................... David Atkinson
5. Senate Executive Committee .................................................................................. David Atkinson
   5.1. Empower Executive for July and August
6. Senate Governance Committee (No Report) .......................................................... Dana Cserepes
7. Senate Nominating Committee (No Report) ............................................................. Mary Androsiuk
8. Senate Standing Committee on Academic Planning & Priorities ......................... Wade Deisman
9. Senate Standing Committee on Curriculum ............................................................ Takashi Sato
   9.1. Pilot Project with Maple Ridge/Pitt Meadows SD 42
   9.2. Program Revision: Bachelor of Journalism
   9.3. Program Revision: Associate of Arts in Anthropology
   9.4. Full Program Proposal: Bachelor of Music in Musical Arts
   9.5. Full Program Proposal: Bachelor of Arts Sociology Major
10. Senate Standing Committee on the Library (No Report) ......................................... Stephanie Howes
11. Senate Standing Committee on Policy Articulation (No Report) ............................ Dana Goedbloed
12. Senate Standing Committee on Program Review ................................................... Carolyn Robertson
   12.1. Action Plan: Psychology (4 Programs)
   12.2. Action Plan: English Language Studies Program
13. Senate Standing Committee on Tributes (No Report) .............................................. Joel Murray
14. Senate Standing Committee on the University Budget (No Report) ....................... Harj Dhaliwal
15. Senate Task Force on Academic Rank & Advancement ........................................ Takashi Sato
16. Extended Reading Break Variance Task Force ...................................................... Takashi Sato
17. Approval of Graduates ............................................................................................ Jody Gordon
18. Presentation of the Dean’s Honour Roll Recipients Spring 2010 ............................. Jody Gordon
19. Items for Discussion

20. Next Meeting: September 27, 2010, 4:00 pm

21. Adjournment
Issue: Approval of the minutes of the May 31, 2010 regular Senate meeting

For approval: That Senate approve the minutes of the May 31, 2010 regular Senate meeting
1. **Call to Order**
   David Atkinson called the meeting to order at 4:05 pm.

2. **Confirmation of Agenda**
   Moved by Geoff Dean, seconded by Bob Davis, that Item 6.1, Faculty of Humanities Proposed Search & Hiring Process, be removed from the agenda.
   MOTION DEFEATED

   Moved by Derek Robertson, seconded by Wade Deisman, that Senate approve the agenda.
   MOTION CARRIED

3. **Approval of Minutes (April 26, 2010)**
   Moved by Takashi Sato, seconded by Larissa Petrillo, that Senate approve the minutes of the April 26, 2010 meeting.
   MOTION CARRIED

4. **Chair’s Report**
   David Atkinson reported that he has been tasked by the Board of Governors with the development of an institutional vision statement. A committee has been struck to assist with this, as well as drafting of a green paper on the definition of Polytechnic.
5. **Senate Executive Committee**

5.1. **Family Campaign Presentation**

Jeff Norris, Chief Advancement Officer, reported that various stakeholders within Kwantlen, including Faculty, Staff and the Board of Governors contribute to the Family Campaign annually, providing direct assistance to our students. For the 2010 campaign, the Office of Advancement is talking to leadership bodies at Kwantlen about their support.

Moved by Wade Deisman, seconded by Kenneth Hughes, that Senate set up an award named the Kwantlen Senate Award and that senators participate in the funding of the award.

Amendment moved by Betty Cunnin, seconded by Jan Penhorwood, that an award named the Kwantlen Senate Award be established and that all members of the Kwantlen community may participate in the funding of the award.

**AMENDMENT CARRIED**

**AMENDED MOTION CARRIED**

5.2. **Dean’s Medals**

David Atkinson reported that on May 19, 2010, as a matter of urgent business requiring Senate approval between Senate meetings, the Senate Executive Committee approved criteria for awarding Dean’s Medals to facilitate the awards being available in time for the June 2010 Convocation. The Senate Tributes Committee previously determined the criteria at their June 16, 2009 meeting; however, the item had not yet come forward to Senate for approval. These awards will go to outstanding students in each Faculty at the Spring 2010 Convocation in addition to current awards.

Moved by Ken Hughes, seconded by Bob Davis, that Senate ratify the Senate Executive Committee’s decision regarding the awarding of Dean’s Medals with the following criteria:

- Dean’s Medals will be conferred on graduates of a Faculty
- One Dean’s Medal per Faculty will be conferred at the June Convocation. Other awards can be determined by Faculties, Academic Councils, etc., and conferred at separate ceremonies.
- Criteria for Dean’s Medals will normally be highest GPA and one of the following:
  - Community service
  - Support of other students and the learning environment
  - Significant contributions to their field of study
- The review process for each Faculty will be determined by the Dean

**MOTION CARRIED**

5.3. **Senate Meeting Package Distribution**

Instances of senators not receiving their Senate agenda package in a timely fashion have been an issue. Item 2.10 in the Senate bylaws states: *A proposed agenda and supporting material for any meeting shall be circulated to Senate members not fewer than two working days prior to any meetings.*

Moved by Bob Davis, seconded by Jan Penhorwood, that the number of allowable working days for circulation of Senate agenda packages be referred to the Senate Executive Committee for review.

**MOTION CARRIED**

6. **Senate Governance Committee**

6.1. **Faculty of Humanities Proposed Search & Hiring Process**

The Faculty of Humanities proposal was adopted by the Humanities Council and subsequently forwarded by the Senate Governance Committee for Senate approval.

Moved by Takashi Sato, seconded by Mazen Guirguis, that Senate endorses, subject to the University Act Section 40 (c), the proposed search and hiring process of the Faculty of Humanities.
Moved by Bob Davis, seconded by Geoff Dean, that the item be tabled.  
MOTION DEFEATED

Moved by Betty Cunnin, seconded by Jan Penhorwood to request a roll call vote on the item.  
MOTION DEFEATED

Moved by Wade Deisman, seconded by Geoff Dean, that Senate refer the item to the Senate Committee on Academic Planning & Priorities with the intent that the committee will organize an afternoon information session.  
MOTION DEFEATED

Moved by Rob Adamoski, seconded by Brian Carr that Senate refer the item back to the Senate Governance Committee with the intent that the Governance Committee will organize an information session and educational opportunity for faculty that focuses on the issues germane to the original motion.  
MOTION CARRIED

Amendment moved by Arthur Coren, seconded by Derek Robertson, that Senate refer the item back to the Senate Governance Committee with the intent that the Governance Committee will organize an information session and educational opportunity for faculty that focuses on the issues germane to the original motion, and report back at the October 2010 Senate meeting.  
MOTION CARRIED

MAIN MOTION moved by Art Coren, seconded by Derek Robertson, to add “and report back to Senate at the October 2010 meeting.”  
MOTION CARRIED

7. Senate Nominating Committee
   7.1. Approval of membership of Senate Task Force on Academic Rank and Advancement  
Moved by Mary Androsiuk, seconded by Betty Cunnin that the Senate approve the following as members of the Senate Task Force on Academic Rank and Advancement:

   Academic & Career Advancement
   Sarah Hickinbottom
   Christina Pikios
   Social Sciences
   Colin Green
   Kevin Hamilton

   Business
   Tony Capuccinello
   Don Reddick
   Science & Horticulture
   Tony Puddicombe
   Don Mathewson

   Community & Health
   Sue Liptrot
   Dianne Symonds
   Trades & Technology
   Gerard Laverty
   Doug Wiebe

   Design
   Lucie Gagné
   Marge Damon
   Faculty who are not members of a Faculty
   Alice MacPherson
   Susan Morris

   Humanities
   Heather Harrison
   Constanza Rojas-Primus

MOTION CARRIED
8. Senate Standing Committee on Academic Planning & Priorities
   Moved by David Atkinson, seconded by Jody Gordon, that congratulations be extended to Wade Deisman on his recent marriage.
   MOTION CARRIED

9. Senate Standing Committee on Curriculum
   9.1. CADD Technologies: Articulation Agreements
   Moved by Takashi Sato, seconded by Bob Davis that Senate approve the CADD Technologies Articulation Agreements.
   MOTION CARRIED
   9.2. Bachelor of Interior Design: Graduation Requirements (4th Year Studio Course)
   A change in the final (fourth year) studio course graduation requirement to achieve a grade of B- is proposed.
   Moved by Takashi Sato, seconded by Kenneth Hughes that Senate approve that students in the Bachelor of Interior Design program must achieve a grade of B- (68-71%) in the final (fourth year) studio course for the purpose of graduation.
   MOTION CARRIED
   9.3. Bachelor of Interior Design: Program Revision
   The program will revert to two earlier courses, revising and renaming both courses.
   Moved by Takashi Sato, seconded by Cathy MacDonald, that Senate approve the revision of the Bachelor of Interior Design program.
   MOTION CARRIED

10. Senate Standing Committee on the Library
    A written report was received for information.

11. Senate Standing Committee on Policy Articulation
    11.1. Policy B14, Prior Learning Assessment and Transfer Credit
    Item comes to Senate at Step 18 of the Policy Protocol for review and approval for distribution.
    Moved by Takashi Sato, seconded by Larissa Petrillo, that Senate grant preliminary approval to draft Policy B14, Prior Learning Assessment and Transfer Credit, for distribution to the University community for comment.
    MOTION CARRIED
    11.2. Policy E19, Honorary Degrees and Awards
    Item comes to Senate at Step 26 of the Policy Protocol for approval to circulate.
    Moved by Takashi Sato, seconded by Geoff Dean, that Senate approve draft policy E19, Honorary Degrees and Awards, for distribution to the University community along with a “Notice of Motion” prior to final approval by Senate.
    MOTION CARRIED

12. Senate Standing Committee on Program Review
    A written report was received for information.

13. Senate Standing Committee on Tributes (No Report)

14. Senate Standing Committee on the University Budget (No Report)
15. Approval of Graduates
   Moved by Derek Robertson, seconded by Claudette Kelly, that Senate approve the graduates to May 31, 2010 and empower the Registrar to approve graduates between the May and September Senate meetings.
   MOTION CARRIED

16. Evaluation of Meeting Space
   This meeting of Senate was held at Richmond campus for the first time. The intention is to hold Senate meetings on each campus to exercise fairness and equity, and to utilize all campuses.

   Moved by Joel Murray, seconded by Kenneth Hughes, that Senate hold a minimum of one meeting a year on every campus.
   MOTION CARRIED

17. Items for Discussion
   17.1. Convocation
   2010 Spring Convocation will take place on June 10 and 11, with 4 ceremonies. Kwantlen Dean’s Medals will be granted for the first time.

   17.2. Ike Barber Endowment
   Judith McGillivray will arrange the terms and conditions of the fund, and details are planned to be concluded by end of August. Mr. Barber’s principles around waste of human capital which in turn creates a drain on society will guide the administration of the fund in efforts to help underserviced or struggling members of the community gain access to post-secondary education at Kwantlen.

18. Next Meeting: June 28, 2010, 4:00 pm, Cedar 2110

19. Adjournment: 5:50 pm.
Issue: Empowering the Executive Committee for July and August, 2010

For Information: From the Executive Committee mandate:
“Senate annually, at the last meeting of the academic year, empowers the Executive to act for Senate on urgent items of regular business during the months of July and August. Notice of any meetings of the Executive held under this authority (except those called for the purpose of dealing with its own regular business) shall be given to all members of Senate who may attend and vote. Any actions under this authority are reported to Senate at its next meeting.”

For approval: That Senate empower the Executive to act for Senate on urgent matters of regular business during the months of July and August.
For Information: Polytechnic Status
As reported by the President earlier this year, the Minister of Advanced Education has indicated that she would like to see and would be prepared to consider a plan which clearly spells out how Kwantlen intends to develop itself in a more ‘polytechnic’ direction. This is an enormous opportunity for us to take a giant step forward in relation to that designation and it seems clear that significant dividends may accrue to Kwantlen if we develop a realistic plan that gets good traction from government and with the community. However, the September deadline is short, and the amount work is significant. At the last meeting, the Committee gave consideration how to best break down and organize the initial heavy-lifting work associated with developing such a plan.

We have now created three subcommittees (with attendant team leaders) which we expect will lay the preliminary groundwork for a second stage of discussion within the institution which would be driven by a green paper. The three sub-committees are:

**Foundations** (the key principles and practices underlying polytechnic learning);

**Programming** (identify additional program offerings consistent with the polytechnic mandate) and **Infrastructure** (review internal and external technology related to polytechnic mandate). The anticipated work load of each committee is approximately six meetings over the course of the next three months. We are currently in the process of populating these committees and would like to invite all members of the Senate to forward suggestions.

Academic Planning
The Committee is mindful of the new timelines associated with academic planning and priority setting and has agreed to co-organize (with the Centre for Academic Growth) a one day Fall workshop for Faculty Council members to develop planning capacities and a better understanding of how to work with University wide priorities and what they mean at the divisional level.

Formation of a New Faculty
On June 25, the Committee will meet with representatives from the School of Horticulture, The Institute for Sustainable Horticulture and Environmental Protection regarding the possibility of their separating from the Faculty of Science in order to form their own Faculty. This first meeting is preliminary in orientation and is expected to provide the Committee with an opportunity to look at the policies that are currently in development around this issue.

Town Hall Institutional Change Series
Finally, the Committee is working on the development of a series of town hall meetings devoted to institutional change. We welcome suggestions as to possible topics.
Issue: Senate Standing Committee on Curriculum

For Information: The Senate Standing Committee on Curriculum met on June 2 and June 9, 2010

June 2, 2010
The committee approved the commencement of the University Academy in September 2010 as a pilot project.

The committee approved the program concept for a Bachelor of Arts (Minor) in Counselling.

The committee approved a revision to the Bachelor of Journalism.

The committee approved a revision to the Associate of Arts in Anthropology.

June 9, 2010
The committee approved the full program proposal for a Bachelor of Music in Musical Arts.

The committee approved the full program proposal for a Bachelor of Arts Sociology Major.
Issue: A proposed University Academy concept between Maple Ridge/Pitt Meadows SD 42 and Kwantlen Polytechnic University.

For Information: The Academy would commence in September 2010 as a two year pilot model.

For approval: 1) That Senate approve within the terms of this proposal the commencement of the University Academy in September 2010 as a pilot project between the University and School District 42 under a formal Memorandum of Understanding.

2) That an annual report of progress and outcomes be tabled with Senate in June 2011 and June 2012 before the pilot project is approved as an ongoing secondary school to university transition offering of the University and before the Academy model is extended to include other school districts.
A Proposal to Commence a University Academy ‘Pilot’ Project
with the
Maple Ridge/Pitt Meadows School District 42

Recommendation

That within the terms of this proposal Senate approves the commencement of the University Academy in September 2010 as a pilot project between the University and School District 42 under a formal Memorandum of Understanding.

That Senate require an annual report of progress and outcomes be tabled with Senate in June 2011 and June 2012 before the pilot project is approved as an ongoing secondary school to university transition offering of the University and before the Academy model is extended to include other school districts.

Policy Context
The Academy pilot project is proposed within the University’s framework of academic policies.
   Concurrent Studies
   Learner Support

Purpose
The purpose of the Academy model is

• The provision of an early start to students of a university education while completing the Dogwood Diploma
• The establishment of a transitional pathway to university generally and KPU specifically
• The introduction of a recruitment strategy with a specific SD that will begin before students reach Grade 12 or graduate and include specifically designed campus tours and advisement about university degree program options and related career opportunities
• The introduction of an educational opportunity that has the potential to increase participation rates in university and the transition rate of Grade 12 graduates to university in the year of their graduation from secondary school
• The provision of an opportunity for students to clarify their educational and career interests relative to a university education and to obtain advance standing should they decide to transfer
• The retention of talented youth in a south Fraser Valley university like KPU and also within the growing labour market of the Valley region

Background
Maple Ridge/Pitt Meadows SD 42 proposed a University Academy concept that would establish a transitional pathway for secondary students planning to continue their education at the post secondary level, or, in this case, Kwantlen Polytechnic University. The Academy would commence in September 2010 as a two year pilot model to be continued on the basis of a satisfactory assessment relative to intended academic outcomes.

The University Academy Model
The Academy model provides a cohort of 25 students with the opportunity to complete 8 Grade 12 courses over 2 years while concurrently taking 4 university level degree credit courses per year over the same period of 2 years for a total of 8 university courses or 24 credits. The 4 Grade 12 courses taken
annually would be scheduled in a linear fashion, that is, the conventional September to June calendar. The 4 university courses would be offered on a semester basis – 2 courses in the fall with the 2 remaining courses in the spring semester. Students completing the 2 year cohort program successfully would receive their Dogwood Diploma and a transcript with 24 credits. Students would be classified as SD 42 students and KPU students under a partnership arrangement to be approved by Senate under the concurrent studies policy. Students will require KPU student identity cards. The program would commence in September 2010 with the offering of the first year followed by a full assessment of performance and, assuming a satisfactory assessment, the offering of the 2nd year in September 2011.

Course Options
Discussions with SD 42 have resulted in the identification of several university courses that might be offered in the 1st and 2nd years of the Academy program. The specific courses will have to be decided among the Faculties should the University proceed with the proposal following the conclusion of procedural consultations. Following is a sample of the courses that were identified and that might be considered for inclusion during the 1st year.

- English
- Micro Economics
- Introductory Psychology
- Introductory Philosophy
- Philosophy – Logic, Reasoning and Critical Thinking
- Introductory Anthropology
- Marketing
- Organizational Behavior
- Introductory Sociology
- Business – Fundamentals of Management

The university courses will be scheduled in either the Monday - Wednesday or Tuesday - Thursday time block to accommodate the students’ high school courses and the University calendar. Additional discussion is needed regarding course offerings and the final course schedule.

Course Schedule
In the first year of the two year pilot, SD 42 would schedule Grade 12 classes within a conventional secondary school year while the University would schedule courses on a semester basis. In year two, SD 42 would schedule on a semester basis. SD 42 in the process of transitioning from a calendar year schedule to a semester schedule.

Location
The Academy will be housed in an SD 42 school that was closed this year by the Board of Trustees and is currently undergoing renovations in order to house new SD operations. Discussions of these renovations included a KPU request for electronic or ‘media rich’ classrooms. The University will assume the selection of faculty members according to the final selection of courses, and arrangements for travel and meals when appropriate, and other costs related directly to the operation of the Academy. While subject to confirmation with SD 42, it is possible that KPU faculty members teaching in the Academy will have to agree to a criminal record search.
**Supplementary Collaborative Activities**
In addition to discussions about the Academy, discussions focused on other relationships that would serve to supplement the primary initiative and extend the formative relationships between KPU and SD 42. Included, and subject to further dialogue and planning by KPU recruitment staff and Faculties, are the following:

- Planned campus events
- Campus tours, degree program advisement and career advisement at the Faculty level
- Faculty of Business case competitions for secondary students in 1 or more fields of special interest, e.g., Project Management
- Recruitment intervention arranged for KPU at the elementary school level with teachers, students, and parents
- Supplemental Instruction
- Mentorship Program
- Advisement

**Financial Feasibility**
In a meeting with the Deputy Superintendent to address the details of the Academy concept and a possible commencement in September 2010 it was determined that a pilot is financially and academically feasible within a full partnership between KPU and SD 42. The model will be sustained by the per seat grant of $700.00/student provided by the Ministry of Education. In lieu of student tuition fees SD 42 will provide KPU with $50,000.00 annually to fund the instructional costs, that is, $12,500/KPU course/semester to cover instructional costs based on the Ministry of Education grant formula. Assuming a mutually satisfactory Year 1 pilot with or without necessary amendments, KPU could reasonably expect to continue with Year 2, i.e., an additional 4 courses. Should the Academy become fully operational and continuous, it would require 8 university courses per year at an annual instructional cost of $100,000 excluding incremental adjustments going forward.

**Review Process to Date**
This proposal was presented to the Deans and their respective Faculties for consideration and concurrently was presented to professional academic support areas having a primary interest in the initiative, e.g., Recruitment, Registrar, and Finance. The Deans’ Council supported the proposal. The proposal was presented to the President’s Group and received approval pending the agreement of the Faculties and Deans and the approval of Senate.

May 3, 2010/njm/langley
Issue: Approval of revisions to the Bachelor of Journalism

For Information: The revision to align the Bachelor of Journalism program with the Bachelor of Arts program will allow Journalism students more options than the current cohort based program

For approval: That Senate approve the revision to the Bachelor of Journalism program
MEMORANDUM

TO: Senate Standing Committee on Curriculum

CC:

FROM: Beverley Sinclair, Chair, Journalism

DATE: May 25, 2010

SUBJECT: Revisions to Bachelor of Journalism

Proposal: Align the Bachelor of Journalism program with the Bachelor of Arts model (implementation Fall 2011)

Rationale: Kwantlen's Journalism department has two primary goals: to provide aspiring journalists with the skills they need as the role and practice of journalism evolves; to provide the general student population with the skills they need to be informed and effective citizens in the face of the information overload that bombards us all.

The role and practice of journalism have changed dramatically and quickly in the past several years. The core skills that our students have always received (such as writing, interviewing, research and photography) remain the same, but technological changes in the dissemination of information have altered how journalists and others find and deliver information and how consumers receive it.

These changes require revisions to our program to prepare our students for a changed media world. Aspiring journalists must be much more adaptable and entrepreneurial than was previously the case, understand the new tools that are used to produce good journalism, and be able to adapt to the changes yet to come. In addition, the need for media literacy among the general citizenry has never been greater.

It is no longer possible to meet the above goals under the current structure.
• **Sustainability:** Years 3 and 4 of the current degree are essentially two years of advanced-journalism, communications-studies, and breadth and depth courses added to the previously existing two-year diploma. Students have the option of graduating after Year 2 with the diploma. The resulting attrition has, of course, adversely affected enrollment in Years 3 and 4.

• **Changing Industry Requirements:** The evolution of the field of journalism has resulted in an ever-increasing industry expectation that job applicants will have a degree.

• **Access to Journalism and Communication Studies Courses:** The cohort/selective-entry model has encouraged the perception that even those Journalism courses that are open to the general student population aren’t really for non-Journalism students.

  The current structure includes courses of 1.5, 3, and 4.5 credits, which make piecing together an educational plan difficult for non-journalism students who live in a three-credit world.

Revising our degree to align with the BA framework – rather than continuing the cohort /lock-step model – offers more options, flexibility, and opportunities not only for Journalism students, but for all students.

Attached appendices outline our current and proposed program structures. (Note: The following Honours courses are unaffected by the revision. JRNL 4190 Directed Study Honours 1 – Research, JRNL 4290 Honours Thesis, JRNL 4295 Journalism Honours Seminar.)

**Proposal:** Designate courses Communication Studies XXXX (COMN XXX), where appropriate.

**Rationale:** Several of our courses, which we will continue to offer with some revisions under the new model, more accurately fall under the banner of Communication Studies, as do some of the new courses we are developing. These courses focus on the study of mass communication – as some of these courses: Introduction to Mass Communication; Media and Ethics; Media and Audiences; Media and Diversity; etc., as opposed to Writing Skills; Photojournalism, News Production; etc.

The “Journalism” label has contributed to a misunderstanding among students and others about what the above courses actually are, and the scope of our offerings.

Given the Journalism moniker, it’s understandable that a student would have no idea that we offer courses that include projects that explore aspects of popular culture, the ethical and legal pitfalls of Facebook, the effects of social-issues journalism on public policy, or the connection between human rights and mass communication.
An informed citizenry engages with all media, and increasing critical engagement is one of our key goals, as demonstrated, in part, by the communication-studies courses mentioned above. Clearly, the reality of our offerings needs to be reflected in the names of these courses. As such, we need to designate our communications-studies courses as Communications Studies XXXX (COMN XXXX).

We also need to change our department name to Journalism and Communication Studies in order to properly reflect the full scope of our department, and trust that the institutional policy/procedure for doing so will be in place to facilitate that in concert with the curricular changes detailed above.

It is not uncommon for Journalism and Communication Studies (aka Communications or Mass Communications), to fall into the same department. That is the case at several North American universities. Notable among these is Carleton University in Ottawa, whose Journalism and Communications department offers Bachelor and Master degrees in both fields, and a PhD in Communication.

**Faculty Support:** The proposals to revise our program as above received unanimous support at our November, 2009 meeting.

**Education Plans for Current Students:** We have developed detailed academic plans to support our current students, including those who will begin their studies in Fall 2010, in progressing through the program as these revisions take place. We have been and will continue to be in discussion with Advising, Enrollment Services, the BA Advisor, our Advisory Board and current students to ensure a smooth transition for all.
### CURRENT BACHELOR OF JOURNALISM CURRICULUM

<table>
<thead>
<tr>
<th>Lower Level</th>
<th>Upper Level</th>
<th>Choose Two</th>
<th>Breadth Courses</th>
<th>Depth Courses</th>
<th>Three Free Electives</th>
</tr>
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<tbody>
<tr>
<td><strong>JRNL 1100</strong> Exploration in Mass Communications</td>
<td><strong>JRNL 1231</strong> Basic Journalism</td>
<td><strong>JRNL 3150</strong> Advanced Research for Journalism</td>
<td>Five courses in five different subjects (three of these must be taken before the final semester of Year 2 and must include English 1100 and Poli Science 1xxx)</td>
<td>Five additional courses in one subject (three of these must be third or fourth year courses)</td>
<td>Choice of Liberal Education, Journalism, Professional Program</td>
</tr>
<tr>
<td><strong>JRNL 1123</strong> Writing Skills for Journalism</td>
<td><strong>JRNL 1261</strong> Advanced Journalism</td>
<td><strong>JRNL 4101</strong> Daily News Production</td>
<td><strong>JRNL 4131</strong> Advanced Editing</td>
<td><strong>JRNL 4140</strong> Work Experience II</td>
<td><strong>JRNL 4170</strong> Social Issues Journalism</td>
</tr>
<tr>
<td><strong>JRNL 1130</strong> Photography for Print Media</td>
<td><strong>JRNL 1262</strong> Political Reporting</td>
<td><strong>JRNL 4131</strong> Advanced Editing</td>
<td><strong>JRNL 4200</strong> History of Canadian Journalism</td>
<td><strong>JRNL 4210</strong> Special Topics</td>
<td><strong>JRNL 4240</strong> Social Issues Journalism</td>
</tr>
<tr>
<td><strong>JRNL 1141</strong> Visual Design with Computers</td>
<td><strong>JRNL 1265</strong> Feature Writing</td>
<td><strong>JRNL 4140</strong> Work Experience II</td>
<td><strong>JRNL 4200</strong> History of Canadian Journalism</td>
<td><strong>JRNL 4210</strong> Special Topics</td>
<td><strong>JRNL 4240</strong> Social Issues Journalism</td>
</tr>
<tr>
<td><strong>JRNL 1160</strong> Introduction to Journalism</td>
<td><strong>JRNL 1273</strong> News Production and Editing</td>
<td><strong>JRNL 3100</strong> On-line Publishing</td>
<td><strong>JRNL 3150</strong> Directed Study</td>
<td><strong>JRNL 3170</strong> Directed Study</td>
<td><strong>JRNL 3190</strong> Directed Study</td>
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<tr>
<td><strong>JRNL 2301</strong> Media &amp; Audiences</td>
<td><strong>JRNL 2401</strong> Ethics and the Media</td>
<td><strong>JRNL 3130</strong> Writing for Magazines</td>
<td><strong>JRNL 3150</strong> Directed Study</td>
<td><strong>JRNL 3170</strong> Directed Study</td>
<td><strong>JRNL 3190</strong> Directed Study</td>
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<tr>
<td><strong>JRNL 2332</strong> Advanced Photojournalism</td>
<td><strong>JRNL 2402</strong> Broadcast 1: Intro to Radio Reporting</td>
<td><strong>JRNL 2373</strong> News Publication I</td>
<td><strong>JRNL 2473</strong> News Publication II</td>
<td><strong>JRNL 2475</strong> News Publication III</td>
<td><strong>JRNL 2477</strong> News Publication IV</td>
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<td><strong>JRNL 2353</strong> Research Techniques</td>
<td><strong>JRNL 2463</strong> Investigative Journalism</td>
<td><strong>JRNL 2471</strong> Work Experience</td>
<td><strong>JRNL 2473</strong> News Publication II</td>
<td><strong>JRNL 2475</strong> News Publication III</td>
<td><strong>JRNL 2477</strong> News Publication IV</td>
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# REVISED JOURNALISM CURRICULUM

<table>
<thead>
<tr>
<th>Lower Level</th>
<th>Upper Level</th>
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<tbody>
<tr>
<td><strong>Pre-req for all second-year JRNL courses:</strong> Intro to Journalism</td>
<td><strong>Pre-req for all upper-level JRNL courses:</strong> 45 credits, including Intro to Journalism (additional pre-reqs noted).</td>
</tr>
<tr>
<td><strong>Must Take</strong></td>
<td><strong>Must Take</strong></td>
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<tr>
<td>JRNL 1160 Intro to Journalism</td>
<td>JRNL 1220 Citizen Journalism</td>
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<tr>
<td>JRNL 2120 Storytelling 1</td>
<td>JRNL 2230 Multimedia Storytelling</td>
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<tr>
<td><strong>Choose Two</strong></td>
<td><strong>Choose Two</strong></td>
</tr>
<tr>
<td>JRNL 2130 Visual Literacy</td>
<td>JRNL 2240 Beyond the News</td>
</tr>
<tr>
<td>JRNL 2140 Intro to News</td>
<td>NRNL 2250 Public Affairs Journalism 1</td>
</tr>
<tr>
<td><strong>Choose Two</strong></td>
<td><strong>Choose Two</strong></td>
</tr>
<tr>
<td>Pre-req for all second-year COMN courses: six lower-level credits</td>
<td></td>
</tr>
<tr>
<td>COMN 1100 Foundations of Communication Studies</td>
<td>COMN 2210 Mapping Media &amp; Culture Theory</td>
</tr>
<tr>
<td>COMN 1110 Television &amp; Social Change</td>
<td>COMN 2220 Communication Rights and Freedom</td>
</tr>
<tr>
<td>COMN 2100 Media Ethics &amp; Law</td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor of Journalism students must also meet all BA requirements.</strong></td>
<td><strong>Choose One</strong></td>
</tr>
<tr>
<td>JRNL LL = All required lower-level journalism courses</td>
<td>Choose one more upper-level JRNL or COMN course</td>
</tr>
<tr>
<td>Framework Requirement</td>
<td>Details</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Lower level JRNL / COMS</td>
<td>Required</td>
</tr>
<tr>
<td>Core electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2 English courses</td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Q credit</td>
<td>Math/Sc</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower level electives</td>
<td>Incl Breadth and Language requirements</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Level JRNL/COMS</td>
<td>Required</td>
</tr>
<tr>
<td>Core electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Level Arts Electives</td>
<td></td>
</tr>
<tr>
<td>Upper Level Arts Breadth Course</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 1

Our current block of first-year courses is, collectively, equivalent to the courses in the revised curriculum noted below. These two blocks provide equivalent outcomes. Students will be granted these equivalencies.

### CURRENT CURRICULUM 1st YEAR COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRNL 1100</td>
<td>Explorations in Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 1123</td>
<td>Writing Skills for Journalism</td>
<td>1.5</td>
</tr>
<tr>
<td>JRNL 1130</td>
<td>Photography for Print Media</td>
<td>1.5</td>
</tr>
<tr>
<td>JRNL 1141</td>
<td>Visual Design with Computers</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 1160</td>
<td>Intro to Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 1231</td>
<td>Basic Photojournalism</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 1261</td>
<td>Advanced Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 1262</td>
<td>Political Reporting</td>
<td>1.5</td>
</tr>
<tr>
<td>JRNL 1265</td>
<td>Feature Writing</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 1273</td>
<td>News Production</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total credits</strong></td>
<td><strong>25.5</strong></td>
</tr>
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### REVISED CURRICULUM

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRNL 1160</td>
<td>Intro to Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COMN 1100</td>
<td>Foundations of Communication Studies</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 2230</td>
<td>Multimedia Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 2130</td>
<td>Visual Literacy</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 2140</td>
<td>Intro to News</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 2250</td>
<td>Public Affairs Journalism 1</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 3160</td>
<td>Photojournalism</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 3155</td>
<td>Storytelling 2</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 11XX</td>
<td>Unassigned Credits</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td><strong>Total credits</strong></td>
<td><strong>25.5</strong></td>
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Appendix 2

Our current block of second-year courses is, collectively, equivalent to the courses in the revised curriculum noted below. These two blocks provide equivalent outcomes. Students will be granted these equivalencies.

<table>
<thead>
<tr>
<th>CURRENT CURRICULUM</th>
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<th></th>
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<tbody>
<tr>
<td>JRNL 2301 Media and Audiences</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>JRNL 2401 Ethics and the Media</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>JRNL 2402 Broadcast 1: Intro to Radio</td>
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<td>1.5</td>
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<tr>
<td>JRNL 2332 Advanced Photojournalism</td>
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<tr>
<td>JRNL 2353 Research Techniques</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>JRNL 2373 News Publication 1</td>
<td></td>
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<tr>
<td>JRNL 2463 Investigative Journalism</td>
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<td>1.5</td>
</tr>
<tr>
<td>JRNL 2471 Work Experience</td>
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<td>4.5</td>
</tr>
<tr>
<td>JRNL 2477 News Publication 2</td>
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<td></td>
<td>Total credits</td>
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<table>
<thead>
<tr>
<th>NEW CURRICULUM</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>COMN 2210 Mapping Media and Culture Theory</td>
<td></td>
<td>3</td>
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<tr>
<td>COMN 2100 Media Ethics and Law</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>JRNL 2120 Storytelling 1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>JRNL 2240 Beyond the News</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>JRNL 3270 Advanced Photojournalism</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>JRNL 1220 Citizen Journalism</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>COMN 1110 TV and Social Change</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>JRNL 2XXX Unassigned Credits</td>
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<td>4.5</td>
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</table>
Appendix 3

Our current block of upper-level courses is, collectively, equivalent to the courses in the revised curriculum noted below. These two blocks provide equivalent outcomes. Students will be granted these equivalencies.

<table>
<thead>
<tr>
<th>UPPER-LEVEL, CURRENT CURRICULUM</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRNL 3200 Media and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 4100 Daily News Production</td>
<td>1.5</td>
</tr>
<tr>
<td>JRNL 4240 Social Issues Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 3150 Advanced Research for Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 4131 Advanced Editing</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 4140 Work Experience 2</td>
<td>4.5</td>
</tr>
<tr>
<td>JRNL 4200 History of Canadian Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 4210 Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>Choose 2: JRNL 3100 Online Publishing</td>
<td></td>
</tr>
<tr>
<td>OR JRNL 3130 Writing for Magazines</td>
<td></td>
</tr>
<tr>
<td>OR JRNL 3250 Directed Study</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
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<table>
<thead>
<tr>
<th>UPPER-LEVEL, REVISED CURRICULUM</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMN 3100 Media and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 3170 Storytelling 3</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 4240 Social Issues Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 4270 Advanced Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 4160 Journalism Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 4250 Public Affairs Journalism 2</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 4140 Work Experience</td>
<td>3</td>
</tr>
<tr>
<td>JRNL 3260 Niche Publishing</td>
<td>3</td>
</tr>
<tr>
<td>COMN 4210 History of Canadian Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COMN 3110 News Media and Influence</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
## Plan for Students in Yr. 2 in 2011
### Current Curriculum (diploma or degree) - Start Date 2010

<table>
<thead>
<tr>
<th>Lower Level</th>
<th>Upper Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>[JRLN 1100] Exploration in Mass Communications</td>
<td>[JRLN 1231] Basic Photojournalism</td>
</tr>
<tr>
<td>JRNL 1123 Writing Skills for Journalism</td>
<td>JRNL 1261 Advanced Journalism</td>
</tr>
<tr>
<td>JRNL 1130 Photography for Print Media</td>
<td>JRNL 1262 Political Reporting</td>
</tr>
<tr>
<td>JRNL 1141 Visual Design with Computers</td>
<td>JRNL 1265 Feature Writing</td>
</tr>
<tr>
<td>JRNL 1160 Introduction to Journalism</td>
<td>JRNL 1273 News Production and Editing</td>
</tr>
<tr>
<td>English 1100</td>
<td>Poli-Sci 1120</td>
</tr>
<tr>
<td>JRNL 2120 Storytelling 1</td>
<td>JRNL 1220 Citizen Journalism</td>
</tr>
<tr>
<td>COMN 2100 Media Ethics &amp; Law</td>
<td>JRNL 2240 Beyond the News</td>
</tr>
<tr>
<td>COMN 1110 Television &amp; Social Change</td>
<td>COMN 2210 Mapping Media &amp; Culture Theory</td>
</tr>
<tr>
<td>Breadth Student Choice 1xxx or 2xxx</td>
<td>JRNL 2471 Work Experience</td>
</tr>
<tr>
<td>JRNL 3270 Adv. Photojournalism (Photojournalism)</td>
<td></td>
</tr>
</tbody>
</table>

- **Three Free Electives:** your choice of Liberal Ed., JRNL, professional-program courses
- **Breadth:** Five courses in five different subjects (three were completed in years one and two.)
- **Depth:** Five additional courses in one Breadth subject (three of these must be third or fourth year courses)

- **Students Graduate with Diploma, or Continue to Upper-Level Courses**

- Required courses based on equivalencies. See Appendix 1,2,3.

*Greyed out courses taken or covered by Block Equivalencies (see Appendix 1)*
## Chart 2  
**Plan for Yr. 2 Students in 2011 – Revised Degree**  
(degree completion date 2014)

<table>
<thead>
<tr>
<th>Lower Level</th>
<th>Upper Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-req for all second-year JRNL courses: Intro to Journalism</td>
<td>Pre-req for all upper-level JRNL courses: 45 credits, including Intro to Journalism (additional pre-reqs noted).</td>
</tr>
<tr>
<td><strong>Must Take</strong></td>
<td><strong>Must Take</strong></td>
</tr>
<tr>
<td>JRNL 1160  Intro to Journalism</td>
<td>JRNL 1220  Citizen Journalism</td>
</tr>
<tr>
<td>JRNL 2120  Storytelling 1</td>
<td>JRNL 2130  Visual Literacy</td>
</tr>
<tr>
<td>JRNL 2140  Intro to News</td>
<td>JRNL 2140  Intro to News</td>
</tr>
<tr>
<td><strong>Choose Two</strong></td>
<td><strong>Choose Two</strong></td>
</tr>
<tr>
<td>JRNL 2130  Visual Literacy</td>
<td>JRNL 2400  Beyond the News</td>
</tr>
<tr>
<td>JRNL 2140  Intro to News</td>
<td>JRNL 2250  Public Affairs Journalism 1</td>
</tr>
<tr>
<td><strong>Choose Two</strong></td>
<td><strong>Choose Two</strong></td>
</tr>
<tr>
<td>Pre-req for all second-year COMN courses: six lower-level credits</td>
<td>Pre-req for all upper-level COMN courses: 45 lower-level credits (plus others as noted)</td>
</tr>
<tr>
<td>COMN 1100  Foundations of Communication Studies</td>
<td>COMN 2210  Mapping Media &amp; Culture Theory</td>
</tr>
<tr>
<td>COMN 1110  Television &amp; Social Change</td>
<td>COMN 2220  Communication &amp; Rights</td>
</tr>
<tr>
<td>COMN 2100  Media Ethics &amp; Law</td>
<td>COMN 3100  Media &amp; Diversity</td>
</tr>
<tr>
<td>Bachelor of Journalism students must also meet all BA requirements.</td>
<td>Bachelor of Journalism students must also meet all BA requirements.</td>
</tr>
<tr>
<td>Greyned out courses covered by Block Equivalencies (see Appendix 1)</td>
<td>COMN 4210  History of Canadian Journalism (60 credits 1100 or higher)</td>
</tr>
<tr>
<td>JRNL LL = All required lower-level journalism courses</td>
<td>COMN 3110  News Media &amp; Influence</td>
</tr>
<tr>
<td>Choose One</td>
<td>Choose One</td>
</tr>
</tbody>
</table>

** JRNL LL = All required lower-level journalism courses **
# Chart 3: Plan for Yr. 3 Students in 2011 – Revised Degree
(degree completion date 2013)

<table>
<thead>
<tr>
<th>Lower Level</th>
<th>Upper Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-req for all second-year JRNL courses:</strong>&lt;br&gt;Intro to Journalism</td>
<td><strong>Pre-req for all upper-level JRNL courses:</strong>&lt;br&gt;45 credits, including Intro to Journalism (additional pre-reqs noted).</td>
</tr>
<tr>
<td><strong>Must Take</strong></td>
<td><strong>Must Take</strong></td>
</tr>
<tr>
<td>JRNL 1160 Intro to Journalism</td>
<td>JRNL 1220 Citizen Journalism&lt;br&gt;<strong>JRNL 3155</strong> Storytelling 2</td>
</tr>
<tr>
<td>JRNL 2120 Storytelling 1</td>
<td>JRNL 2230 Multimedia Storytelling</td>
</tr>
<tr>
<td><strong>Choose Two</strong></td>
<td><strong>Choose Two</strong></td>
</tr>
<tr>
<td>JRNL 2130 Visual Literacy</td>
<td>JRNL 2240 Beyond the News</td>
</tr>
<tr>
<td>JRNL 2140 Intro to News</td>
<td>JRNL 2250 Public Affairs Journalism</td>
</tr>
<tr>
<td><strong>Choose Two</strong></td>
<td><strong>Choose Two</strong></td>
</tr>
<tr>
<td>Pre-req for all second-year COMN courses:&lt;br&gt;six lower-level credits</td>
<td>JRNL 4260 Programming for Journalists <em>(JRNL LL; one quantitative course)</em>&lt;br&gt;<strong>JRNL 4240</strong> Social Issues Journalism <em>(Storytelling 2, 60 credits 1100 or higher)</em></td>
</tr>
<tr>
<td>COMN 1100 Foundations in Communication Studies</td>
<td>COMN 2200 Communication Rights &amp; Freedom</td>
</tr>
<tr>
<td>COMN 1110 Television &amp; Social Change</td>
<td>COMN 2210 Mapping Media &amp; Culture Theory</td>
</tr>
<tr>
<td>COMN 2100 Media Ethics &amp; Law</td>
<td><strong>COMN 3100</strong> Media &amp; Diversity</td>
</tr>
<tr>
<td>Bachelor of Journalism students must also meet all BA requirements.</td>
<td><strong>COMN 3110</strong> News Media &amp; Influence</td>
</tr>
<tr>
<td>Greyed out courses covered by Block Equivalencies <em>(see Appendix 1)</em></td>
<td><strong>JRNL LL</strong> = All required lower-level journalism courses</td>
</tr>
</tbody>
</table>
### Chart 4: Plan for Yr. 3 & 4 Students in 2011/12/13

**Current Curriculum (degree completion date 2012/13)**

<table>
<thead>
<tr>
<th>Lower Level</th>
<th>Upper Level</th>
</tr>
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<tbody>
<tr>
<td>All lower level credits covered by course equivalencies (see appendix 1&amp;2)</td>
<td>See appendix 3 for course equivalencies current/revised curriculum.</td>
</tr>
</tbody>
</table>

#### Must Take

<table>
<thead>
<tr>
<th>Lower Level</th>
<th>Upper Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRNL 1160 Intro to Journalism</td>
<td>JRNL 1220 Citizen Journalism</td>
</tr>
<tr>
<td>JRNL 2120 Storytelling 1</td>
<td>JRNL 2230 Multimedia Storytelling</td>
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</table>

#### Choose Two

<table>
<thead>
<tr>
<th>Lower Level</th>
<th>Upper Level</th>
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</thead>
<tbody>
<tr>
<td>JRNL 2130 Visual Literacy</td>
<td>JRNL 2240 Beyond the News</td>
</tr>
<tr>
<td>JRNL 2140 Intro to News</td>
<td>JRNL 2250 Public Affairs Journalism 1</td>
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</tbody>
</table>

#### Choose Two

**Pre-req for all second-year COMN courses:** six lower-level credits

<table>
<thead>
<tr>
<th>Lower Level</th>
<th>Upper Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMN 1100 Foundations of Communication Studies</td>
<td>COMN 2220 Mapping Media &amp; Culture Theory</td>
</tr>
<tr>
<td>COMN 1110 Television &amp; Social Change</td>
<td>COMN 1110 News Media &amp; Influence</td>
</tr>
<tr>
<td>COMN 2100 Media Ethics &amp; Law</td>
<td>COMN 4210 History of Canadian Journalism</td>
</tr>
</tbody>
</table>

---

Greyed out courses above covered by Block Equivalencies (see Appendix 1 & 2)

Greyed out courses above equivalent to courses taken in 2010/2011 (see Appendix 3)

Students must also meet all breadth and depth reqs. (see curriculum one)
Revised Bachelor of Journalism Courses

Note: These are not finalized course descriptions. They will be fine-tuned to comply with policy etc. as course outlines are developed.

REQUIRED

• JRNL 1160 Intro to Journalism: Students will explore how journalism fits in a media landscape that includes mainstream journalism sources and such alternative journalism sources as Twitter, YouTube, Facebook, blogs and cell-phone reports of news from witnesses. Students will explore the ramifications of economic and technological changes of the past decade for journalists and journalism, citizens, human rights, community and democracy.

• JRNL 1220 Citizen Journalism: Students will learn how they can use many of the investigative techniques commonly employed by professional journalists, such as court searches and Freedom of Information requests, to find information important to themselves and their community. They will gain the skills needed to use tools such as blogging and social networking to share the information they find with the larger community.

• JRNL 2120: Storytelling 1: Students will explore journalistic and other non-fiction storytelling, with an emphasis on the different writing styles and conventions of narrative, documentary, online, print and broadcast media, and others. Students will analyze a range of non-fiction stories and reports, and the importance of audience, and create works in a variety of styles.

• JRNL 2230 Multimedia Storytelling: Students will explore the types of visual non-fiction storytelling made possible by the emergence of inexpensive hardware and software tools and the publication potential of the internet. Through personal stories, profiles, event coverage, journalistic storytelling and other topics, they will explore the role of audio, video and interactivity in creating rich, immersive stories. They will learn storytelling skills, and the technical skills (both hardware and software) needed to create effective stories.

CHOOSE TWO

• JRNL 2130 Visual Literacy: Through screening, lectures, reading, workshops and classroom discussion, students will examine the concepts and theories of visual literacy that are applicable to a broad range of media including fine art, advertising, social media, photography, zines, comics, film/video and television. Students will explore histories and issues of visual media to experience a holistic approach to their studies. Students will gain a working knowledge of the basic design elements and principles of visual design and how to structure a meaningful visual story that can be read as intended.

• JRNL 2140: Intro to News: Students will explore the evolving concept of “news” and related issues of how a civic society informs itself, through examining the
professionalization of the media, the development of objectivity and changes in the late stages of a mass media culture. Questions that will be addressed include: What is news? Is objectivity possible? What is the difference in how news is covered and presented by different media operations? What are the effects of citizen journalism, corporate-ization and other ownership models of the media, and wide-scale cultural disruption on news coverage?

• **JRNL 2250 Public Affairs Journalism 1**: Students will explore the relationship between journalism and politics, explore the role of journalism as public watchdog, and learn about the historical and current practice of journalism as it impacts public policy. They will examine a range of political coverage, including that of “hard” political news, and of scandals in the political arena.

• **JRNL 22XX Beyond the News**: Students will examine what's happening in media areas beyond news, including (but not limited to) sports, entertainment, fashion, lifestyles, opinion writing. They will look at an evolving media-scape that includes traditional media, non-media competitors (i.e. Major League Baseball's MLB.com as a platform for journalism), big media going local (local sports sites from ESPN, FOX, etc.) and what that means for competition/employment/personal opportunities.

**CHOOSE TWO**

• **COMN 1100 Foundations of Communication Studies**: Students will be given a comprehensive overview of what it means to study communications. The class will explore classic definitions and understandings of communications and trace how these notions have changed with the introduction of new media, new messages, and new communicators. Students will explore: communication theories, communication media, and key power players in the realm of communications.

• **COMN 1110: Television and Social Change**: Students will investigate the relationship between television programs and social and cultural aspects of the era during which they aired. They will explore the dynamic among TV entertainment, public affairs, public discourse, and social change. They will study the role of TV programming as instigator/reflector of social change.

• **COMN 2100: Media Ethics and Law**: Students will learn about ethical theories and current law and apply them to topics such as conflicts of interest, offensive content, and stereotypes in the media, including, but not limited to television, film, print publications, social networks and blogs. They will critically examine and analyze current ethical and legal issues in media communication; explore the differences among various types of media communication from an ethical and legal perspective; and discuss the impact of new technologies on media law and ethics.

• **COMN 2210 Mapping Media and Cultural Theory**: Students will be introduced to the study of popular culture. They will map popular culture both spatially (in different media outlets: TV, movies, advertising, video games, animation, music, public art, the
Web), and temporally (through time and how it has aligned itself historically with different social goals: cultural, economic, political, and social.)

• **COMN 2220: Communication Rights and Freedom:** Students will consider the role of communication rights in the development of fundamental rights and freedoms, including basic human rights and democracy. They will also consider how the suppression of communication rights results in the suppression of other rights and freedoms in Canada and other countries.

**REQUIRED**

• **JRNL 3155 Storytelling 2: Reporting:** Students will learn the essential skills of news reporting. These skills include writing accurate, fair and balanced stories; understanding and applying journalism ethics, standards and media laws; conducting interviews and using quotes; and determining credible sources. Students will gain practical experience in a variety of basic journalism writing styles – from news stories to blogs – for a variety of media platforms.

• **JRNL 3160 Photojournalism:** Students will learn photojournalism, including stills, video, and audio with stills, for such categories as news, sports, and features. They will gain practical experience while photographing and/or recording subjects in a variety of lighting conditions and settings requiring different exposures and techniques. They will learn basic video and audio editing, principles of photo layout and use of photojournalism software such as Adobe Photoshop.

• **JRNL 4270 Advanced Storytelling:** Students, drawing on existing journalistic and storytelling skills, will spend the semester reporting and producing stories for on-line publication. They will develop the initial concept for the semester-long class project, assign “stories” using the full-range of storytelling methods (narrative text, visualized data, video, audio, photography, etc.). Students will also learn or deepen skills in storytelling, website design and interactivity, through programs such as Flash. They will produce an interactive website on the assigned topic.

**CHOOSE TWO**

• **JRNL 3260 Niche Publishing:** Students will analyze a range of niche publications, online and print. Students will explore and learn how to write for niche publications, the type of which will be determined partly by student interest, and may include health, science, travel, fashion, entertainment and sports.

• **JRNL 3170 Storytelling 3:** Students will explore the world of long-form non-fiction, including but not limited to magazine articles and books, both online and print. They will learn advanced nonfiction writing techniques, analyze published work, learn how the nonfiction publishing industry functions. They will learn the art of narrative nonfiction and develop their “voice” as a writer.

• **JRNL 4250: Public Affairs Journalism 2:** Students will explore the role of journalists in contemporary Canadian affairs, in such areas as the construction of public opinion,
the use and abuse of polls, and the proliferation of spin. They will examine interactions among journalists, politicians, bureaucrats and non-governmental organizations and lobby groups from Greenpeace to the Canadian Taxpayers Federation.

• **JRNL 41XX Journalism Research Methods**: Students will gain practical experience in filing Freedom of Information and Access to Information requests for data and other government records; using Statistics Canada data and reports; and applying Computer-Assisted Research (CAR) techniques of data compilation, sorting and internet research. Students will also compare statistically sound public opinion poll and survey methods, with less credible opinion-sampling methods such as online polls and interviewing people on the street. Students will apply these various research methods by writing in-class assignments, and a major research paper.

**CHOOSE TWO**

• **JRNL 3270 Advanced Photojournalism**: Students will learn to control on-location lighting, develop computer-imaging skills, and understand the ethical and legal issues of photojournalism. They will build a portfolio of still, video, and audio-with-stills photojournalism, and learn about the freelance market.

• **JRNL 4240 Social Issues Journalism**: Students will explore the history and practice of "social justice" journalism, a long-established branch of reporting that combines feature writing, investigative journalism, and an invitation to change that goes beyond standard journalism. They will learn about the history, ethics and approaches to social-issues journalism.

• **JRNL 4260 Programming for Journalists**: Students will work in a number of programming and scripting languages (including, but not limited to Flash ActionScript, JavaScript, HTML and CSS, and PHP) and programs (such as Adobe Flash) that are used to create visually rich, interactive storytelling. They will apply a range of skills needed to create and publish interactives, and to design, develop and deploy database-driven information applications. Previous knowledge of computer programming is not required.

• **JRNL 4140: Work Experience**: Students will obtain 120 hours of journalism-related experience, outside of classroom time, during the course of their Bachelor of Journalism studies. Possibilities, which must be approved by the department, include but are not limited to, job shadowing, continuing freelance work and fixed-term placements.

**CHOOSE TWO**

• **COMN 31XX Media and Diversity**: Students will examine first the notion of truth in media and what it means to report from the perspective of a diverse audience. They will explore their own values and how these influence what they write, and subsequently how they write about “difference”, with a specific focus on issues such as race, religion, gender and culture.

• **COMN 42XX Media Influence and Influences**: Students will explore societal and governmental influences on news media, and conversely, how mass news media
influences both government policies and communications practices; and how the dynamic relationship between government and mass media subsequently influences citizens’ political deliberations in the public sphere. Students will consider the management and influence of communications by government and by news media.

• **COMN 42XX History of Canadian Journalism:** Students will learn about the history of journalism in Canada, from the first 18th-century newspaper to the present-day multi-media world. They will examine both broad historic trends in Canadian journalism, such as the commercialization of the press in the 19th century and the concentration of ownership in the 20th, as well as more localized aspects, such as regional differences in Canadian journalism.

**CHOOSE ONE ADDITIONAL UPPER-LEVEL JRNL OR COMN COURSE**
Issue: Approval of revisions to the Associate of Arts in Anthropology program

For approval: That Senate approve the revision to the Associate of Arts in Anthropology program
Proposed Changes to the Associate of Arts Degree in Anthropology for Implementation January, 2011

Rationale For The Proposed Changes

1. These changes are being submitted for several reasons. The major reasons are the formation of a separate Anthropology Department at Kwantlen, and the implementation of a Bachelor of Arts, Minor in Anthropology degree in September, 2008.

2. Anthropology is composed of 4 major sub-fields: (1) social-cultural; (2) archaeology; (3) biological; and (4) linguistics. At Kwantlen we currently teach courses in the first three sub-fields. The introductory courses (ANTH 1100, 1200, 1300) are the core course requirements of the BA minor degree and will also become the core requirements of the AA degree in Anthropology. This change will facilitate easier transferability between the AA degree and the BA minor (and future BA major) in Anthropology.

3. Anthropology students are expected to gain an appreciation of all sub-fields in anthropology. In order for students to transfer to another institution they must have this core background and the requirements have been changed to include all the Anthropology core requirements (ANTH 1100, 1200, and 1300).

4. Students are required to take two courses after the 3 basic course requirements in first year. All the currently offered second year Anthropology courses are being added to this list to allow students the greatest flexibility in finishing their AA degree.

Specific Course Additions/Deletions

1. ANTH 1200 substitutes for SOCI 1125 in the core requirements.

2. The Anthropology Department’s new second year course offerings are added to the list of any two other anthropology courses the student is allowed to take (ANTH 2100, 2120, 2163, 2140, 2163, 2217, 2300, 2301, 2310).
<table>
<thead>
<tr>
<th>Proposed AA Degree in Anthropology</th>
<th>Existing AA Degree in Anthropology</th>
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</thead>
<tbody>
<tr>
<td><strong>Core (1000 Level – First Year) Courses</strong></td>
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<tr>
<td>Within the framework of the Associate of Arts degree, you must complete at least 60 credits with a minimum grade of C in each course including all of the following:</td>
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<tr>
<td>- <strong>ANTH 1100</strong> Social &amp; Cultural Anthropology (3 credits)</td>
<td>- <strong>ANTH 1100</strong> Social &amp; Cultural Anthropology (3 credits)</td>
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<tr>
<td>- <strong>ANTH 1200</strong> Biological Anthropology (3 credits) (formerly ANTH 1211)</td>
<td>- <strong>SOCI 1125</strong> Introduction to Society: Processes and Structures (3 credits)</td>
</tr>
<tr>
<td>- <strong>ANTH 1300</strong> Archaeology (3 credits) (formerly ANTH 1112)</td>
<td>- <strong>ANTH 1300</strong> Archaeology (3 credits) (formerly ANTH 1112)</td>
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<tr>
<td><strong>Six Credits of First (1000 Level) or Second Year (2000 Level) Anthropology Courses</strong></td>
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<tr>
<td>Two of:</td>
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<tr>
<td>- <strong>ANTH 1217</strong> Forensic Anthropology (3 Credits) (formerly ANTH 1125)</td>
<td>- <strong>ANTH 1200</strong> Biological Anthropology (3 credits) (formerly ANTH 1211)</td>
</tr>
<tr>
<td>- <strong>ANTH 2100</strong> Method and Ethics in Anthropology (3 credits)</td>
<td>- <strong>ANTH 1217</strong> Forensic Anthropology (3 Credits) (formerly ANTH 1125)</td>
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<tr>
<td>- <strong>ANTH 2120</strong> Cross-Cultural Women’s Studies (3 credits) (formerly ANTH 1229)</td>
<td>- <strong>ANTH 1220</strong> First Nations Anthropology (3 credits) (formerly ANTH 1120)</td>
</tr>
<tr>
<td>- <strong>ANTH 2133</strong> Religion, Magic and Witchcraft (3 credits) (formerly ANTH 1230)</td>
<td>- <strong>ANTH 1260</strong> First Nation Cultures of Canada (3 credits) (discontinued)</td>
</tr>
<tr>
<td>- <strong>ANTH 2140</strong> First Nation Cultures of B.C. (3 credits) (formerly ANTH 1220)</td>
<td>- <strong>ANTH 1290</strong> Archaeological Field Studies I (3 credits) (discontinued)</td>
</tr>
<tr>
<td>- <strong>ANTH 2142</strong> First Nation Cultures of Canada (3 credits) (formerly ANTH 1260)</td>
<td>- <strong>ANTH 1291</strong> Archaeological Field Studies II (3 credits) (discontinued)</td>
</tr>
<tr>
<td>- <strong>ANTH 2160</strong> Culture and Environment (3 credits) (formerly ANTH 1240)</td>
<td>- <strong>ANTH 2133</strong> Religion, Magic and Witchcraft (3 credits) (formerly ANTH 1230)</td>
</tr>
<tr>
<td>- <strong>ANTH 2163</strong> Culture, Health and Healing (3 credits) (formerly ANTH 1275)</td>
<td>- <strong>ANTH 2160</strong> Culture and Environment (3 credits) (formerly ANTH 1240)</td>
</tr>
<tr>
<td>- <strong>ANTH 2217</strong> Forensic Methods &amp; Analysis (3 credits)</td>
<td>- <strong>ANTH 2320</strong> Archaeology of the Old World (3 credits) (formerly ANTH 1215)</td>
</tr>
<tr>
<td>- <strong>ANTH 2300</strong> Archaeological Methods (3 credits)</td>
<td>- <strong>ANTH 2340</strong> Archaeology of the New World (3 credits) (formerly ANTH 1216)</td>
</tr>
<tr>
<td>- <strong>ANTH 2301</strong> Archaeological Methods for Cultural Resource Management (3 credits)</td>
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Issue: Approval of a full program proposal for a Bachelor of Music in Musical Arts

For Information: The proposed program will provide students with comprehensive academic and applied knowledge in the field of musical arts

For approval: THAT Senate approve the full program proposal for a Bachelor of Music in Musical Arts program
Full Program Proposal

Bachelor of Music in Musical Arts Degree (BMMA)

Department of Music
Faculty of Humanities

Kwantlen Polytechnic University
May 14, 2010
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Part 1 - Executive Summary (2 – 3 pages in length)

The Executive Summary must present, in a succinct manner, the purpose of the proposal and a summary of the key objectives and outcomes of the proposed degree program and must include the following information:

a) An overview of the organization’s history, mission and academic goals

Originally founded as a community college for the South Fraser Region in 1981 and subsequently granted university college status in 1995, and university status in 2008, Kwantlen Polytechnic University has developed continually to meet the needs of its communities. Today, Kwantlen serves approximately 17,500 students each year and is the fourth largest university in British Columbia. Across its four main campuses in Cloverdale, Langley, Richmond and Surrey, Kwantlen offers in excess of 130 programs spanning diverse educational areas: Trades, Vocational, Preparatory, Professional, and Academic.

Arising from its commitment to provide access to a broad range of lifelong educational opportunities to the people of the South Fraser Region, Kwantlen has created an integrated array of citations, certificates, diplomas and degrees that afford students maximum flexibility to pursue, over the course of their lives and careers, different educational pathways to further credentials at Kwantlen and elsewhere. At present, approximately 80% of programs ladder into degree credentials at Kwantlen. Kwantlen offers a variety of undergraduate programs – professional programs such as interior design, business and nursing; arts programs with a wide range of majors, minors and double minors; and innovative science programs such as environmental protection. All of Kwantlen’s degree programs are designed to provide students with the education and skills required to enter professions directly or pursue further study in graduate programs.

Kwantlen’s core values, vision and mission are expressed in the Board of Governors Policy 1.1, Core Values. The university’s mission is to “create an exceptional learning environment committed to preparing learners for leadership, service and success.” This mission statement along with core institutional values of exploration, inclusiveness, excellence, integrity, community and accountability, reflect Kwantlen’s ongoing history and developing mandate as a comprehensive, regionally-focused university. Kwantlen programs focus on fostering innovative and challenging student learning environments through curriculum that integrates essential skills practice, community service opportunities, undergraduate and applied research experience, and depth and breadth of content knowledge.
b) **Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study**
   Bachelor of Music in Musical Arts degree (BMMA).

c) **Location**
   The Bachelor of Music in Musical Arts program will be offered on Kwantlen’s Langley campus.

d) **Faculty(ies) or school(s) offering the proposed new degree program**
   The Department of Music, Faculty of Humanities, will be offering the proposed Bachelor of Music in Musical Arts degree.

e) **Anticipated program start date**
   The anticipated start date of the program is September, 2011.

f) **Anticipated completion time in years or semesters**
   Students engaged in full-time study will be able to complete the Bachelor of Music in Musical Arts in four years or eight semesters of full-time study.

g) **A summary of the proposed program**
   Key features of the Bachelor of Music in Musical Arts (BMMA) degree include the following:

   (Add relevant program material in relation to . . .)

   • **Aims, goals, and or objectives of the proposed program**
     The Bachelor of Music in Musical Arts degree program will provide students with a comprehensive knowledge in the field of musical arts, as well as a broad liberal education, set within the framework of a strong academic and applied curriculum. The proposed degree program will ensure that all music courses address critical thinking and applied skills in relation to musical arts.

   • **Anticipated contribution of the proposed program to the mandate and strategic plan of the institution**
     Building on Kwantlen’s mandate of educational access and responsiveness to its communities within the South Fraser region, the Bachelor of Music in Musical Arts will give qualified and deserving students of the South Fraser region an opportunity to study music at a postsecondary level, where present access has been severely limited or denied by geographical and financial barriers. Questionnaires administered to music student cohorts in 2007 and 2008 indicated that a large majority of them would choose to remain at Kwantlen to complete degrees if appropriate programs were available to them. Reasons cited for wanting to remain at Kwantlen included the high quality of instruction, outstanding performance opportunities, professionally active faculty, small class sizes, lower tuition, and the ability to live at home.

   • **Linkages between the learning outcomes and the curriculum design, an indication whether a work experience/work place term is required for degree completion, and if so a description of the purpose and role of the work experience within the program**
     Undergraduate music programs link theoretical and technical (applied) content in the classroom and in the studio. Various modes of instruction (individualized study, vocal and instrumental...
ensembles, and lectures), combined with small class sizes, performance opportunities and work experience (in two program concentrations) reinforce theoretical content and pedagogy.

- **Potential areas/sectors of employment for graduates and/or opportunities for further study**

Graduates of the proposed Bachelor of Music in Musical Arts will acquire a combination of knowledge, core competencies and transferable skills. The program will prepare well-rounded and creative musicians who can adapt to changing market demands and apply learned theory and practice to a variety of cultural and service sectors. Graduates will be prepared to teach music privately, perform, conduct and compose music in a variety of genres (art music and popular music idioms), and pursue further studies in music education, or in graduate music programs.

- **Delivery methods**

Program delivery will be typical of undergraduate music programs in North America, consisting of a mix of individual (studio) music instruction on a chosen instrument (solo performance), ensemble classes emphasizing choral, orchestral, jazz, and concert band literature (ensemble performance), and classroom instruction in music theory, music history, and aural (listening, reading and performance) skills. All students will participate in a common or core curriculum in Years I and II of the program, and upper-year work, while including key core requirements such as individual music instruction and ensemble participation, will allow for specialization in one of two Major areas: instrumental/vocal performance; or general studies (with concentrations in studio pedagogy, music education, composition, or jazz studies).

- **Program strengths**

The Bachelor of Music in Musical Arts (BMMA) combines theoretical training and applied learning to prepare students for employment in music professions. Based on a solid foundation of classical music literature and art music training, the program will recognize and accommodate the breadth of opportunities available to students in the music industry that cross boundaries of creative style and performance techniques. The BMMA will provide opportunities for leadership development and community-based music initiatives with schools, arts and culture organizations, and the service sector.

- **An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable, and plans for admissions and transfer within the British Columbia post-secondary education system**

Please see LETTERS OF SUPPORT from other postsecondary institutions in British Columbia, and from professional music organizations in greater Vancouver in APPENDIX A. All current Kwantlen Music courses are articulated with the BC Council on Admissions and Transfer, and the current Kwantlen Music Diploma (Years I and II of the proposed BMMA degree) is transferable to other four-year music programs in the province and beyond.

- **Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.**

There is no degree with a Musical Arts nomenclature in British Columbia. Other Bachelor of Music programs in British Columbia postsecondary institutions include those offered by the University of British Columbia (comprehensive), University of Victoria (comprehensive), Capilano University (jazz studies and music therapy) and Vancouver Island University (jazz studies). Other baccalaureate programs in music include an emphasis in music composition in Simon Fraser University's School of Contemporary Arts, and a Bachelor of Arts (Music Major) within the
School of the Arts, Media and Culture at Trinity Western University. The primary rationale for any duplication between Kwantlen's proposed music degree and that of other institutions in the province is regional access and affordability.

h) **Name, title, phone number and e-mail address of the institutional contact person in case more information is required.**

Dr. Wayne Jeffrey, Chair, Music Department Degree Development Committee
E-Mail: Wayne.Jeffrey@kwantlen.ca
Tel.: 604.599.3313

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**Part 2 – Degree Content**

(Expand on each of the following:)

- **Aims, goals, and or objectives of the proposed program**
  The Bachelor of Music in Musical Arts degree program will provide students with a comprehensive knowledge in the field of musical arts, as well as a broad liberal education emphasizing the development of effective academic writing, verbal communication, and performance skills. In the common or core coursework, BMMA students will study music theory, aural musicianship, performance, and music history. At upper levels, students will have the flexibility to develop individualized programs of study and will also have the opportunity to prepare for related career choices such as music education, studio pedagogy, community music leadership, scholarship (music research), arts management and production (business, music technologies). Key features of the Bachelor of Music in Musical Arts degree include:

  - Two majors: 1. Performance (132-140 credits, with emphasis in ONE OF: Brass, Woodwinds, Strings, Percussion, Guitar, Piano, Voice); 2. General (120-137 credits, with NO concentration or ONE OF: Music Education, Studio Pedagogy, Jazz Studies, Composition)

  - The acquisition of discipline knowledge, core competencies, and skills characteristic of Bachelor of Music programs (emphasizing study of music theory, music history, aural skills and performance)

  - Preparation of students for entry into the cultural sector of the labour market (through incorporation of essential skills and application of theory in various musical arts)

  - Emphasis on the liberal arts that helps equip students to become contributing members of society and the cultural workforce

- **Anticipated contribution of the proposed program to the mandate and strategic plan of the institution**

  **Access and responsiveness to community needs and to the marketplace:**
  Students in the BMMA Music program at Kwantlen will be high-school graduates, transfer students, and adult learners residing in the region (South Fraser, Fraser Valley, and North Fraser east of Burnaby). Many of these prospective students are anxious to obtain a degree in Music,
but are currently unable to do so because of distance to available programs, the competitive nature of these programs (with limited enrolments), and the high costs associated with leaving home to pursue a course of study. Based on the Music Department’s 2008 survey, mature learners (e.g., private music studio teachers) in the region are waiting for Kwantlen to develop a baccalaureate degree in Music. Also, among the prospective student groups who seek a four-year credential are those who have already completed a Music diploma at Kwantlen (alumni) or other academic institutions such as Douglas College.

This degree will attract music students who want a classical training as well as an opportunity to explore other musical genres. The four concentrations of the proposed General Major (Studio Pedagogy, Music Education, Jazz Studies, Composition) reflect employment patterns within the music industry and expressed interests in the regional music community.

In keeping with the polytechnic mandate: Learners will engage community and industry partners outside the classroom in service education and practicum opportunities. New technologies in music and innovative pedagogies will facilitate learning that equips students for careers or further study in music education, professional arts organizations, music scholarship, performance, or music production.

Strategic enrolment management and visibility: The BMMA program will attract new populations of students to Kwantlen. Recruitment and outreach activities will include presenting concerts, workshops, clinics, and festivals of local, regional, and provincial significance.

- Linkages between the learning outcomes and the curriculum design, an indication whether a work experience/work place term is required for degree completion, and if so a description of the purpose and role of the work experience within the program

Musicians of the twenty-first century will need to be articulate and display a strong sense of professionalism. In addition to the development of musical skills, graduates of the BMMA will require writing, analytical, business, marketing, inter-personal and networking skills, and technological awareness. Additionally, today’s musician must also possess significant entrepreneurial skills in order to deal with a rapidly changing marketplace.

The BMMA degree combines theoretical foundations and applied learning to prepare students for employment in the music professions. This approach is evident in all music coursework; undergraduate music programs generally emphasize technical skill development and interpretive application of literature and theoretical principles. However, the most apparent connection between the classroom and the music professions will occur in the work experience opportunities available to students in the studio pedagogy and education concentrations at the upper levels of the BMMA.

- Potential areas/sectors of employment for graduates and/or opportunities for further study
Graduates of the proposed Bachelor of Music in Musical Arts will acquire a combination of knowledge, core competencies and transferable skills that will provide graduates with the benefits typically accruing to students with Music degrees. The proposed degree will develop innovative and creative thinkers who are flexible and can adapt to rapidly changing labour markets. Recent studies by Statistics Canada (2006) have confirmed that cultural industries rely on high-quality, university-based education to ensure the excellence of its practitioners and
facilitators. Employers are looking for creative, innovative individuals with a well-rounded, advanced education that enables them to adapt to various environments.

Of all provinces in Canada, British Columbia has the greatest percentage of its labour force in arts and culture occupations (1.08%), accounting for 0.65% of total earnings in the provincial labour force. 25,900 individuals (1 in 27 people) are involved in the arts and culture as their primary occupation in BC (Stats Canada, 2008).

In two of Kwantlen’s catchment areas, Surrey and Langley, arts and cultural activities have increased 70% and 82% respectively between 1991 and 2006. The percentage of arts and culture professionals in BC with a baccalaureate degree or higher is 37%, nearly double the rate of the provincial workforce. The number of self-employed individuals in the arts and culture sector is, at 47%, more than five times that of the overall labour force in BC, making clear the need for professional practice training such as that afforded by a four-year music degree.

(data derived from Statistical Insights on the Arts, Hill Strategies Research, March, 2009, funded by the Canada Council for the Arts, the Department of Canadian Heritage, and the Ontario Arts Council)

The importance of a career-focused curriculum that supports a high percentage of self-employed individuals in the cultural marketplace is an important focus for a Kwantlen Music degree. The BMMA will uniquely facilitate learners to implement flexible skill sets and lifelong strategies for economically rewarding careers in arts and culture. Mastery of performance and technical skills offered within the program opens multiple pathways to career and vocational options in education, interdisciplinary arts, arts management, performance and music production.

Post-baccalaureate studies in music education or in graduate music programs emphasizing performance and pedagogy studies, composition, jazz studies/popular music, music theory or musicology will be accessible to graduates of the BMMA degree at Canadian universities both within and outside the province, and internationally.

- **Delivery methods**
The BMMA degree offers a combination of program delivery methods. Eight sequenced semesters of applied music lessons (individualized instruction) and ensemble (instrumental or...

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1In 2002, total economic output from Canada’s culture industries surpassed the $39 billion mark, up 37% from $29.2 billion in 1996 (Singh, Vic. 2002. “The impact of the culture sector on the Canadian economy,” Focus on Culture. Statistics Canada, Cat. No. 84-004–XPB, vol. 15, no. 1). The unemployment rate in the cultural sector was lower than the all-industry average-5.3% compared to 8.1% overall, on average between 1996 and 2001. The most recent report from the Conference Board of Canada (August 2008), entitled “Valuing Culture: Measuring and Understanding Canada’s Creative Economy (Economic Performance and Trends),” 72 p., is a current source of data for labour market demand in Canada’s cultural sector.

The cultural sector in Canada now employs about 609,000 workers and comprises 3.3% of the overall labour force. University-educated arts and culture professionals earn 38% more than artists with a high school education. The high incidence of self-employment and multiple job holding exemplifies emerging labour market trends and calls for innovative approaches to training and development. Students need the breadth and flexibility offered by creative and performing arts programs that teach technical skills while also developing students’ awareness of critical thinking, knowledge of history, literacy skills and theory (Robert Allen, “Liberal Arts’ Merit,” The Globe and Mail, June 17, 1997).
choral) performance are required components of the degree. Additionally, aural skills training in pitch and rhythm recognition, dictation and sight performance, and keyboard proficiency (sight reading, basic technique and improvisation skills) is required of all students in the program and delivered in small group cohorts to ensure successful student development. Courses in the history and theory of music develop skills in the recognition of musical forms and styles and various aspects of music analysis. Specific requirements for each of the program majors (music literature courses for performance majors, and pedagogy and instruction methods for students in the general concentrations of studio pedagogy and music education, for example) are offered in Years III and IV of the degree, and may also be taken as electives by students pursuing other BMMA program concentrations.

**Program strengths**

The strengths of the proposed Bachelor of Music in Musical Arts include:

1. provision of regional access to students in the south Fraser region, the Fraser Valley, and the North Shore, east of Burnaby;
2. the laddered structure of the program, which is able to accommodate students at multiple levels of entry and transfer from other postsecondary diploma programs;
3. the curriculum design, which is based on a foundation in classical music training, with a recognition of program elements that support the breadth of opportunities across musical genres -- in music industries (including business), technologies/production, and education;
4. opportunities for work experience in two program concentrations, including studio pedagogy and music education;
5. program flexibility, in providing both a General major with several concentration emphases, and a Performance major that permits a less prescriptive regimen of courses compared with other Bachelor of Music performance programs.

**An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable, and plans for admissions and transfer within the British Columbia post-secondary education system**

Dr. Richard Kurth, Director of the School of Music, UBC, writes: "I believe that a thriving four-year music program at Kwantlen would be a worthwhile and productive addition to the post-secondary educational opportunities available in British Columbia, in particular if the program is designed to address educational perspectives and emphases that are not currently available to students in the province. That is clearly the intent of the Kwantlen BMMA proposal, and so I respond positively to the proposal on fundamental grounds. The Kwantlen Music Department also has excellent faculty members, who are fine teachers and accomplished musicians and scholars, and they already possess the core experience and skills needed to build and sustain a four-year program. The current Kwantlen program has proven its ability to attract students and advance their educational goals and achievements. Now is an appropriate time to consider a complete degree program, designed to complement existing programs in the province."

Dr. Harold Krebs, University of Victoria School of Music, expresses a similar positive response to the Kwantlen BMMA degree concept, and writes specifically about its distinctive features:

One of [the program's] admirable features is its flexibility in accommodating students’ needs and interests: it will allow students, in consultation with faculty members, to craft
individual programs that may include aspects of business, performance, composition/song writing, pedagogy/music education studies, jazz/commercial music studies, and world music. At the same time, the program will not neglect the ingredients of traditional BMus programs (music theory, history, performance studies). The proposed format will not only enrich students’ experiences during their studies at Kwantlen, but will significantly expand their opportunities for further study and for employment; graduates will be equipped to proceed into MMus programs across North America, but will also be prepared to embark on careers or further education in fields such as arts management or commercial music (depending on their individual choices during the BMMA program). This is exactly the kind of program that is needed during a time when some of the traditional career options for music students (for example, orchestral performance and university teaching) are threatened. [...] Another attractive feature of the proposed program is the inclusion of practica with community and industry partners. Such practica will be vitally important in students’ preparation for a variety of careers in the fine arts.

Gloria Wong, Associate Director of the Vancouver Recital Society, endorses the proposed BMMA program this way: "I wholeheartedly support Kwantlen Polytechnic University’s proposed program — Bachelor of Music in Musical Arts (BMMA) — and endorse the essential elements as outlined in the proposal which prepares students for professional work in a wide variety of fields outside of performance. In addition, our organization will be most pleased to participate as a mentor for the students in the Program. At the conclusion, it is hoped that participants will not only gain intensive hands-on experience, but have access to valuable contacts in the arts community, individuals to whom they can turn for consultation, resources, advice and networking for employment opportunities."

Please refer to Appendix A for complete documentation of all correspondence from representatives of other postsecondary music programs in British Columbia, and from relevant professional bodies.

- Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.

Please see PART 1.g), above, for a complete list of music degree programs in the province of British Columbia. A rationale for duplication in this region is also provided there and in the letters of support that appear in excerpts (immediately above), and in Appendix A.

Curriculum Design

The following tables are intended to show the program design of the Bachelor of Music in Musical Arts degree, and the courses required or recommended for the two Majors within the degree:

- **Performance Major** (Instrumental/Vocal Performance)
- **General Studies Major** (with optional concentrations in Studio Pedagogy, Music Education, Jazz Studies and Composition)

**Bachelor of Music in Musical Arts – Performance Major (138 - 140 credits)**
(Brass, Guitar, Percussion, Piano, Strings, Voice, Woodwind)
Brass, Percussion, Strings, Woodwind Performance

- **Degree – 138 credits**
- **Lower Level 73 credits / Upper Level 65 credits**

### Degree Courses – Lower Level

<table>
<thead>
<tr>
<th>Theory</th>
<th>History</th>
<th>Aural</th>
<th>Studio Lesson</th>
<th>Ensemble</th>
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</tr>
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</tr>
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<td>Theory II - 3cr</td>
<td>Music History II - 3cr</td>
<td>Ear &amp; Rhythm Training IV - 2cr</td>
<td>Studio Lesson II - 3cr</td>
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<td>18</td>
</tr>
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### Degree Courses – Upper Level

<table>
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<td>Chamber Ensemble – 2 cr</td>
<td>Business of Music - 3cr</td>
</tr>
</tbody>
</table>

- Studio Lessons for performance majors are 3 credits in semesters 1 – 4 (1.5 hours)
- Studio Lessons for performance majors are 4 credits in semesters 5 – 8 (1.5 hours plus recital preparation)
# Guitar Performance
- **Degree – 136 credits**
- **Lower Level 73 credits / Upper Level 63 credits**

<table>
<thead>
<tr>
<th>Degree Courses – Lower Level</th>
<th>Theory</th>
<th>History</th>
<th>Aural</th>
<th>Studio Lesson</th>
<th>Ensemble</th>
<th>Keyboard/ Fretboard</th>
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<td>Fretboard Harmony I – 2cr</td>
<td>Non-Music Elective – 3cr</td>
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</tr>
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<td>Non-Music Elective – 3cr</td>
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</tr>
</tbody>
</table>

| Degree Courses – Upper Level | Jazz & Pop Theory - 3cr | History of Jazz & Pop Music – 3cr | Studio Lesson - 4cr | Guitar or Mixed Chamber Ensemble - 2cr | Acoustic Guitar Styles I – 2cr | Social History of the Guitar – 3cr | | |
|-----------------------------|-------------------------|----------------------------------|--------------------|---------------------------------------|-----------------------------|-------------------------------|---|
| 20th Century Techniques - 3cr | World Music – 3cr | Studio Lesson - 4cr | Guitar or Mixed Chamber Ensemble - 2cr | Acoustic Guitar Styles II – 2cr | Business of Music - 3cr | | |
| Studio Lesson - 4cr | Guitar or Mixed Chamber Ensemble - 2cr | Acoustic Guitar Styles III – 2cr | Psychophysiology of Music – 3cr | Non-Music Elective – 3cr | 14 |
| Studio Lesson - 4cr | Guitar or Mixed Chamber Ensemble - 2cr | Acoustic Guitar Styles IV – 2cr | Elective | Non-Music Elective – 3cr | 14 |

Studio Lessons for performance majors are 3 credits in semesters 1 – 4 (1.5 hours)
Studio Lessons for performance majors are 4 credits in semesters 5 – 8 (1.5 hours plus recital preparation)
Piano Performance
- Degree – 138 credits
- Lower Level 77 credits / Upper Level 61 credits

### Degree Courses – Lower Level

<table>
<thead>
<tr>
<th>Theory</th>
<th>History</th>
<th>Aural</th>
<th>Studio Lesson</th>
<th>Ensemble</th>
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<td>Studio Lesson III - 3cr</td>
<td>Large Ensemble – 2 cr</td>
<td>Piano Repertoire III – 2cr</td>
<td>Collaborative Piano I – 2 cr</td>
<td>20</td>
</tr>
<tr>
<td>Theory IV – 3cr</td>
<td>Music History IV - 3cr</td>
<td>Ear &amp; Rhythm Training VI - 2cr</td>
<td>Studio Lesson IV - 3cr</td>
<td>Large Ensemble – 2 cr</td>
<td>Piano Repertoire IV – 2cr</td>
<td>Collaborative Piano II – 2cr</td>
<td>20</td>
</tr>
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</table>

### Degree Courses – Upper Level

| Jazz & Pop Theory - 3cr | History of Jazz & Pop Music – 3cr | Studio Lesson - 4cr | Piano Chamber or Mixed Ensemble – 2 cr | Collaborative Piano – 2 cr | Non-Music Elective – 3cr | 17 |
|------------------------|-----------------------------------|---------------------|----------------------------------------|---------------------------|----------------------------|
| Contemporary Theory - 3cr | World Music – 3cr | Studio Lesson - 4cr | Piano Chamber or Mixed Ensemble – 2 cr | Collaborative Piano – 2 cr | Business of Music - 3cr | Non-Music Elective – 3cr | 20 |

Studio Lessons for performance majors are 3 credits in semesters 1 – 4 (1.5 hours)
Studio Lessons for performance majors are 4 credits in semesters 5 – 8 (1.5 hours plus recital preparation)
### Voice Performance
- **Degree** – 137 credits
- **Lower Level 70 credits / Upper Level 67 credits**

#### Degree Courses – Lower Level

<table>
<thead>
<tr>
<th>Theory I – 3cr</th>
<th>History</th>
<th>Aural</th>
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<td>Large Ensemble II - 2cr</td>
<td>Keyboard Skills I – 1cr</td>
<td>Introduction to the Music Industry – 1cr</td>
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</table>

#### Degree Courses – Upper Level

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<th>Vocal Repertoire I – 2cr</th>
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<tr>
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<td>Non-Music Elective – 3cr</td>
</tr>
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*For Voice Performance students, chamber ensemble requirements must be vocal/choral performance and may include, but are not restricted to: Chamber Choir, Opera Workshop, Mad Jazz Vocal Ensemble.

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Studio Lessons for performance majors are 3 credits in semesters 1 – 4 (1.5 hours)
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*For Voice Performance students, chamber ensemble requirements must be vocal/choral performance and may include, but are not restricted to: Chamber Choir, Opera Workshop, Mad Jazz Vocal Ensemble.
### Degree Courses – Lower Level

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<th>Course</th>
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<tr>
<td>Ensemble</td>
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<tr>
<td>Keyboard Skills I – 1cr</td>
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<tr>
<td><strong>Music &amp; Computers – 2cr</strong></td>
<td></td>
</tr>
<tr>
<td>English or Writing Intensive – 3cr</td>
<td>16-18</td>
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<tr>
<td><strong>Theory II – 3cr</strong></td>
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<tr>
<td>Music History II - 3cr</td>
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<td>Non-Music Elective – 3cr</td>
<td>16</td>
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</tbody>
</table>

### Degree Courses – Upper Level

<table>
<thead>
<tr>
<th>Concentration</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Concentration</td>
<td>Studio Lesson - 2cr</td>
<td>Ensemble - 2cr</td>
<td>Music Elective – 3cr</td>
</tr>
<tr>
<td>Concentration</td>
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<td>Ensemble - 2cr</td>
<td>Music Elective – 3cr</td>
</tr>
</tbody>
</table>

Students, if they desire, may choose one of four concentrations:
- Studio Pedagogy
- Music Education
- Jazz Studies
- Composition
### Studio Pedagogy - 18 Credits
- Introduction to Music Pedagogy – 3 cr
- Computer Applications in Music Education – 3 cr
- Approaches to Music Education - 3 cr
  - Kodaly, Orff, Suzuki, Gordon, and Dalcroze
- Performance & Studio Pedagogy I* – 1.5 cr
- Performance & Studio Pedagogy II* – 1.5 cr
- Performance & Studio Pedagogy III* – 1.5 cr
- Performance & Studio Pedagogy IV* – 1.5 cr
- Practicum – 3 cr

### Recommended (but not required) non-music electives
- PSYC 2320 - Developmental Psychology: Childhood
- PSYC 2321 - Developmental Psychology: Adolescence
- PSYC 2322 - Developmental Psychology: Adulthood
- SOCI 2270 - Sociology of Education: A Critical Perspective

### Music Education - 18 Credits
- Introduction to Music Pedagogy – 3 cr
- Computer Applications in Music Education – 3 cr
- Approaches to Music Education - 3 cr
  - Kodaly, Orff, Suzuki, Gordon, and Dalcroze
- Instrumental/Vocal Rehearsal Techniques for Music Education – 3 cr
- Conducting II - 3cr
  - Choice of either:
    - Voice
    - Instrumental
- Practicum – 3 cr

### Recommended (but not required) non- music electives
- PSYC 2320 - Developmental Psychology: Childhood
- PSYC 2321 - Developmental Psychology: Adolescence
- PSYC 2322 - Developmental Psychology: Adulthood
- SOCI 2270 - Sociology of Education: A Critical Perspective

### Possible future music electives (Summer courses?)
- MUSI XXXX – Brass Technique
- MUSI XXXX – Woodwind Technique
- MUSI XXXX – Percussion Technique

### Jazz Studies - 21 Credits
- Jazz Improvisation I – 2 cr
- Jazz Improvisation II – 2 cr
- Jazz Combo/Jazz Band – 8 cr
- Orchestration & Arranging – 3 cr
- Composition – 3 cr
- Arranging for Small Ensembles 3
Recommended (but not required) non-music electives
- HIST 1146 - American History 1865-1974

**Composition - 18 Credits**
- Art Music Composition – 3 cr
- Song & Lyric Writing Techniques – 3 cr
- Basic Recording and Production Techniques - 3 cr
- Orchestration & Arranging – 3 cr
- Composition – 3 cr
- Arranging for Small Ensembles – 3cr

Recommended (but not required) non-music electives
- CRWR 1100 - Introduction to Creative Writing I
- CRWR 1110 - Introduction to Creative Writing II
- FINA 1130 – Introduction to Digital Graphics

**Preparatory Courses**
Music entrance exam determines placement in music theory, aural musicianship, and music history. Those lacking in a particular area will be required to do remedial work to prepare for advanced courses. Credit received in preparatory courses will not count towards the BMMA degree, but maybe applied towards a one-year Music Foundation Certificate.

<table>
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<tr>
<th>Theory</th>
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<tbody>
<tr>
<td>Rudiments I – 2cr</td>
<td>Listening to Music I – 3cr</td>
<td>Ear &amp; Rhythm Training I – 2cr</td>
<td>Studio Prep Lesson I - 2cr</td>
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<td></td>
<td>Qualifying English (ENGQ1099) – 3cr</td>
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<tr>
<td>Rudiments II – 2cr</td>
<td>Listening to Music II – 3cr</td>
<td>Ear &amp; Rhythm Training II – 2cr</td>
<td>Studio Prep Lesson II - 2cr</td>
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</tbody>
</table>

Dependent on transfer credit, prior learning assessment (PLA), Music Placement Exam results, and performance audition, students may be admitted to Years I, II, or III of the BMMA degree.²

² Exit points leading to other credentials in Music:
- Music Foundation Certificate – 30 credits
- Music Concentration Diploma – 65 credits

Revised: 6/21/2010 11:50 AM
a) List the required courses, and indicate which courses are new/to be developed.

See Appendix B for a list of all BMMA and Preparatory Music Courses

b) In an appendix, list the courses along with their calendar description and prerequisites.

Appendix B includes a listing of all current and proposed BMMA coursework

Program Delivery

a) Explain the learning methodology/methodologies to be used.

Depending upon subject and mode of delivery, learning methodologies may include: rote memorization, drill repetition for skill development, analytical and critical reasoning, and performance interpretation. Music study requires the student to be actively engaged in a variety of learning styles.

Admission Requirements

a) Describe the admission requirements for this program.

Entering students must meet the general requirements for admission to the University; upgrading will be necessary for those students not entering with a B in English 12. Students intending to enrol in the BMMA program will be required to do a performance audition, placement exams, and interview. All applicants require theoretical, aural, and practical performance skills at a university entrance level.

Based on entrance examination results, some students may be required to enrol in preparatory courses prior to advancing to degree courses. For all instruments except piano, the standard of practical work expected at the time of audition is equivalent to RCM Grade 6. The entrance standard for piano is equivalent to RCM Grade 10. The Music Entrance Exams or Prior Learning Assessment will determine placement in all music courses. Selective Entry (audition and placement), with typical program entry in Fall semester is the standard.

Multiple entry points

The program accommodates multiple points of entry: Years I, II and III. To enter year III students must have completed all requirements for Years I and II with a cumulative GPA of 2.7 and they must re-audition. Students may also be admitted to the program by

3 It is recommended that all students entering the BMMA at Year III have completed a minimum 60 credits.
transfer from other institutions at any point up to Year III; they must meet all entrance requirements at the time of admission, and may be required to complete placement exams in order to determine a reasonable point of entry.

**Multiple exit points**
Music Foundations Certificate (30 credits); Diploma in Music (60 credits); BMMA Degree (minimum 120 credits, with a minimum 60 credit residence requirement)

**Faculty**

**a) List the faculty and their areas of specialization.**

*Regular Faculty*

HAYES, Jane - M.Mus.; B. Mus.; A.R.C.T.  (Piano performance/pedagogy)

HLUS, Don - M.A.; B. Mus. (Higher Education/ Guitar performance)

JEFFREY, Wayne - D.M.A.; M.Mus.; B.Mus.; Assoc. Dip. Music (Concert band; Brass)

LAMBERTON, Elizabeth - Ph.D.; M.A.; B.Mus.; Assoc.Dip.Mus. (Music History)

QUONG, Meijane - D.M.A.; Concert Dip.; M.Mus.; B.Mus.; Assoc.Dip.Mus. (Theory; Piano)

SKOUMAL, Zdenek - Ph.D.; M.Mus.; B.Mus. (Music Theory)

SUDERMAN, Gail - M.Mus.; B.Mus.; B.Ed. (Voice Performance; Orchestral Conducting)

*Affiliate (Applied Music) Faculty*

ARMSTRONG, Patricia (Violin) - Concert Dip.; A.A.

BLACKMAN, Joan (Violin) - Concert Dip.; B. Mus.

BORTOLUSSI, Paolo (Flute) - D.M.A.; M.Mus.; B.Mus.

CALDWELL, Robert (Percussion) - B. Mus.

CHERNOFF, Marea (Oboe) - M.Mus.; Artist Dip.; B.Mus.

DYCK, Calvin (Violin) - D.M.A.; M.Mus.; B.Mus.; A.R.C.T.

ELWORTHY, Joseph (Cello) - M.Mus.; B.Mus.

HAMPTON, Ian (Cello)

HENCZEL, Bruce (Percussion) - M.Mus.; B.Mus.

LEWIS, Ed (Trumpet, Jazz) - Ph.D.; M.Sc.; B.Mus.

LIGHT, Chris (Bass) - M.Mus.; B.Mus.

LIN, Sabrina (Piano, Staff Accompanist) - M.Mus.; Artist Dip.; B.Mus.; Dip. Mus.

RYGA, Campbell (Saxophone)

SHEFFIELD, Robert (Clarinet) - M.Mus.; B.Mus.

SHORTHOUSE, Tom (Jazz Ensembles) - B.Mus; Dip. (Jazz Studies)

SPARKS, James (Choral) - M.Mus.; B.Mus.; B.Ed. (Cert.)

STILES, Allen (Keyboard Skills, Piano) - M.Mus.; B.Mus.; A.R.C.T.

THORPE, Allan (Bassoon) - D.M.A.; M.Mus.; B.Mus.

THRONNESS, Dale (Voice) - M.Mus.

TONES, Daniel (Percussion, Ethnomusicology) - D.M.A.; M.Mus.; B.Mus.

VAN DEURSEN, John (Trombone) - D.M.A.; M.Mus.; B.Mus.

WARREN, Jeff (Bass) - Ph.D. (Cand.); M.A.; B.A. (Music)

WEAVER, Scott (Low Brass) - M.Mus.; B.Mus.

b) In an appendix, provide the list of faculty along with a brief curriculum vitae for each.

Appendix C contains all current Faculty biographies/CVs.

**Program Resources**

a) Describe the resources that will be required to mount this program including:

- **Library resources**

  Kwantlen Polytechnic University Library supports in principle the development of a Bachelor of Music in Musical Arts. The current music collection is strong. However, it was built in order to support the existing programs. Monographs, recordings, videos and DVDs as well as periodicals and reference collections
would all require some upgrading and development in order to serve the proposed new courses. The library does recognize that several of the applied courses will not require a large number of new materials, but we are also mindful that superior core collections in specific subject areas within music will need further growth. Our existing Library collections in Music would need supplementation in order to support this degree.

- **Computer and computer access**
  There is already a digital music lab (music keyboards/computers) and a mobile computing lab in the department. There is a need for ongoing support with software upgrades (music notation, sequencing, and synthesis software; Mac Lab servicing, and increased piano tuning and instrument maintenance costs). See additional need for digital/recording space below.

- **Classrooms, laboratories and equipment**
  There is dedicated infrastructure to support a four-year Music degree at the Kwantlen Langley Campus (the Music Foundation Certificate and Diploma programs have been offered in these spaces since 1993). However, due to the addition of third and fourth year programming to existing certificate and diploma programs (resulting in an anticipated enrolment increase of 45 FTE), the BMMA degree will require additional dedicated classroom, office, performance, studio and rehearsal/practice space at the Langley campus as well as space for integrated digital media (labs and production studio).

  The following infrastructural (classroom, lab, equipment) resources are required at the Langley campus to implement the proposed degree:
  
  o Retrofit 2 multipurpose classrooms as dedicated space to accommodate academic courses, small ensemble rehearsals, master classes, and individual instruction;
  
  o Appropriate music technology infrastructure to outfit each of the spaces above (digital playback systems – CD/DVD/MP3/iPOD - with secured speakers and cabinets for storage of equipment; digital piano keyboards; and e-classroom infrastructure, including mounted data projection, screen, and remote with WiFi for each new classroom);
  
  o Add four teaching studios (for studio lessons). Currently, the department has only one applied studio teaching space. Additional studio space would serve the dual purpose of providing office space for part-time faculty, who teach 1-2 days/week, and would house performance music libraries for each of the performance specializations;
  
  o Pianos for each teaching studio (one grand and three concert uprights, including a maintenance plan);
  
  o Seven student practice rooms with adequate soundproofing (to accommodate the demand created with additional student cohort in upper years), and a piano for each;
- A digital recording/production studio space (an essential component of all 21st-century music departments). The space would house the Michael Conway Baker digital and M.I.D.I. studio equipment donated to the University/department.

- Auditorium sound system (with audio and video recording and playback, and creation/redesign of sound/control booth)

**Existing and shared resources at the institution or at other institutions that will be used to offer the program**

(see above reference to general classroom appropriation for dedicated music instruction)

**Additional resources that will be required to offer this program.**

- Current faculty are qualified and will cover most of the required curriculum. However, the Department intends to make one or two strategic hires. These new faculty appointments will be required to cover new areas of curriculum specialization, particularly in world music, jazz studies, and composition. All present and future music faculty will provide course/program development specific to studies in musical arts. Additionally, more applied music faculty will be required to teach studio performance and conduct small ensembles;

- Increased coordination time for departmental chair (from 25% to 50%);

- Admissions/assessment support (with a preference for internal program advising)

Library Impact Assessments (See appendix D) have been conducted for the new Bachelor of Music in Musical Arts program to establish budgetary and purchasing priorities that will be met in order to support new courses in development.

**b) Provide the intended implementation schedule for the new program and evidence of the appropriateness of the schedule, given the timing of the proposal and readiness of the institution to offer the program.**

The BMMA degree will commence in Fall 2011, with implementation of years I, II, and III of the program. Year IV will be implemented in Fall 2012.

**Program Consultation**

**a) Provide a list and brief explanation of the nature of the consultations that have occurred in the development of the degree program.**

The following individuals have reviewed the BMMA program concept and offered their perspective in writing. See Appendix A for copies of all consultative correspondence.
b) Attach all written comments, both positive and negative from:

- Relevant employers;
- Relevant professional associations;
- Program advisory committees;
- Other British Columbia institutions (this will include comments provided through the peer review process on the Post Secondary Institution Proposal System);
- Institutions outside British Columbia;
- Experts in the proposed field of study; and,
- External academic consultants.

See below - Consultations include community, business and educational stakeholders (taken from regional survey, conducted by the Music Department in 2007, to determine the feasibility of a four-year music degree in the Langley/Surrey region). Comments are taken from interviews and are unedited. In some cases, the survey participant has self-identified.

The following is a sampling of reactions from music business owners, in response to the possibility of having a music degree offered within the region:

Tapestry Music (White Rock) – Dave Sabourin (owner)

Students are musically very strong in this area. Parents down here, Asian especially, have strong beliefs regarding the importance of music education for their children.

When the customer speaks, it is the truth. When the retailer speaks, it is questioned until a relationship is established. As an end user, I can’t find qualified instructors. There is so much demand for “good” teachers. Not just a “classical” training, but also
teachers who can play by ear, play for fun. Has to reflect current world. In postsecondary [music] education there is so much theory but not enough practical.

Trends are bound by budgets. Technology becomes obsolete very quickly. Need to have continuous financial support. Programs are getting back to being simple because the money just isn’t there.

Bring more practicality in course design. It is irresponsible to put kids on a career path doomed to fail. Kwantlen must give students every opportunity to explore career options. Jazz: adding to breadth of self-fulfillment. Kwantlen must have a “black and white” mission statement. Know who you are!

Tom Lee Music – Ron Koyanagi (manager)

[Langley is] quite a thriving music community. Of all the contacts in terms of private teachers we have, all of them are full.

Cap College and VCC have defined themselves in one specific area. Created their “personalities” because of specialties. If jazz was offered locally no one would go to Cap. It is the teachers who have always drawn students in that genre. Students want to learn how to be a pro. Define themselves in ways that set themselves apart. A jazz program would draw people. If you don’t change you are dead. You have to welcome change. You have to grow as the community we serve changes.

Because there are so many strong piano teachers in the area, they have very high caliber students, but they’ve got to feel there is a very defined program.

Kwantlen must act purposefully. Get to know the influential people in the local community. Kwantlen must have personal contact. One of the biggest battles is “image.” What do grade 12 students think of Kwantlen? Networking with locals really helps.

Long & McQuade Music (Langley) – Steve Martin (manager)

Balanced [music] sales – different areas popular at different times. Growth very good. Out of 100 people, maybe 10% take [music studies] to the extent that they can.

We have a responsibility to make students aware that they are going to need to know certain things if they are going to make a living.

Have to know both sides of the recording glass. Expected to be a producer, arranger, etc., AND performer. Kwantlen should definitely consider digital production (i.e., Audio theory to mixers and including video). Build tech course around certain standards so students will be able to adapt to “latest” programs.

And ...from music educators and Kwantlen music alumni in the region:

Kelly Proznıc – Music High School Teacher, New Westminster Secondary School

What trends do you support in Music Education? What should Kwantlen do?

I have had only one student going into performance. Most going into music related careers,
such as education. A lot of kids come out of the experience of pop and jazz. Students are not looking for wind band. They play rock, pop, and jazz.

They have some experience with classical music but that is not what drives them.

If Kwantlen was to offer a Bachelor of Music Degree, what 3 majors or concentrations do you think would best serve the community Kwantlen University College serves?

Teacher training program. So many of my kids, almost all of them, want to go into teaching.

Design the program focused on some of the newer aspects of music education. Not get away from traditions but opening them up. Maybe not so centered into Western music.

No one is teaching music education from a different perspective, that is, real life situations. Jazz programs are flourishing. Concert band does not draw students. Concert band helps develop the “technique” and “sound.”

A lot of teachers don’t know how to set up a jazz band. Yet, so many high schools have jazz bands. [What is required from a degree program is some sort of instructional method.]

**Jazz Pedagogy**

Developing your own strength as a musician

Practical applications

- Understanding and using the tools the big parts of music to create music. Music education leaves out creation (concentration on recreation).
- Teaching students to be practical teachers

**Content**

- Guitar classes
- Percussion groups
- Recording and technology
- Sound track composition
- Teaching technology
- Assessment and evaluation
- Parent/teacher relationships
- Management stuff
  - Practical classroom management
  - Scenarios
- Administrative work
  - Tracking
- Organizing concerts

Using technology to help you teach

- Giving ideas on how to use stuff

Most [music] educators I talk to are also learners. They are thrown into a workplace without the tools. The programs in the university didn’t match the type of jobs we are entering. It wasn’t their post-secondary experience that helped them learn the job. [Post-secondary institutions in BC] don’t prepare anybody for the realities of the workplace. McGill did get the job done but there were big holes…
If students know the end product . . . What attracts students is the musical standards. Looking at the alumni coming out of the program. What marks a program [successful] is how people play.

Bob Tarr – Hope Secondary

As for the program, I would think that the following might be included. I assume that there would be some classes that would overlap for all of the music students (theory, arranging, history, class piano, ensembles, lessons, etc.) How would a small ensemble (guitar quartets, trios) work. Also a course that might include commercial relations, recording techniques, how to get gigs, studio experience, developing your sound (technology maybe in terms of amp selection and pedals) These sorts of things may prove useful to an emerging musician. Is this a straight classical program or are you including jazz playing? Maybe an improv class. If this is a jazz program, small ensemble work is great for learning how to comp within a band setting with other instruments (piano). Other courses I had in college were class brass, class woodwind, class percussion, class piano, and sight singing. These were great for giving me insights on other instruments and how to write for them.

Gary Raddysh – Chilliwack Secondary School

As usual I have been selling your music program to my students as a nice step from High School Music into Post Secondary. The gap that your school very wisely filled with the certificate(one year to get up to Post Sec ability?) is very real for my students. Many come into my classes and have a fun but demanding experience and they realize that they would like to do some more study. Investigation of the local music schools shows the kids that the available spots are being filled with musicians with much more extensive training. Often my kids loose heart and drop music as an option. Also, your program gives me a Post Sec option to sell kids as a reason to stay in my program. "There is Musical Life beyond High School." Please try to maintain this certificate program.

As far as a 4 yr degree goes, it is my opinion that students should study the body of knowledge that relates to their instrument. Music Theory is essential. History of all music, though I hated it, is now very useful to me. On these two last points, direction in more current styles would be advisable, especially for those who see themselves doing my job. A large part of my draw is that I run Dixieland Jazz and R&B bands. Arranging is as large part of what I do and I am basically learning it as I do it. Performance has a large side to it that I try to teach but I am always hounded by performance deadlines. I work mainly on the pieces but I want the students to be aware of so much more: staging, set up/tear down and gear transportation, dress, costuming, lighting, deportment, Emcee, audience involvement, audience etiquette, programming, sound reinforcement, mic technique, money-collection and accounting, donations, tickets, advertising, promotion, field trips, bookings, legalities, chaperones, decision making...man it goes on and on. We must assume that a lot of this learning comes from just being in the business and keeping your eyes open, but some notion that it is important must be made.

I like the idea of formal music training that I received and I try to stress to kids that if they are really serious about studying music and perhaps doing the job I do, then they must open
their minds to some serious work and to studying the kind of curriculum that you and I began with. A hint of something "hip," Jazz, Blues, Rock and Roll, Rock, Funk goes a long way to hook kids and once they are hooked they realize how "hip" all the repertoire really is.

Sal Antenucci – Former Kwantlen Student

From my point of view, one of the things I would like to have done differently is learning Jazz theory and improvisation at the same time as classical studies. I regret now not having learned more about harmony and chord structure and how to apply it to the fretboard of the guitar. I'm not quite sure how to do it in a limited time frame. But I do think that having students understand more about the pieces they are playing, and learning to improvise and arrange pieces themselves would make them more competent players.

Franze Weisinger – Kwantlen Park Secondary

I think the thing with teaching music is that we are all good at our instruments and what we do, it is the how that becomes the challenge.

I thought I was a pretty kick ass sax player when I graduated but once I was put in front of the kids at West Whalley -nothing had properly prepared me. I basically had to learn the job myself, despite the fact that I had my B-Mus and years of private teaching experience.

APPENDICES

Appendix A: Correspondence from representatives of postsecondary Music programs in British Columbia, and from relevant professional bodies and organizations

Appendix B: Current and Proposed BMMA Courses

Appendix C: Music Department Faculty Biographies and Curriculum Vitae

Appendix D: Library Impact Assessments
Thank you for asking me to comment on the proposal for a Bachelor of Music in Musical Arts (BMMA) degree program at Kwantlen Polytechnic University. I believe that a thriving four-year music program at Kwantlen would be a worthwhile and productive addition to the post-secondary educational opportunities available in British Columbia, in particular if the program is designed to address educational perspectives and emphases that are not currently available to students in the province. That is clearly the intent of the Kwantlen BMMA proposal, and so I respond positively to the proposal on fundamental grounds. The Kwantlen Music Department also has excellent faculty members, who are fine teachers and accomplished musicians and scholars, and they already possess the core experience and skills needed to build and sustain a four-year program. The current Kwantlen program has proven its ability to attract students and advance their educational goals and achievements. Now is an appropriate time to consider a complete degree program, designed to complement existing programs in the province.

Among the strengths of the proposal, I note in particular the aim to support broad-based arts advocacy. This is an important aim, because arts advocacy is an activity needed for the development and enhancement of the cultural sector in B.C., not only in the various communities that make up the Lower Mainland, but also throughout the province.

Cultural activities and industries are recognized as important components in a diversified local and regional economy. They need to be promoted and developed because they can intensively create and multiply economic activity within the community, in a sustainable way and with numerous collective benefits (economic, social, and cultural). An emphasis on arts advocacy can also build suitably on the talents and prospects of the kind of students who are drawn to the Kwantlen program.

The proposal repeatedly emphasizes contribution and service to the community, and there is a plan to "engage community and industry partners outside the classroom in service education and practicum opportunities." This is a worthwhile goal, but it will require organization of partnerships that meet the pertinent criteria, on a sustainable ongoing basis, and for a potentially increasing cohort of students. These opportunities need to be in place as soon as possible, since they are essential to the identity of the proposed Kwantlen BMMA, and will determine to some extent how many students the program can accommodate. Organizing these practicum activities will itself involve a significant amount of arts advocacy, and sustainability needs to be borne in mind from the outset. The practicum aspect of the program also seems vitally important in connection with the acknowledgement that the program is geared to admit students who have "insufficient training" for admission to other Bachelor of Music programs. Such students will of course make progress while studying at Kwantlen, but they need a unique training opportunity in order to be competitive with graduates of existing B.Mus. programs.

The proposed program aims to provide a unique kind of flexibility to address the needs and interests of its students. This is an excellent idea in principle, but a flexible program will require very diverse resources, and instructors with very broad expertise, or who are willing to teach very irregularly, as
demand arises. How will an appropriate balance between flexibility and quality of instruction be maintained, in such diverse areas as "arts management, performance, composition/song writing, pedagogy/music education studies, jazz/commercial music studies, and world music"? With a relatively small cohort of students, how will it be possible to offer courses in all these areas economically, and with the regularity needed to meet students' interests and graduation requirements? Furthermore, most Bachelor of Music programs involve four years of large ensemble experience, in addition to weekly lessons, and chamber music activities.

Does Kwantlen have the resources to provide these learning experiences, and will the instrument and skill distribution in the student cohort allow for viable large ensembles? The Canadian University Music Society has formulated guidelines for BMUS curricula and resources, and these can provide a helpful background for such considerations.

which are also relevant to the aim of making the Kwantlen BMMA viable as a stepping stone to graduate programs at Canadian and U.S. universities. I point out these practicalities because the university must understand the kind of support and resources that will be needed to realize the goals of the proposal. The success of the program depends on the university's confidence that it can provide everything needed to make a Bachelor of Music program thrive. If there is any ambivalence on that count, then the university might consider recasting the program as a Bachelor of Arts in Music: it could be one that is enhanced by individual lessons, though it might not entail the extensive ensemble experience that is the other distinctive component of all BMUS programs.

Given these considerations, I suggest that the program should carefully plan for a target cohort size, determined through detailed logistical considerations of all aspects of sustainable curriculum delivery. The cohort size should reflect the minimal critical mass needed to develop and maintain a thriving new program that gives students the opportunities, experiences, and resources they need in order to succeed in the program and beyond. This cohort size may exceed the number of Kwantlen diploma students currently interested to continue into the new BMMA program, and if so, a plan for recruitment should be developed and implemented. Getting the new program to critical mass quickly will be essential for its success.

All the preceding comments are intended in an entirely constructive sense, and I hope you find them useful as you work at this pivotal stage to develop and implement your new program. I wish you every success in this venture, and it will be very gratifying to see a distinctive new music program in B.C., serving the needs and interests of students. I am confident that the faculty and administration at Kwantlen have the vision, experience, and skill that will be needed to meet the challenges of establishing and maintaining a distinctive new four-year program in music.

Yours sincerely,

Richard Kurth, Ph.D
Professor and Director
UBC School of Music
richard.kurth@ubc.ca
tel: 604-822-5436
fax: 604-822-4884
The members of the faculty of the Music Department of Kwantlen Polytechnic University, whom I hold in high respect, have developed a four-year Bachelor of Music in Musical Arts program. I have reviewed the planning document and am very impressed with the proposed program.

One of its admirable features is its flexibility in accommodating students’ needs and interests: it will allow students, in consultation with faculty members, to craft individual programs that may include aspects of business, performance, composition/song writing, pedagogy/music education studies, jazz/commercial music studies, and world music. At the same time, the program will not neglect the ingredients of traditional BMus programs (music theory, history, performance studies). The proposed format will not only enrich students’ experiences during their studies at Kwantlen, but will significantly expand their opportunities for further study and for employment; graduates will be equipped to proceed into MMus programs across North America, but will also be prepared to embark on careers or further education in fields such as arts management or commercial music (depending on their individual choices during the BMMA program). This is exactly the kind of program that is needed during a time when some of the traditional career options for music students (for example, orchestral performance and university teaching) are threatened.

Another attractive feature of the proposed program is the inclusion of practica with community and industry partners. Such practica will be vitally important in students’ preparation for a variety of careers in the fine arts. Furthermore, liaisons with the community and with relevant industry partners cannot but benefit Kwantlen Polytechnic University. The Department of Music is to be commended for actively pursuing such liaisons.

There is every indication that there would be a demand for this program. Students are happy with the education they currently receive at Kwantlen, and are likely to embrace the possibility of continued studies at the same institution. Once the BMMA program is established, Kwantlen Polytechnic University is also likely to become an attractive haven for transfer students from other institutions.

Some strategic hiring will be necessary to launch this program. Such hiring is difficult to finance in the current economic climate, but in my opinion, this program would be worthy of such support.

I wish my colleagues at Kwantlen well in the mounting of the BMMA program.

Sincerely,
Dr. Harald Krebs
Professor and Head of Theory
The Program Concept document for a Bachelor of Music in Musical Arts degree proposed by the Music Department at Kwantlen Polytechnic University presents a very comprehensive model for a degree which has excellent potential for success. While offering students a vehicle to develop their musical knowledge, core musical competencies and skills in a way similar to other Bachelor of Music programs in this province, the Kwantlen BMMA proposal creates a unique opportunity for its upper level students not readily available at most other institutions by allowing them the opportunity to craft an individualized program of study, undertaken in consultation with faculty, that may be wide-ranging and may include aspects of arts management, performance, composition/song writing, pedagogy/music education studies, jazz/commercial music studies and world music. It prepares students for entry into the cultural industries sector and the labour market by incorporating essential skills into the curriculum, including cross-disciplinary applications of the theory and practice of various musical arts.

There is a focus on theoretical, methodological, and applied understanding and skills required for employment and/or further studies; a realistic component necessary for success in today’s world. The proposal will provide the opportunity for students to engage community and industry partners outside the classroom in service education and practicum opportunities. New technologies and innovative pedagogies will facilitate learning that equips students for careers or further study in music education, professional arts organizations, music scholarship, performance, or music production.

I fully endorse this proposal with its unique approach to music education. It describes a degree with a necessary component of practicality and realism that will greatly enhance the post-secondary music degree offerings now available in the province of British Columbia.

Yours truly,

Patrick Carpenter, Professor
Music Department, Vancouver Island University
It is with great pleasure that I have learned that Kwantlen Polytechnic University will be proposing to grant a Bachelor’s of Music in Musical Arts (BMMA). As a long time music educator in Langley and having seen many of our students from Western Conservatory of Music go to Kwantlen for the start of their post-secondary education, it would be highly advantageous and convenient both economically and physically for students to remain at the Langley campus to complete a bachelor degree.

I feel the flexibility of the proposed BBMA will suit the community and its needs greatly. Allowing the students to do concentrations on arts management, pedagogy, performance, jazz, composition etc. will certainly make this a marketable degree and fulfill the needs of many music students.

I am pleased to see that Kwantlen will be taking a leadership pertaining to the community arts education in Langley and the greater Fraser Valley area and I will certainly continue to recommend our students to attend the University.

Congratulations on this decision and I hope it becomes reality for the academic year of 2011-2012. You may contact me at your pleasure.

Yours truly,
Richard E. Haack
Principal
Western Conservatory of Music
As the Associate Director of the Vancouver Recital Society, I have on a number of occasions been introduced to individuals who have expressed an interest in pursuing a career in music quite apart from performance. In the present university/college system, music students who may not be suited to performing at a professional level upon graduation but who still wish to remain involved in the arts have been offered limited exposure to the many different areas that encompass employment in that sector and the alternate ways in which one can contribute to a rich and varied life connected to music. Even in the case of performance majors, there is no guidance on actual portfolio/presentation skills, or artist/arts management issues, and little to prepare them for the professional challenges that lie ahead.

On behalf of the Vancouver Recital Society, I wholeheartedly support Kwantlen Polytechnic University’s proposed program -- Bachelor of Music in Musical Arts (BMMA) – and endorse the essential elements as outlined in the proposal which prepares students for professional work in a wide variety of fields outside of performance. In addition, our organization will be most pleased to participate as a mentor for the students in the Program. At the conclusion, it is hoped that participants will not only gain intensive hands-on experience, but have access to valuable contacts in the arts community, individuals to whom they can turn for consultation, resources, advice and networking for employment opportunities.

With the many challenges facing the arts today it is vitally important that musicians and those with a passion and commitment to the arts be given the necessary wherewithal to become a strong and knowledgeable voice. It is our sincere wish to see Kwantlen Polytechnic University’s proposal become a reality.

Respectfully submitted,

Gloria Wong
Associate Director
Vancouver Recital Society
#304 – 873 Beatty Street, Vancouver, BC V6B 2M6
T: 604.602.0363 F: 604.602.0364
Here are a few of my thoughts about your proposed degree, a Bachelor in Musical Arts (BMMA).

First off, you are proposing some really exciting and innovative ideas which, if implemented, would put Kwantlen on the map as a truly unique educational institution. Needless to say, the implementation of these ideas will pose a lot of problems which may be very difficult to address. In order to implement your "wish list" I would first ask what Kwantlen has, or will have, in the way of human resources. My view has always been that an educational institution is only as good as its faculty. You will have to scrutinize your current faculty to determine who will be capable of dealing with the many disciplines you hope to offer prospective students. Indeed, who will be willing to teach these additional courses. (I would guess that many will feel they are simply not qualified.) I'm not telling you anything you haven't discussed, I'm certain, at length. All I can do is offer some suggestions which you may feel are feasible.

1. Given Kwantlen does not have the resources to implement your ambitious programs I would suggest you look at the VCC model of finding qualified people to teach and ask them if they would be willing (or able) to give tutorials in the various music and related fields you outline in your proposal. (The last I heard was that VCC will consider offering a subject if enrollment is high enough to pay the instructor's fee.) This seems a practical way of offering courses beyond the fundamentals without the University incurring unaffordable expenses.

2. Given that, at present, there is not enough classroom space to accommodate these additional courses, it might be entirely feasible to ask the instructor of the tutorial if they would be willing/able to teach the students in their home. (In fact, I took all my composition lessons, with Jean Coulthard, not in the music school at UBC, but in her home!) It may be that your idea of providing "mentorships" is along the same line as my reference to tutorials. In any case, I feel that your ideas may work by going to the community at large to find qualified people willing to teach the various interdisciplinary courses you wish to offer.

I would be happy to discuss all this with you both at some future time.

Sincerely,

Michael Conway Baker, O.B.C.

[Martin Berinbaum, Retired music professor, The University of British Columbia

August 2009]

I have reviewed the program at length and I think that it fulfills your mandate on paper. In practice I have no doubt you will be able to deliver the program to one extent or another, but the inherent problem all music programs face in this geographical area is a shortage of qualified students. Perhaps the nature of your program and the accessibility which Kwantlen is known for, will allow you enough full time students to make the classes successful. You seem to have a lot of classes and I wonder how many students you will need in order to run them.

Martin Berinbaum
Appendix B

Full Program Proposal - Bachelor of Music in Musical Arts

REQUIRED COURSES (Existing and New)

Prerequisite Courses* - credit or equivalent standing required for admission to program

MUSI 1010* CR-3 (to be revised)
Rudiments of Music I
This course is an introduction to the written aspects of musical language including essential notation skills in all clefs, major and minor scales, circle of 5ths, modes, intervals, basic chord structures, cadences, transposition, and basic musical terms. This course will also include practice of rhythmic skills.
Transferable (refer to transfer guide )

MUSI 1011* CR-2 (to be revised; note prerequisite changes)
Aural Musicianship and Rhythm Training I
This introductory course is for the musician who has had minimal formal musicianship training. It is designed to develop rudimentary aural musicianship through singing English-language folk songs and other composed music. Solfege (moveable doh), hand signs, and rhythm syllables will be taught to assist the student to read, write and hear music. Pentatonic, major and minor scales and the intervals found in those scales will be taught. The beginning skills in improvisation, part-work and conducting will be covered.
Prerequisites: None
Corequisites: MUSI 1010 (recommended)
Transferable (refer to transfer guide )

MUSI 1013* CR-3 (to be revised)
Listening to Music I
This course will concentrate on the development of aural skills that lead to an understanding of Western music from the Medieval, Renaissance, Baroque, and Classical periods. The amateur musician or novice will acquire skills in hearing rhythm, melody, harmony, color, texture, and form.
Transferable (refer to transfer guide )
MUSI 1020* CR-3 (to be revised)
Rudiments of Music II
This course is a continuation and application of the basic skills developed in Rudiments of Music I including transposition and transcription of more complex musical structures, musical terms, chord building and basic progressions, simple voicing, basic arranging, applied rhythmic patterns, introduction to transposing instruments, basic ornamentation, and rudimentary analysis. This course will also include a continuation of rhythmic practice.
Prerequisites: MUSI 1010 or permission of instructor.
Transferable (refer to transfer guide)

MUSI 1021* CR-2 (to be revised)
Aural Musicianship and Rhythm Training II
This course is a continuation of the skill development begun in MUSI 1011 to develop aural musicianship. Solfège (moveable doh) and hand signs including chromatic alterations will be taught. Modes will be added to the major and minor scales learned the previous semester. Bass lines, and common harmonic progressions from the Classical period will be covered. Skill development in part-work, improvisation, and conducting will be continued.
Prerequisites: MUSI 1011 or permission of instructor.
Corequisites: MUSI 1020 and MUSI 1024 (recommended)
Transferable (refer to transfer guide)

MUSI 1023* CR-3 (to be revised)
Listening to Music II
This course is a continuation of the development of the aural musicianship skills acquired in the first semester including rhythm, melody, harmony, color, texture, and form through examples from the end of the Classical period of music, through the Romantic period to the present day. This course will also include listening to jazz and non-Western musical styles.
Prerequisites: MUSI 1013 or permission of instructor
Transferable (refer to transfer guide)

MUSI 1105* CR-2 (to be renumbered and retitled)
Major Instrument - Certificate I
Students will work one-on-one with an instructor (vocal or instrumental) on the interpretation and performance of repertoire, and on technical and sight reading requirements.
Transferable (refer to transfer guide)
MUSI 1205* CR-2 (to be renumbered and retitled)
Major Instrument II
Students will work one-on-one with an instructor (vocal or instrumental) on the interpretation and performance of repertoire, and on technical and sight reading requirements.

Prerequisites: MUSI 1105
Transferable (refer to transfer guide)

* These courses may be required by students admitted provisionally to the BMMA program. They are not considered part of the degree, but may be used as elective credits toward non-music credentials and other degrees at Kwantlen. They may also be used as transfer credit to non-music programs at other universities.

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BMMA Degree Program Courses (existing and new)

MUSI 11xx CR-1 (NEW – to be developed)
Introduction to the Music Industry
Students will undertake a comprehensive overview of the music industry as well as familiarize themselves with the factors that contribute to success in the music business. An awareness and understanding of the inter-relatedness of the many facets of the music industry is essential for personal and professional growth, viability, and success.

MUSI 1102 CR-2
Music and Computers
This course will focus on the acquisition of primary and secondary knowledge and skills in the interface between acoustic and electronic instruments and the MIDI-based technology of computer applications to music. Numerous and varied software and hardware configurations will be explored in this non-traditional but comprehensive course.

Prerequisites: None
Transferable (refer to transfer guide)

MUSI 1133 CR-2 (to be renumbered as part of degree sequence)
Fretboard III (Diploma)
Students will begin to develop a full knowledge of the harmonic and melodic capabilities of the guitar fretboard. They will study fretboard harmony (using four-note chord voicings), scales, and arpeggios, and will cultivate music reading skills in lower and intermediate positions.

Note: For students whose first instrument is guitar.
Prerequisites: Audition and/or interview
MUSI 1150 CR-2 (note prerequisite changes)
The Language of Music I
Students will study basic musical concepts, including elementary acoustics, notation, intervals, scales, modes, chords, and rhythm. They will apply these in the writing of species counterpoint and simple four-part harmony, and in the analysis of representative historical examples.
Prerequisites: MUSI 1020 or successful completion of Music Placement Exam or permission of instructor.
Transferable (refer to transfer guide )

MUSI 1151 CR-2
Diploma Aural Musicianship I
This course is designed to develop aural musicianship through singing English-language folk songs and other composed music. Solfege (moveable doh), hand signs, and rhythm syllables will be taught to assist the student to read and write music. Pentatonic, major, minor and modal scales and corresponding intervals will be taught. Beginning skills in improvisation, part-work, and conducting will also be covered.
Prerequisites: Successful completion of Music Placement Exam
Corequisites: MUSI 1150 and MUSI 1154
Transferable (refer to transfer guide )

MUSI 1153 CR-3 (revised 2010)
History of Music I: Antiquity to 1600
Students will first survey the chronological development of Western art music from ancient times to the present, thus establishing a basic historical framework for further study. They will then examine in greater historical depth the development of Western music from Greek Antiquity to the end of the Renaissance, circa 1600. They will cultivate basic aural skills by actively listening to and analyzing representative works, and will begin to develop the skills the music historian uses in researching and writing about music.
Prerequisites: Open to all Music Program students with knowledge of music at RCM Grade 2 Rudiments level, demonstrated by one of the following methods: (1) Placement Test passed; or (2) RCM Grade 2 (or higher) certificate, or equivalent.
Transferable (refer to transfer guide )
MUSI 1154 CR-1
Keyboard Skills I
Students will begin to develop basic keyboard skills. They will study keyboard harmony (chord progressions and harmonization) and will develop the ability to use simple accompaniment patterns and to harmonize simple melodies. Students will also develop skills in sight-reading and transposition.
Prerequisites: Acceptance into Bachelor of Music in Musical Arts degree
Corequisites: MUSI 1150 or permission of instructor
Transferable (refer to transfer guide)

MUSI 1155 CR-1
Secondary Instrument - I
Students will work one-on-one with an instructor (vocal or instrumental) on the interpretation and performance of repertoire, and on technical and sight reading requirements.
Prerequisites: Students must successfully pass an audition to meet all requirements of MUSI 1154, 1254, 2354, 2454, or permission of the department.
Transferable (refer to transfer guide)

MUSI 1156 CR-3
Major Instrument Applied
Students will work one-on-one with an instructor (vocal or instrumental) on the interpretation and performance of repertoire, and on technical and sight reading requirements. They will also participate in master classes as required by the instructor.
Transferable (refer to transfer guide)

MUSI 1157 CR-2
Major Instrument Concentration - I
Students will work one-on-one with an instructor (vocal or instrumental) on the interpretation and performance of repertoire, and on technical and sight reading requirements.
Transferable (refer to transfer guide)

MUSI 1158 CR-2
Piano Repertoire I: The Baroque Period
This course will focus on the analysis of piano solo repertoire and works with orchestra of the Baroque period of music. Piano performance majors will be required to perform.
Prerequisites: permission of instructor
MUSI 1167 CR-2
Kwantlen Strings I (Diploma)
Kwantlen Strings rehearses and performs a wide variety of repertoire from the 16th century to the present, including music from the Pre-Baroque, Baroque, Rococo, Classical, Romantic and 20th century repertoire. Works by composers such as Gabrieli, Corelli, Geminiani, Bach, Handel, Haydn, Mozart, Brahms, Tchaikovsky, Barber, and Vaughan Williams, as well as works by contemporary Canadian composers will be performed. Placement in ensemble is by audition and/or interview. This course is open to all music majors and other Kwantlen students. Members of the community may participate on a non-credit basis.

Prerequisites: Ensemble placement according to instrumentation by audition and/or interview in consultation with performance faculty at the discretion of the conductor of each ensemble.

Transferable (refer to transfer guide)

MUSI 1168 CR-2
Kwantlen Wind Ensemble I (Diploma)
The Kwantlen Wind Ensemble rehearses and performs wind ensemble repertoire from the 16th century to the present as well as some orchestral transcriptions, marches, musicals, and much more. Contemporary works by Canadian composers will be included. Placement in ensemble is by audition and/or interview. This course is open to all music majors and other Kwantlen students. Members of the community may participate on a non-credit basis.

Prerequisites: Ensemble placement according to instrumentation by audition and/or interview in consultation with performance faculty at the discretion of the conductor of each ensemble.

Transferable (refer to transfer guide)

MUSI 1169 CR-2
Kwantlen Chorus I (Diploma)
The Kwantlen Chorus will rehearse and perform works for large and small ensembles from the 16th century to the present in the Western Classical tradition, as well as works from the folk, jazz, popular and musical theatre idioms with emphasis on Canadian choral compositions. This course is open to all music majors and other Kwantlen students. Members of the community who wish to gain experience in choral singing and vocal development may participate on a non-credit basis. Entrance is by interview and/or audition.

Prerequisites: Placement according to voice type by interview

Transferable (refer to transfer guide)
MUSI 1171 CR-2 (formerly 1166)
Guitar Chamber Ensemble I
Students will perform in duos, trios, quartets, and larger works for guitar ensemble. They will study both original classical and jazz compositions, as well as transcriptions.
Prerequisites: Permission of the instructor
Transferable (refer to transfer guide)

MUSI 1172 CR-2 (formerly 1166)
Piano Chamber Ensemble I
Students will be placed in small ensembles for the study, preparation and performance of four-hand and eight-hand piano repertoire and works involving piano and different instrumental or vocal combinations. They will work with an assigned instrumental or vocal partner and will accompany that person in recital and at the final jury.
Prerequisites: Permission of the instructor
Transferable (refer to transfer guide)

MUSI 1173 CR-2 (formerly 1166)
Percussion Ensemble I
Students will study and perform repertoire for percussion instruments of both definite and indefinite pitch. They will also study selected rhythmic systems of work music cultures such as African drumming and Indonesian Gamelan.
NOTE: Both percussion and non-percussion majors may take this course.
Prerequisites: Permission of the instructor
Transferable (refer to transfer guide)

MUSI 1174 CR-2 (formerly 1166)
Woodwind Chamber Ensemble I
Students will study, rehearse and perform original compositions and arrangements of repertoire for different woodwind instrument combinations. They will, depending on enrolment and instrument type, work in quartets, quintets, and larger woodwind choirs. In addition, students may work with brass, guitar and/or piano students on mixed chamber repertoire.
Prerequisites: Permission of the instructor
Transferable (refer to transfer guide)

MUSI 1175 CR-2 (formerly 1166)
Brass Chamber Ensemble I
Students will study, rehearse and perform original compositions and arrangements of repertoire for different brass instrument combinations. They will, depending on enrolment and instrument type, work in quartets, quintets, and larger brass choirs. In addition, students may work with woodwind and/or piano students on mixed chamber repertoire.

*Prerequisites: Permission of the instructor*

*Transferable (refer to transfer guide)*

**MUSI 1176 CR-2 (formerly 1166)**

Vocal Ensemble I: Jazz and Madrigal

Students will study, rehearse and perform vocal repertoire in baroque and jazz styles. They will audition for the ensemble at the beginning of each semester. Students will perform in concerts both on- and off-campus.

*Prerequisites: Successful audition*

*Transferable (refer to transfer guide)*

**MUSI 1177 CR-2 (formerly 1166)**

Jazz Band I

Students will work on improvisation skills and chart reading in an ensemble setting. They will perform selections from the standard jazz band repertoire. Students will perform in concert both on- and off-campus throughout the semester.

*Prerequisites: Permission of the instructor*

*Transferable (refer to transfer guide)*

**MUSI 1178 CR-2 (formerly 1166)**

Jazz Combo I

Students will work on improvisation skills and chart reading in a small jazz combo setting. They will also prepare and perform selections from the standard jazz band repertoire. Students will perform in concert both on- and off-campus throughout the semester.

*Prerequisites: permission of the instructor*

*Transferable (refer to transfer guide)*

**MUSI 1179 CR-2 (formerly 1166)**

String Chamber Ensemble I

Students will be placed in small ensembles for the study, preparation and performance of works for string duos, trios and quartets. Students may also be placed in mixed ensembles involving piano, woodwinds and brass. Assignments will vary from semester to semester based on available instrumentation.
Prerequisites: permission of instructor
Transferable (refer to transfer guide)

MUSI 11xx CR-2 (NEW – to be developed)

Opera Ensemble

Students will study, develop and improve their dramatic skills and gain valuable stage experience through performances of Operatic literature, including Solo repertoire and Ensemble repertoire. Scene studies and performances will provide the foundation of the Opera Ensemble. Students will demonstrate vocal technique suitable for operatic repertoire, knowledge of foreign languages, ability to enact directed scenes, and ability to sing solo and harmony in both lead roles and ensembles. Opera Ensemble is open to Performance and Non-Performance Voice Majors, with permission of Instructor.

Prerequisites: Successful audition

MUSI 11xx CR-2 (NEW – to be developed)

University Chamber Choir

Students will study, rehearse and perform madrigals, motets, cantatas and other works suitable for Chamber Choir. The Chamber Choir is an auditioned small ensemble and has a membership ranging from 16 to 30 singers. The choir performs SATB repertoire. Students will study vocal health and techniques, ensemble balance and intonation, sight reading skills, melodic, harmonic and rhythmic concepts, diction and the relationship of text to music. The Chamber Choir is an active performing ensemble, performing at both University concerts and events and performances outside of the University community. Auditions for Chamber choir are open to Music majors and non-Music Majors.

Prerequisites: Successful audition

MUSI 1233 CR-2 (to be renumbered as part of degree sequence)

Fretboard IV (Diploma)

Students will continue to develop a full knowledge of the harmonic and melodic capabilities of the guitar fretboard. They will undertake advanced level studies in fretboard harmony, scales, arpeggios, and modes, and will cultivate music reading skills in upper positions.

Note: For students whose first instrument is guitar.

Prerequisites: MUSI 1133 or permission of the instructor
Transferable (refer to transfer guide)

MUSI 1250 CR-2

The Language of Music II
Students will study late Baroque and Classical diatonic harmony through writing and analysis. They will examine the function of all diatonic triads in choral and keyboard styles. They will also look at musical form (period, binary, rounded binary, ternary) and combine their knowledge of harmony and form in the composition of a short original work.

Prerequisites: MUSI 1150
Transferable (refer to transfer guide)

MUSI 1251 CR-2
Diploma Aural Musicianship II

This course is a continuation of the skill development begun in MUSI 1151 to develop aural musicianship. Solfège (moveable doh) and hand signs, including chromatic alterations will be taught. Bass lines, and common harmonic patterns from the Classical period will be covered. Skill development in part-work, improvisation, and conducting will be continued.

Prerequisites: MUSI 1151 or permission of instructor
Corequisites: MUSI 1250 and MUSI 1254 (recommended)
Transferable (refer to transfer guide)

MUSI 1253 CR-3
History of Music II: 1600 to 1800

Students will engage in intensive study of the development of Western art music during the Baroque and Classical periods, from circa 1600 to circa 1800. They will learn about the historical development of styles, genres, and forms, and will examine music as an expression of Western culture by relating it to changing artistic, social, and political contexts. They will continue to cultivate aural skills by actively listening to and studying representative works, and will further develop skills in researching, writing, and thinking critically about music.

Prerequisites: MUSI 1153, or permission of instructor
Transferable (refer to transfer guide)

MUSI 1254 CR-1
Keyboard Skills II

Students will continue to develop basic keyboard skills by furthering their study of keyboard harmony (chord progressions and harmonization) and develop their ability to harmonize melodies using simple accompaniment patterns. They will continue to improve their skills in sight-reading and transposition.

Prerequisites: MUSI 1154 or by audition and/or interview
Corequisites: MUSI 1250, or permission of instructor
**MUSI 1255 CR-1**
Secondary Instrument - II
Students will work one-on-one with an instructor (vocal or instrumental) on the interpretation and performance of repertoire, and on technical and sight reading requirements.
*Prerequisites: MUSI 1155 or permission of the department head.*
Transferable (refer to transfer guide)

**MUSI 1256 CR-3**
Major Instrument Applied - II
Students will work one-on-one with an instructor (vocal or instrumental) on the interpretation and performance of assigned repertoire, and on technical and sight reading requirements. They will participate in master classes as required by the instructor.
*Prerequisites: MUSI 1156 or (1157 with successful audition)*
Transferable (refer to transfer guide)

**MUSI 1257 CR-2**
Major Instrument Concentration - II
Students will work one-on-one with an instructor (vocal or instrumental) on the interpretation and performance of repertoire, and on technical and sight reading requirements.
*Prerequisites: MUSI 1157, or (1165 with successful audition)*
Transferable (refer to transfer guide)

**MUSI 1258 CR-2**
Piano Repertoire II: The Classical Period
This course will focus on the analysis of piano solo repertoire and works with orchestra of the Classical period of music. Piano performance majors will be required to perform.
*Prerequisites: permission of instructor*
Transferable (refer to transfer guide)

**MUSI 1267 CR-2**
Kwantlen Strings II (Diploma)
Kwantlen Strings rehearses and performs a wide variety of repertoire from the 16th century to the present, including music from the Pre-Baroque, Baroque, Rococo, Classical, Romantic, and
20th Century repertoire. Works by composers such as Gabrieli, Corelli, Geminiani, Bach, Handel, Haydn, Mozart, Brahms, Tchaikovsky, Barber, and Vaughan Williams, as well as works by contemporary Canadian composers, will be performed. In this second-level ensemble, placement is by audition and/or interview.

**Prerequisites:** [MUSI 1167](#)  
[Transferable (refer to transfer guide)](#)

**MUSI 1268 CR-2**  
Kwantlen Wind Ensemble II (Diploma)  
Kwantlen Wind Ensemble rehearses and performs wind ensemble repertoire from the 16th Century to the present as well as some orchestral transcriptions, marches, musicals, and much more. Contemporary works by Canadian composers will be included. In this second-level ensemble, placement is by audition and/or interview.

**Prerequisites:** [MUSI 1168](#)  
[Transferable (refer to transfer guide)](#)

**MUSI 1269 CR-2**  
Kwantlen Chorus II (Diploma)  
In this second level course, the Kwantlen Chorus will rehearse and perform works for large and small ensembles from the 16th century to the present in the Western Classical tradition, as well as works from the folk, jazz, popular and musical theatre idioms with emphasis on Canadian choral compositions.

**Prerequisites:** [MUSI 1169](#)  
[Transferable (refer to transfer guide)](#)

**MUSI 1271 CR-2 (formerly 1266)**  
Guitar Chamber Ensemble II  
Students will perform in duos, trios, quartets, and larger works for guitar ensemble. They will study both original classical and jazz compositions, as well as transcriptions.

**Prerequisites:** [MUSI 1171](#)  
[Transferable (refer to transfer guide)](#)

**MUSI 1272 CR-2 (formerly 1266)**  
Piano Chamber Ensemble II  
Students will be placed in small ensembles for the study, preparation and performance of four-hand and eight-hand piano repertoire and works involving piano and different instrumental or vocal combinations. They will work with an assigned instrumental or vocal partner and will
accompany that person in recital and at the final jury.

Prerequisites: MUSI 1172
Transferable (refer to transfer guide )

MUSI 1273 CR-2 (formerly 1266)
Percussion Ensemble II
Students will study and perform repertoire for percussion instruments of both definite and indefinite pitch. They will also study selected rhythmic systems of work music cultures such as African drumming and Indonesian Gamelan.
NOTE: Both percussion and non-percussion majors may take this course.
Prerequisites: MUSI 1173
Transferable (refer to transfer guide )

MUSI 1274 CR-2 (formerly 1266)
Woodwind Chamber Ensemble II
Students will study, rehearse and perform original compositions and arrangements of repertoire for different woodwind instrument combinations. They will, depending on enrolment and instrument type, work in quartets, quintets, and larger woodwind choirs. In addition, students may work with brass, guitar and/or piano students on mixed chamber repertoire.
Prerequisites: MUSI 1174
Transferable (refer to transfer guide )

MUSI 1275 CR-2 (formerly 1266)
Brass Chamber Ensemble II
Students will study, rehearse and perform original compositions and arrangements of repertoire for different brass instrument combinations. They will, depending on enrolment and instrument type, work in quartets, quintets, and larger brass choirs. In addition, students may work with woodwind and/or piano students on mixed chamber repertoire.
Prerequisites: MUSI 1175
Transferable (refer to transfer guide )

MUSI 1276 CR-2 (formerly 1266)
Vocal Ensemble II: Jazz and Madrigal
Students will study, rehearse and perform vocal repertoire in baroque and jazz styles. They will audition for the ensemble at the beginning of each semester. Students will perform in concerts both on- and off-campus.
Prerequisites: MUSI 1176 and successful audition
Transferable (refer to transfer guide)

**MUSI 1277 CR-2 (formerly 1266)**
Jazz Band II
Students will work on improvisation skills and chart reading in an ensemble setting. They will perform selections from the standard jazz band repertoire. Students will perform in concert both on- and off-campus throughout the semester.

Prerequisites: MUSI 1177
Transferable (refer to transfer guide)

**MUSI 1278 CR-2 (formerly 1266)**
Jazz Combo II
Students will work on improvisation skills and chart reading in a small jazz combo setting. They will also prepare and perform selections from the standard jazz band repertoire. Students will perform in concert both on- and off-campus throughout the semester.

Prerequisites: MUSI 1178
Transferable (refer to transfer guide)

**MUSI 1279 CR-2 (formerly 1266)**
String Chamber Ensemble II
Students will be placed in small ensembles for the study, preparation and performance of works for string duos, trios and quartets. Students may also be placed in mixed ensembles involving piano, woodwinds and brass. Assignments will vary from semester to semester based on available instrumentation.

Prerequisites: MUSI 1179
Transferable (refer to transfer guide)

**MUSI 12xx CR-2 (NEW – to be developed)**
Opera Ensemble
Students will study, develop and improve their dramatic skills and gain valuable stage experience through performances of Operatic literature, including Solo repertoire and Ensemble repertoire. Scene studies and performances will provide the foundation of the Opera Ensemble. Students will demonstrate vocal technique suitable for operatic repertoire, knowledge of foreign languages, ability to enact directed scenes, and ability to sing solo and harmony in both lead roles and ensembles. Opera Ensemble is open to Performance and Non-Performance Voice Majors, with permission of Instructor.
**Prerequisites: Successful audition**

**MUSI 12xx CR-2 (NEW – to be developed)**

University Chamber Choir

Students will study, rehearse and perform madrigals, motets, cantatas and other works suitable for Chamber Choir. The Chamber Choir is an auditioned small ensemble and has a membership ranging from 16 to 30 singers. The choir performs SATB repertoire. Students will study vocal health and techniques, ensemble balance and intonation, sight reading skills, melodic, harmonic and rhythmic concepts, diction and the relationship of text to music. The Chamber Choir is an active performing ensemble, performing at both University concerts and events and performances outside of the University community. Auditions for Chamber choir are open to Music majors and non-Music Majors.

**Prerequisites: Successful audition**

**MUSI 2350 CR-2**

The Language of Music III

Students will study advanced diatonic harmony and begin the study of chromaticism. They will cover seventh chords, sequences, modal borrowing, secondary dominant chords, and modulation. They will also examine the form of inventions and fugues.

*Prerequisites: MUSI 1250*

*Transferable (refer to transfer guide)*

**MUSI 2351 CR-2**

Diploma Aural Musicianship III

This course is a continuation of the skill development in MUSI 1251 to develop aural musicianship. Figured bass and common harmonic patterns from polyphonic (Baroque) music will be covered. Skill development in part-work, improvisation, and conducting will be continued.

*Prerequisites: MUSI 1251 or permission of instructor*

*Corequisites: MUSI 2350 and MUSI 2355. (Recommended)*

*Transferable (refer to transfer guide)*

**MUSI 2353 CR-3**

History of Music III: 1800 to 1900
Students will engage in intensive study of the development of Western art music during the Romantic era, from circa 1800 to circa 1900. They will focus on the historical development of styles, genres, and forms, but will also examine music as an expression of Western culture by relating it to changing artistic, social, and political contexts. They will continue to cultivate aural skills by actively listening to and studying representative works, and will further develop skills in researching, writing, and thinking critically about music.

**Prerequisites:** MUSI 1253, or permission of instructor

*Transferable (refer to [transfer guide](#))*

**MUSI 2354 CR-1**

Keyboard Skills III

Students will begin to develop a higher level of keyboard skills by furthering their study of keyboard harmony (chord progressions and harmonization) and by developing their ability to harmonize melodies using simple accompaniment patterns. They will continue to improve their reading skills (sight-reading and transposition).

**Prerequisites:** MUSI 1254 or by audition and/or interview

**Corequisites:** MUSI 2350, or permission of instructor

*Transferable (refer to [transfer guide](#))*

**MUSI 2355 CR-1**

Secondary Instrument

Students will work one-on-one with an instructor (vocal or instrumental) on the interpretation and performance of repertoire, and on technical and sight reading requirements.

**Prerequisites:** MUSI 1255 or permission of department chair.

*Transferable (refer to [transfer guide](#))*

**MUSI 2356 CR-3**

Major Instrument Applied - III

Students will work one-on-one with an instructor (vocal or instrumental) on the interpretation and performance of assigned repertoire, and on technical and sight reading requirements. They will participate in master classes as required by the instructor.

**Prerequisites:** MUSI 1256 1257 with successful audition

*Transferable (refer to [transfer guide](#))*

**MUSI 2357 CR-2**

Major Instrument Concentration - III
Students will work one-on-one with an instructor (vocal or instrumental) on the interpretation and performance of repertoire, and on technical and sight reading requirements.

Prerequisites: MUSI 1257 or (1265 with successful audition)
Transferable (refer to transfer guide)

MUSI 2358 CR-2
Piano Repertoire III: The Romantic Period
This course will focus on the analysis of piano solo repertoire and works with orchestra of the Romantic period of music. Piano performance majors will be required to perform.
Prerequisites: permission of instructor
Transferable (refer to transfer guide)

MUSI 2359 CR-1
Lyric Diction I
This course will concentrate on the study of the basic phonetics and principles of lyric diction of Italian, Latin, and German as used in concert and operatic repertoire.
Prerequisites: Acceptance into the Diploma Program with a Major in Vocal Performance or permission of instructor.
Transferable (refer to transfer guide)

MUSI 2367 CR-2
Kwantlen Strings III (Diploma)
Kwantlen Strings rehearses and performs a wide variety of repertoire from the 16th century to the present, including music from the Pre-Baroque, Baroque, Rococo, Classical, Romantic and 20th century repertoire. Works by composers such as Gabrieli, Corelli, Geminiani, Bach, Handel, Haydn, Mozart, Brahms, Tchaikovsky, Barber, and Vaughan Williams, as well as works by contemporary Canadian composers, will be performed. In this third-level ensemble, placement is by audition and/or interview.
Prerequisites: MUSI 1267
Transferable (refer to transfer guide)

MUSI 2368 CR-2
Kwantlen Wind Ensemble III (Diploma)
Kwantlen Wind Ensemble rehearses and performs wind ensemble repertoire from the 16th century to the present as well as some orchestral transcriptions, marches, musicals and much more. Contemporary works by Canadian composers will be included. In this third level ensemble, placement is by audition and/or interview.
Prerequisite: MUSI 1268
Transferable (refer to transfer guide)

MUSI 2369 CR-2
Kwantlen Chorus III (Diploma)
In this third level course, the Kwantlen Chorus will rehearse and perform works for large and small ensembles from the 16th century to the present in the Western Classical tradition, as well as works from the folk, jazz, popular and musical theatre idioms with emphasis on Canadian choral compositions.
Prerequisites: MUSI 1269
Transferable (refer to transfer guide)

MUSI 2371 CR-2 (formerly 2366)
Guitar Chamber Ensemble III
Students will perform in duos, trios, quartets, and larger works for guitar ensemble. They will study both original classical and jazz compositions, as well as transcriptions.
Prerequisites: MUSI 1271
Transferable (refer to transfer guide)

MUSI 2372 CR-2 (formerly 2366)
Piano Chamber Ensemble III
Students will be placed in small ensembles for the study, preparation and performance of four-hand and eight-hand piano repertoire and works involving piano and different instrumental or vocal combinations. They will work with an assigned instrumental or vocal partner and will accompany that person in recital and at the final jury.
Prerequisites: MUSI 1272
Transferable (refer to transfer guide)

MUSI 2373 CR-2 (formerly 2366)
Percussion Ensemble III
Students will study and perform repertoire for percussion instruments of both definite and indefinite pitch. They will also study selected rhythmic systems of work music cultures such as African drumming and Indonesian Gamelan.
NOTE: Both percussion and non-percussion majors may take this course.
Prerequisites: MUSI 1273
Transferable (refer to transfer guide)
MUSI 2374 CR-2 (formerly 2366)
Woodwind Chamber Ensemble III
Students will study, rehearse and perform original compositions and arrangements of repertoire for different woodwind instrument combinations. They will, depending on enrolment and instrument type, work in quartets, quintets, and larger woodwind choirs. In addition, students may work with brass, guitar and/or piano students on mixed chamber repertoire.

Prerequisites: MUSI 1274
Transferable (refer to transfer guide)

MUSI 2375 CR-2 (formerly 2366)
Brass Chamber Ensemble III
Students will study, rehearse and perform original compositions and arrangements of repertoire for different brass instrument combinations. They will, depending on enrolment and instrument type, work in quartets, quintets, and larger brass choirs. In addition, students may work with woodwind and/or piano students on mixed chamber repertoire.

Prerequisites: MUSI 1275
Transferable (refer to transfer guide)

MUSI 2376 CR-2 (formerly 2366)
Vocal Ensemble III: Jazz and Madrigal
Students will study, rehearse and perform vocal repertoire in baroque and jazz styles. They will audition for the ensemble at the beginning of each semester. Students will perform in concerts both on- and off-campus.

Prerequisites: MUSI 1276 and successful audition
Transferable (refer to transfer guide)

MUSI 2377 CR-2 (formerly 2366)
Jazz Band III
Students will work on improvisation skills and chart reading in an ensemble setting. They will perform selections from the standard jazz band repertoire. Students will perform in concert both on- and off-campus throughout the semester.

Prerequisites: MUSI 1277
Transferable (refer to transfer guide)
MUSI 2378 CR-2 (formerly 2366)
Jazz Combo III
Students will work on improvisation skills and chart reading in a small jazz combo setting. They will also prepare and perform selections from the standard jazz band repertoire. Students will perform in concert both on- and off- campus throughout the semester.
Prerequisites: MUSI 1278
Transferable (refer to transfer guide )

MUSI 2379 CR-2
String Chamber Ensemble III
Students will be placed in small ensembles for the study, preparation and performance of works for string duos, trios and quartets. Students may also be placed in mixed ensembles involving piano, woodwinds and brass. Assignments will vary from semester to semester based on available instrumentation.
Prerequisites: MUSI 1279
Transferable (refer to transfer guide )

MUSI 23xx CR-2 (NEW – to be developed)
Opera Ensemble
Students will study, develop and improve their dramatic skills and gain valuable stage experience through performances of Operatic literature, including Solo repertoire and Ensemble repertoire. Scene studies and performances will provide the foundation of the Opera Ensemble. Students will demonstrate vocal technique suitable for operatic repertoire, knowledge of foreign languages, ability to enact directed scenes, and ability to sing solo and harmony in both lead roles and ensembles. Opera Ensemble is open to Performance and Non-Performance Voice Majors, with permission of Instructor.
Prerequisites: Successful audition

MUSI 23xx CR-2 (NEW – to be developed)
University Chamber Choir
Students will study, rehearse and perform madrigals, motets, cantatas and other works suitable for Chamber Choir. The Chamber Choir is an auditioned small ensemble and has a membership ranging from 16 to 30 singers. The choir performs SATB repertoire. Students will study vocal health and techniques, ensemble balance and intonation, sight reading skills, melodic, harmonic and rhythmic concepts, diction and the relationship of text to music. The Chamber Choir is an active performing ensemble, performing at both University concerts and events and performances outside of the University community. Auditions for Chamber choir are open to Music majors and non-Music Majors.
Prerequisites: Successful audition

**MUSI 23xx CR-2 (NEW – to be developed)**
Collaborative Piano I

Students will explore the collaborative art of performing with vocalists. They will study and perform assigned works that are representative of standard vocal repertoire. This will include but not be limited to Italian art songs of the 17th and 18th centuries, German lieder, French chanson, and oratorio and opera solos.

_Prerequisites: Second-year standing, (MUSI 1256 or 1257) or permission of the instructor. MUSI 23xx, 24xx, 35xx, 36xx (Collaborative Piano I - IV) are not sequential and may be taken in any order._

**MUSI 2450 CR-2**
The Language of Music IV

Students will study advanced chromatic harmony, including Neapolitan chords, augmented sixth chords, added dissonance chords, and remote modulations. They will also examine sonata form and text/music relationships in art songs.

_Prerequisites: [MUSI 2350](#)_

_Transferable (refer to [transfer guide](#))_

**MUSI 2451 CR-2**
Diploma Aural Musicianship IV

This course is a continuation of the skill development in MUSI 2351 to develop aural musicianship. Common harmonic patterns from music of the 19th century (Romantic period) will be covered. The whole-tone and acoustic scales and selected compositions of the 20th century will be taught. Skill development in part-work, improvisation, and conducting will be continued.

_Prerequisites: [MUSI 2351](#) or permission of instructor_

_Corequisites: For Diploma in Music: MUSI 2450 and 2454_

_Transferable (refer to [transfer guide](#))_

**MUSI 2453 CR-3**
History of Music IV: 1900 to the Present

Students will engage in intensive study of the development of Western art music in Europe and the Americas from circa 1900 to the present. They will focus on the diverse musical styles and
trends that emerged in the Western art music tradition, but will also examine the influences of jazz, popular, and non-Western music. They will view these and other musical developments within the context of social, ideological, and technological change. Students will continue to cultivate aural skills by actively listening to and studying representative works, and will further develop skills in researching, writing, and thinking critically about music.

Prerequisites: MUSI 2353, or permission of instructor

Transferable (refer to transfer guide)

MUSI 2454 CR-1
Keyboard Skills IV
Students will continue to develop higher level keyboard skills by furthering their study of keyboard harmony (chord progressions and harmonization) and developing their ability to harmonize melodies using simple accompaniment patterns. They will continue to improve their reading skills (sight-reading and transposition).

Prerequisites: MUSI 2354 or by audition and/or interview
Corequisites: MUSI 2450, or permission of instructor
Transferable (refer to transfer guide)

MUSI 2455 CR-1
Secondary Instrument - IV
Students will work one-on-one with an instructor (vocal or instrumental) on the interpretation and performance of repertoire, and on technical and sight reading requirements.

Prerequisites: MUSI 2355 or permission of department head.
Transferable (refer to transfer guide)

MUSI 2456 CR-3
Major Instrument Applied - IV
Students will work one-on-one with an instructor (vocal or instrumental) in the interpretation and performance of assigned repertoire, and on technical and sight reading requirements. They will participate in master classes as required by the instructor.

Prerequisites: MUSI 2356 or (2357 with successful audition)
Transferable (refer to transfer guide)

MUSI 2457 CR-2
Major Instrument Concentration- IV
Students will work one-on-one with an instructor (vocal or instrumental) in the interpretation and performance of repertoire, and on technical and sight reading requirements.

*Prerequisites: MUSI 2357
Transferable (refer to transfer guide)*

**MUSI 2458 CR-2**

Piano Repertoire IV: The Twentieth Century

This course will focus on the analysis of piano solo repertoire and works with orchestra within the varied styles of the 20th Century. Piano performance majors will be required to perform.

*Prerequisites: permission of instructor
Transferable (refer to transfer guide)*

**MUSI 2459 CR-1**

Lyric Diction II

This course will concentrate on the study of the basic phonetics and principles of lyric diction of French, Spanish and English as used in concert and operatic repertoire.

*Prerequisites: MUSI 2359 or permission of instructor.
Transferable (refer to transfer guide)*

**MUSI 2467 CR-2**

Kwantlen Strings IV (Diploma)

Kwantlen Strings rehearses and performs a wide variety of repertoire from the 16th century to the present, including music from the Pre-Baroque, Baroque, Rococo, Classical, Romantic and 20th century repertoire. Works by composers such as Gabrieli, Corelli, Geminiani, Bach, Handel, Haydn, Mozart, Brahms, Tchaikovsky, Barber, and Vaughan Williams, as well as works by contemporary Canadian composers, will be performed. In this fourth-level ensemble, placement is by audition and/or interview.

*Prerequisites: MUSI 2367
Transferable (refer to transfer guide)*

**MUSI 2468 CR-2**

Kwantlen Wind Ensemble IV (Diploma)

Kwantlen Wind Ensemble rehearses and performs wind ensemble repertoire from the 16th century to the present as well as some orchestral transcriptions, marches, musicals and much more. Contemporary works by Canadian composers will be included. In this fourth level ensemble, placement is by audition and/or interview.

*Prerequisites: MUSI 2368*
MUSI 2469 CR-2
Kwantlen Chorus IV (Diploma)
In this fourth level course, the Kwantlen Chorus will rehearse and perform works for large and small ensembles from the 16th century to the present in the Western Classical tradition, as well as works from the folk, jazz, popular and musical theatre idioms with emphasis on Canadian choral compositions.
Prerequisites: MUSI 2369
Transferable (refer to transfer guide )

MUSI 2471 CR-2 (formerly 2466)
Guitar Chamber Ensemble IV
Students will perform in duos, trios, quartets, and larger works for guitar ensemble. They will study both original classical and jazz compositions, as well as transcriptions.
Prerequisites: MUSI 2371
Transferable (refer to transfer guide )

MUSI 2472 CR-2 (formerly 2466)
Piano Chamber Ensemble IV
Students will be placed in small ensembles for the study, preparation and performance of four-hand and eight-hand piano repertoire and works involving piano and different instrumental or vocal combinations. They will work with an assigned instrumental or vocal partner and will accompany that person in recital and at the final jury.
Prerequisites: MUSI 2372
Transferable (refer to transfer guide )

MUSI 2473 CR-2 (formerly 2466)
Percussion Ensemble IV
Students will study and perform repertoire for percussion instruments of both definite and indefinite pitch. They will also study selected rhythmic systems of world music cultures such as African drumming and Indonesian Gamelan.
NOTE: Both percussion and non-percussion majors may take this course?
Prerequisites: MUSI 2373
Transferable (refer to transfer guide )
MUSI 2474 CR-2 (formerly 2466)
Woodwind Chamber Ensemble IV
Students will study, rehearse and perform original compositions and arrangements of repertoire for different woodwind instrument combinations. They will, depending on enrolment and instrument type, work in quartets, quintets, and larger woodwind choirs. In addition, students may work with brass, guitar and/or piano students on mixed chamber repertoire.

Prerequisites: MUSI 2374
Transferable (refer to transfer guide)

MUSI 2475 CR-2 (formerly 2466)
Brass Chamber Ensemble IV
Students will study, rehearse and perform original compositions and arrangements of repertoire for different brass instrument combinations. They will, depending on enrolment and instrument type, work in quartets, quintets, and larger brass choirs. In addition, students may work with woodwind and/or piano students on mixed chamber repertoire.

Prerequisites: MUSI 2375
Transferable (refer to transfer guide)

MUSI 2476 CR-2 (formerly 2466)
Vocal Ensemble IV: Jazz and Madrigal
Students will study, rehearse and perform vocal repertoire in baroque and jazz styles. They will audition for the ensemble at the beginning of each semester. Students will perform in concerts both on- and off-campus.

Prerequisites: MUSI 2376 and successful audition
Transferable (refer to transfer guide)

MUSI 2477 CR-2 (formerly 2466)
Jazz Band IV
Students will work on improvisation skills and chart reading in an ensemble setting. They will perform selections from the standard jazz band repertoire. Students will perform in concert both on- and off-campus throughout the semester.

Prerequisites: MUSI 2377
Transferable (refer to transfer guide)

MUSI 2478 CR-2 (formerly 2466)
Jazz Combo IV
Students will work on improvisation skills and chart reading in a small jazz combo setting. They will also prepare and perform selections from the standard jazz band repertoire. Students will perform in concert both on- and off-campus throughout the semester.

*Prerequisites:* [MUSI 2378](#)  
*Transferable (refer to transfer guide)*

### MUSI 2479 CR-2

**String Chamber Ensemble IV**  
Students will be placed in small ensembles for the study, preparation and performance of works for string duos, trios and quartets. Students may also be placed in mixed ensembles involving piano, woodwinds and brass. Assignments will vary from semester to semester based on available instrumentation.

*Prerequisites:* [MUSI 2379](#)  
*Transferable (refer to transfer guide)*

### MUSI 24xx CR-2 (NEW – to be developed)

**Opera Ensemble**  
Students will study, develop and improve their dramatic skills and gain valuable stage experience through performances of Operatic literature, including Solo repertoire and Ensemble repertoire. Scene studies and performances will provide the foundation of the Opera Ensemble. Students will demonstrate vocal technique suitable for operatic repertoire, knowledge of foreign languages, ability to enact directed scenes, and ability to sing solo and harmony in both lead roles and ensembles. Opera Ensemble is open to Performance and Non-Performance Voice Majors, with permission of Instructor.

*Prerequisites:* Successful audition

### MUSI 24xx CR-2 (NEW – to be developed)

**University Chamber Choir**  
Students will study, rehearse and perform madrigals, motets, cantatas and other works suitable for Chamber Choir. The Chamber Choir is an auditioned small ensemble and has a membership ranging from 16 to 30 singers. The choir performs SATB repertoire. Students will study vocal health and techniques, ensemble balance and intonation, sight reading skills, melodic, harmonic and rhythmic concepts, diction and the relationship of text to music. The Chamber Choir is an active performing ensemble, performing at both University concerts and events and performances outside of the University community. Auditions for Chamber choir are open to Music majors and non-Music Majors.

*Prerequisites:* Successful audition
MUSI 24xx CR-2 (NEW – to be developed)
Collaborative Piano II

Students will work on the collaborative art of performing with string instruments. They will study and perform assigned works that are representative of standard string repertoire. This will include but not be limited to baroque continuo writing, sonata repertoire, and orchestral reductions of concerted works.

Prerequisites: Second-year standing, (MUSI 1256 or 1257) or permission of the instructor. MUSI 23xx, 24xx, 35xx, 36xx (Collaborative Piano I - IV) are not sequential and may be taken in any order.

MUSI 3xxx CR-2 (formerly 1202)
The Business of Music

NEW DESCRIPTION: Students will survey common business practices related to the artistic, administrative, and technical aspects of the music industry. Students will also develop business-related knowledge and skills essential for managing a music career.

Prerequisites: Third-year standing (minimum 60 credits of lower-level coursework, including ENGL 1100)
Transferable (refer to transfer guide)

MUSI 3xxx CR-3 (NEW – to be developed)
Orchestration and Arranging

Students will study the conventions of writing for strings, woodwinds, brass and percussion (including instrument ranges, issues of transposition, articulation and special effects). Practicing appropriate manuscript techniques, students will transcribe or adapt existing works for various ensemble combinations. Several short transcriptions for chamber ensemble and full orchestration will be completed.

Prerequisites: MUSI 2450 or permission of instructor.

MUSI 3xxx CR-3 (NEW – to be developed)
Composition

Students will be encouraged to explore various modes of expression that reflect contemporary (20th- and 21st-century) art music styles, structures, and technique. Creation and realization of several short, original compositions for various media will be required components of the course.

Prerequisites: MUSI 2450 or permission of instructor
MUSI 3xxx CR-3 (NEW – to be developed)
Introduction to Music Pedagogy
Students will examine the skills, concepts, and methodologies for teaching music in both private
and institutional settings, as well as develop an artistic awareness of what constitutes excellence
in teaching. Students will also survey different teaching and learning styles and develop
analytical and critical thinking skills regarding teaching and learning.
Prerequisites: acceptance into the third year of the Bachelor of Music in Musical Arts degree
program or permission of the instructor

MUSI 3xxx CR-3 (NEW – to be developed)
Computer Applications in Music Education
Students will examine technologies and their application in teaching and learning music. They
will consider recent developments in technological practices with a focus on employing these
approaches to various teaching situations.
Prerequisites: acceptance into the third year of the Bachelor of Music in Musical Arts degree
program and MUSI 1102 or permission of the instructor

MUSI 3xxx CR-3 (NEW – to be developed)
Approaches to Music Education (Kodaly, Orff, Suzuki, Gordon, Dalcroze)
Students will examine the educational philosophies, techniques, and musical materials of Orff,
Kodaly, Suzuki, Gordon, and Dalcroze, and compare the different approaches to developing
music skills particular to each method.
Prerequisites: acceptance into the third year of the Bachelor of Music in Musical Arts degree
program or permission of the instructor

MUSI 3xxx CR-2 (NEW – to be developed)
Conducting I
Students will learn basic conducting patterns and coordinated use of the body to communicate
musical ideas. They will also develop skills in score reading, score preparation, and
memorization using assigned literature.
Prerequisites: acceptance into the third year of the Bachelor of Music in Musical Arts degree
program or permission of the instructor

MUSI 3xxx CR-2 (NEW – to be developed)
Vocal Repertoire I
Students will gain knowledge of the standard Solo Art Song Vocal Repertoire and will study and perform Art Song repertoire of the 17th Century to present day, including Italian, French, English, Spanish Art Song and German Lieder. Students will become familiar with significant composers of the Art Song form and study the use of poetry as Art Song text, identifying how a composer uses compositional techniques/musical elements to enhance the text, studying the unique relationship between word and song. A survey of Art Song vocal literature for all voice types will be studied.

*Prerequisites: MUSI 2456, 2457 or permission of instructor*

**MUSI 3113 CR-3**

The Social History of the Guitar

Students will survey the history and repertoire of the guitar as a means to understand how people of other times and places interpreted human experience, and how these beliefs and values affected music creation and expression. They will also use examples of guitar music from both history and the present to explore long-standing debates and fundamental issues regarding the role of music in society.

*Prerequisites: Any 1200 level English course*

*Transferable (refer to transfer guide)*

**MUSI 3500 CR-3**

Special Topics

Students will engage in intensive study of special topics in the music of the 20th and 21st centuries. They will examine, analyze, and perform music from various repertoires, such as classical, jazz, world, and popular. Students will write at least one research paper. Note: The specific area of study will be established in advance by the music faculty.

*Prerequisites: MUSI 1150 or equivalent or permission of instructor and ENGL 1100*

*Transferable (refer to transfer guide)*

**MUSI 3501 CR-3 (NEW - to be developed)**

Selected Topics in Western Music

Students will explore an important topic in the Western musical tradition, such as a major genre (e.g., opera, symphony), a composer, or a subject (e.g., women and the piano in the 19th century), using selected musical works as the basis for study. They will first relate the topic to its cultural and historical context, and then make an intensive examination of the works selected, attending professional performances of these works (with costs incurred), and actively listening to and analyzing the performances.
Prerequisites: Open to all Music Program students and to students not majoring in music but with third-year standing. Non-music students should have some knowledge of music rudiments.

MUSI 35xx CR-1.5 (NEW – to be developed)
Studio Pedagogy I (Performance and Pedagogy)
Students will study teaching methods and explore material suitable for beginner music students. Through directed reading and discussion, students will examine different technical approaches to their chosen instrument or singing voice and be made aware of common historical performance practices. Students may be required to perform selected repertoire in class on a regular basis.

Prerequisites: acceptance into the third year of the Bachelor of Music in Musical Arts degree program or permission of instructor
Co-requisites: MUSI 3556 or 3557

MUSI 35xx CR-2 (NEW – to be developed)
Collaborative Piano III
Students will work on the collaborative art of performing with woodwind instruments. They will study and perform assigned works that are representative of standard woodwind repertoire. This will include but not be limited to sonata repertoire, French conservatory test pieces and orchestral reductions of concerted works.

Prerequisites: Second-year standing, (MUSI 1256 or 1257) or permission of the instructor.
MUSI 23xx, 24xx, 35xx, 36xx (Collaborative Piano I - IV) are not sequential and may be taken in any order.

MUSI 35xx CR-3 (NEW – to be developed)
History of Jazz and Pop Music
Students will survey the history of Jazz and popular music in North America. In particular, students will examine the issues and theories regarding the relationship between music and culture. Students may explore such issues as race and ethnicity, gender and sexuality, class, mass media, and aesthetics.

Prerequisites: acceptance into the third year of the Bachelor of Music in Musical Arts degree program
Corequisite: MUSI 3550 - Jazz and Pop Theory

MUSI 35xx CR-2 (NEW – to be developed)
Jazz Improvisation I
Students will learn basic skills essential to effective improvisation including listening and memorization skills, melodic development such as rhythmic and melodic embellishing, phrasing, and simple harmonies. Students will also develop various practice techniques used to develop
improvisational skills.

Prerequisites: acceptance into the third year of the Bachelor of Music in Musical Arts degree program

MUSI 35xx CR-2 (NEW – to be developed)

Acoustic Guitar Styles I

Students will examine various styles of playing such as flamenco, early stringed instruments (vihuela, lute, renaissance and baroque guitars), Celtic, world music, fingerstyle steel-string (including altered turnings), Latin, and jazz. Labs will feature audio and visual presentations as well as practical instruction so students can gain a modicum of skills in each style. (Topics offered on a rotational basis)

Prerequisites: Third-year standing (minimum 60 credits of lower-level coursework, including ENGL 1100 and ONE OF MUSI 2456 or MUSI 2457). MUSI 35xx, 36xx, 47xx, 48xx (Acoustic Guitar Styles I - IV) are not sequential and may be taken in any order.

MUSI 3550 CR-3 (NEW – to be developed)

Jazz and Pop Theory

Students will learn the fundamental theoretical and aural skills associated with jazz and pop idioms including, nomenclature, harmonic progressions, chord/scale relationships of the major, harmonic minor, and melodic minor modes, symmetrical scales, chord substitutions, polychords and non-functional harmony.

Prerequisites: acceptance into the third year of the Bachelor of Music in Musical Arts degree program

Corequisite: MUSI 35xx - History of Jazz and Pop Music

MUSI 3556 CR-4 (NEW – to be developed)

Major Instrument Applied - V

Students will work one-on-one with an instructor (vocal or instrumental) in the interpretation and performance of assigned repertoire, and on technical and sight reading requirements. They will participate in master classes as required by the instructor. Additional emphasis is placed on third-year recital preparation.

Prerequisites: MUSI 2456 (and acceptance into third year BMMA)

MUSI 3557 CR-2 (NEW – to be developed)

Major Instrument Concentration - V

Students will work one-on-one with an instructor (vocal or instrumental) in the interpretation and performance of repertoire, and on technical and sight reading requirements.
Prerequisites: MUSI 2457 and successful admission to third year of the Bachelor of Music in Musical Arts

MUSI 3568 CR-2
Kwantlen Wind Ensemble V
Students will rehearse and perform works of the Wind Literature repertoire from the Renaissance period through to the present day. New works by Canadian composers will be performed each semester. Repertoire will also include works from the Chamber Winds and Brass Ensemble literatures.
Prerequisites: MUSI 2468
Transferable (refer to transfer guide)

MUSI 3569 CR-2
Kwantlen Chorus V
Students will study, rehearse and perform standard Choral Repertoire from 16th Century to present in the Western Classical tradition, as well as works from popular genres and World Music traditions. Students will perform in concerts both on- and off-campus.
Prerequisites: MUSI 2469
Transferable (refer to transfer guide)

MUSI 3571 CR-2
Guitar Chamber Ensemble V
Students will perform in duos, trios, quartets, and larger works for guitar ensemble. They will study both original classical and jazz compositions, as well as transcriptions.
Prerequisites: MUSI 2471
Transferable (refer to transfer guide)

MUSI 3572 CR-2
Piano Chamber Ensemble V
Students will be placed in small ensembles for the study, preparation and performance of four-hand and eight-hand piano repertoire and works involving piano and different instrumental or vocal combinations. They will work with an assigned instrumental or vocal partner and will accompany that person in recital and at the final jury.
Prerequisites: MUSI 2472
Transferable (refer to transfer guide)
MUSI 3573 CR-2
Percussion Ensemble V
Students will study and perform repertoire for percussion instruments of both definite and indefinite pitch. They will also study selected rhythmic systems of world music cultures such as African drumming and Indonesian Gamelan.
NOTE: Both percussion and non-percussion majors may take this course

*Prerequisites: MUSI 2473*

Transferable (refer to transfer guide)

MUSI 3574 CR-2
Woodwind chamber Ensemble V
Students will study, rehearse and perform original compositions and arrangements of repertoire for different woodwind instrument combinations. They will, depending on enrolment and instrument type, work in quartets, quintets, and larger woodwind choirs. In addition, students may work with brass, guitar and/or piano students on mixed chamber repertoire.

*Prerequisites: MUSI 2474*

Transferable (refer to transfer guide)

MUSI 3575 CR-2
Brass Chamber Ensemble V
Students will study, rehearse and perform original compositions and arrangements of repertoire for different brass instrument combinations. They will, depending on enrolment and instrument type, work in quartets, quintets, and larger brass choirs. In addition, students may work with woodwind and/or piano students on mixed chamber repertoire.

*Prerequisites: MUSI 2375*

Transferable (refer to transfer guide)

MUSI 3576 CR-2
Vocal Ensemble V: Jazz and Madrigal
Students will study, rehearse and perform vocal repertoire in baroque and jazz styles. They will audition for the ensemble at the beginning of each semester. Students will perform in concerts both on- and off-campus.

*Prerequisites: MUSI 2476 and successful audition*

Transferable (refer to transfer guide)
MUSI 3577 CR-2
Jazz Band V
Students will work on improvisation skills and chart reading in an ensemble setting. They will perform selections from the standard jazz band repertoire. Students will perform in concert both on- and off-campus throughout the semester.

Prerequisites: MUSI 2477
Transferable (refer to transfer guide)

MUSI 3578 CR-2
Jazz Combo V
Students will work on improvisation skills and chart reading in a small jazz combo setting. They will also prepare and perform selections from the standard jazz band repertoire. Students will perform in concert both on- and off-campus throughout the semester.

Prerequisites: MUSI 2478
Transferable (refer to transfer guide)

MUSI 3579 CR-3
String Chamber Ensemble V
Students will be placed in small ensembles for the study, preparation and performance of works for string duos, trios and quartets. Students may also be placed in mixed ensembles involving piano, woodwinds and brass. Assignments will vary from semester to semester based on available instrumentation.

Prerequisites: MUSI 2479
Transferable (refer to transfer guide)

MUSI 35xx CR-2 (NEW – to be developed)
Opera Ensemble
Students will study, develop and improve their dramatic skills and gain valuable stage experience through performances of Operatic literature, including Solo repertoire and Ensemble repertoire. Scene studies and performances will provide the foundation of the Opera Ensemble. Students will demonstrate vocal technique suitable for operatic repertoire, knowledge of foreign languages, ability to enact directed scenes, and ability to sing solo and harmony in both lead roles and ensembles. Opera Ensemble is open to Performance and Non-Performance Voice Majors, with permission of Instructor.

Prerequisites: Successful audition

MUSI 35xx CR-2 (NEW – to be developed)
University Chamber Choir

Students will study, rehearse and perform madrigals, motets, cantatas and other works suitable for Chamber Choir. The Chamber Choir is an auditioned small ensemble and has a membership ranging from 16 to 30 singers. The choir performs SATB repertoire. Students will study vocal health and techniques, ensemble balance and intonation, sight reading skills, melodic, harmonic and rhythmic concepts, diction and the relationship of text to music. The Chamber Choir is an active performing ensemble, performing at both University concerts and events and performances outside of the University community. Auditions for Chamber choir are open to Music majors and non-Music Majors.

Prerequisites: Successful audition

MUSI 36xx CR-1.5 (NEW – to be developed)

Studio Pedagogy II (Performance and Pedagogy)

Students will study teaching methods and explore material suitable for lower intermediate music students. Through directed reading and discussion, students will examine different technical approaches to their chosen instrument or singing voice and be made aware of common historical performance practices. Students may be required to perform selected repertoire in class on a regular basis.

Prerequisites: MUSI 35xx (Studio Pedagogy I) or permission of instructor

Corequisites: MUSI 3656 or 3657

MUSI 3650 CR-3 (NEW – to be developed)

Language of Music VI: Contemporary

Students will explore various facets of twentieth century music as well as emerging trends in the present century. They will examine the main trends in the Western classical tradition; the interrelationships/mutual influences of these repertoires; and their connections with the other arts and with changes in society. Students will examine these repertoires from theoretical and historical perspectives, deepening their understanding by analyzing historically significant works.

Prerequisites: acceptance into the third year of the Bachelor of Music in Musical Arts degree program

MUSI 36xx CR-3 (NEW – to be developed)

World Music

This course will engage students in an intensive examination of musical genres from various
world cultures. A particular emphasis will be placed on historical and contemporary examples of 
popular and folkloric music from West Africa and the Caribbean as a means of tracing the 
African Diaspora. Cross-cultural influences between West African music and North American 
popular music will also be examined. Fundamental components of this course include listening 
to selected examples of world music, through which students will develop strategies for 
analyzing music unfamiliar to them, in-class discussion, and the completion of a list of readings.

Prerequisites: acceptance into the third year of the Bachelor of Music in Musical Arts degree program

MUSI 36xx CR-2 (NEW – to be developed)

Collaborative Piano IV
Students will work on the collaborative art of performing with brass instruments. They will 
study and perform assigned works that are representative of standard brass repertoire. This will 
include but not be limited to sonata repertoire, French conservatory pieces, and orchestral 
reductions of concerted works.

Prerequisites: Second-year standing, (MUSI 1256 or 1257) or permission of the instructor. 
MUSI 23xx, 24xx, 35xx, 36xx (Collaborative Piano I - IV) are not sequential and may be taken in any order.

MUSI 36xx CR-2 (NEW – to be developed)

Acoustic Guitar Styles II
Students will continue to examine various styles of playing such as flamenco, early stringed 
instruments (vihuela, lute, renaissance and baroque guitars), Celtic, world music, fingerstyle 
steele-string (including altered turnings), Latin, and jazz. Labs will feature audio and visual 
presentations as well as practical instruction so students can gain a modicum of skills in each 
style. (Topics offered on a rotational basis)

Prerequisites: Third-year standing (minimum 60 credits of lower-level coursework, including 
ENGL 1100 and ONE OF MUSI 2455 or MUSI 2456). MUSI 35xx, 36xx, 47xx, 48xx (Acoustic 
Guitar Styles I - IV) are not sequential and may be taken in any order.

MUSI 3656 CR-4 (NEW – to be developed)

Major Instrument Applied - VI
Students will work one-on-one with an instructor (vocal or instrumental) in the interpretation and 
performance of assigned repertoire, and on technical and sight reading requirements. They will 
participate in master classes as required by the instructor. Students are required to present a third-
year recital as part of the requirements for successful completion of this course.

Prerequisites: MUSI 3556
MUSI 3657 CR-2 (NEW – to be developed)
Major Instrument Concentration - VI
Students will work one-on-one with an instructor (vocal or instrumental) in the interpretation and performance of repertoire, and on technical and sight reading requirements.
Prerequisites: MUSI 3557

MUSI 3668 CR-2
Kwantlen Wind Ensemble VI
Students will rehearse and perform works of the Wind Literature repertoire from the Renaissance period through to the present day. New works by Canadian composers will be performed each semester. Repertoire will also include works from the Chamber Winds and Brass Ensemble literatures.
Prerequisites: MUSI 3568
Transferable (refer to transfer guide)

MUSI 3669 CR-2
Kwantlen Chorus VI
Students will study, rehearse and perform standard Choral Repertoire from 16th Century to present in the Western Classical tradition, as well as works from popular genres and World Music traditions. Students will perform in concerts both on- and off-campus.
Prerequisites: MUSI 3569
Transferable (refer to transfer guide)

MUSI 3671 CR-2
Guitar Chamber Ensemble VI
Students will perform in duos, trios, quartets, and larger works for guitar ensemble. They will study both original classical and jazz compositions, as well as transcriptions.
Prerequisites: MUSI 3571
Transferable (refer to transfer guide)

MUSI 3672 CR-2
Piano Chamber Ensemble VI
Students will be placed in small ensembles for the study, preparation and performance of four-hand and eight-hand piano repertoire and works involving piano and different instrumental or vocal combinations. They will work with an assigned instrumental or vocal partner and will accompany that person in recital and at the final jury.
Prerequisites: MUSI 3572
Transferable (refer to transfer guide)

MUSI 3673 CR-2
Percussion Ensemble VI
Students will study and perform repertoire for percussion instruments of both definite and indefinite pitch. They will also study selected rhythmic systems of world music cultures such as African drumming and Indonesian Gamelan.
NOTE: Both percussion and non-percussion majors may take this course
Prerequisites: MUSI 3573
Transferable (refer to transfer guide)

MUSI 3674 CR-2
Woodwind Chamber Ensemble VI
Students will study, rehearse and perform original compositions and arrangements of repertoire for different woodwind instrument combinations. They will, depending on enrolment and instrument type, work in quartets, quintets, and larger woodwind choirs. In addition, students may work with brass, guitar and/or piano students on mixed chamber repertoire.
Prerequisites: MUSI 3574
Transferable (refer to transfer guide)

MUSI 3675 CR-2
Brass Chamber Ensemble VI
Students will study, rehearse and perform original compositions and arrangements of repertoire for different brass instrument combinations. They will, depending on enrolment and instrument type, work in quartets, quintets, and larger brass choirs. In addition, students may work with woodwind and/or piano students on mixed chamber repertoire.
Prerequisites: MUSI 3575
Transferable (refer to transfer guide)

MUSI 3676 CR-2
Vocal Ensemble VI: Jazz and Madrigal
Students will study, rehearse and perform vocal repertoire in baroque and jazz styles. They will audition for the ensemble at the beginning of each semester. Students will perform in concerts both on- and off-campus.
Prerequisites: MUSI 3576 and successful audition
MUSI 3677 CR-2
Jazz Band VI
Students will work on improvisation skills and chart reading in an ensemble setting. They will perform selections from the standard jazz band repertoire. Students will perform in concert both on and off-campus throughout the semester.
Prerequisites: MUSI 3577
Transferable (refer to transfer guide)

MUSI 3678 CR-2
Jazz Combo VI
Students will work on improvisation skills and chart reading in a small jazz combo setting. They will also prepare and perform selections from the standard jazz band repertoire. Students will perform in concert both on and off-campus throughout the semester.
Prerequisites: MUSI 3578
Transferable (refer to transfer guide)

MUSI 3679 CR-2
String Chamber Ensemble VI
Students will be placed in small ensembles for the study, preparation and performance of works for string duos, trios and quartets. Students may also be placed in mixed ensembles involving piano, woodwinds and brass. Assignments will vary from semester to semester based on available instrumentation.
Prerequisites: MUSI 3579
Transferable (refer to transfer guide)

MUSI 36xx CR-2 (NEW – to be developed)
Opera Ensemble
Students will study, develop and improve their dramatic skills and gain valuable stage experience through performances of Operatic literature, including Solo repertoire and Ensemble repertoire. Scene studies and performances will provide the foundation of the Opera Ensemble. Students will demonstrate vocal technique suitable for operatic repertoire, knowledge of foreign languages, ability to enact directed scenes, and ability to sing solo and harmony in both lead roles and ensembles. Opera Ensemble is open to Performance and Non-Performance Voice Majors, with permission of Instructor.
Prerequisites: Successful audition
MUSI 36xx CR-2 (NEW – to be developed)
University Chamber Choir

Students will study, rehearse and perform madrigals, motets, cantatas and other works suitable for Chamber Choir. The Chamber Choir is an auditioned small ensemble and has a membership ranging from 16 to 30 singers. The choir performs SATB repertoire. Students will study vocal health and techniques, ensemble balance and intonation, sight reading skills, melodic, harmonic and rhythmic concepts, diction and the relationship of text to music. The Chamber Choir is an active performing ensemble, performing at both University concerts and events and performances outside of the University community. Auditions for Chamber choir are open to Music majors and non-Music Majors.

Prerequisites: Successful audition

MUSI 4xxx CR-3 (NEW – to be developed)
Instrumental and Vocal Rehearsal Techniques

Students will choose either instrumental or vocal sections of the course. Students in the instrumental section will study typical instrumental repertoire and application of rehearsal techniques as they apply to different types of instrumental ensembles. Students in the voice section will explore typical vocal repertoire and application of rehearsal techniques as they apply to different types of vocal ensembles.

Prerequisites: MUSI 3xxx (Conducting I)

MUSI 4xxx CR-3 (NEW – to be developed)
Conducting II: Instrumental

Students will study specialized conducting techniques and rehearsal strategies applicable to instrumental ensembles. They will gain the skills necessary to select, prepare and perform instrumental literature selected from art music repertoire spanning the seventeenth- to twenty-first centuries. Students will gain practical experience developing rehearsal techniques and will continue to develop skills in baton and gesture techniques, rehearsal procedures, and performance practice.

MUSI 4xxx CR-3 (NEW – to be developed)
Conducting II: Choral

Students will gain the skills necessary to select, prepare and perform choral literature selected from Sacred and Secular repertoire, including both accompanied and unaccompanied repertoire. Students will gain practical experience conducting the laboratory choir and accompanying instrument(s), developing rehearsal techniques and vocal instruction. Students will continue to
develop skills in baton and gesture techniques, rehearsal procedures, vocal techniques and production, diction and performance practice.

Prerequisites: MUSI 3xxx (Conducting I)

MUSI 4xxx CR-3 (NEW – to be developed)
Arranging for Small Ensembles
Students will arrange music for small vocal and instrumental ensembles by means of transcription or adaptation of existing compositions.

Prerequisites: MUSI 2450; MUSI 3xxx (Composition and Arranging) recommended

MUSI 4xxx CR-2 (NEW – to be developed)
Vocal Repertoire II
Students will gain knowledge of the standard Solo Operatic and Oratorio Repertoire, and will study and perform Operatic and Oratorio Repertoire of the 17th Century to present day. Students will become familiar with significant composers of Opera and Oratorio. Students will study the compositional techniques of Recitative and Aria, with a focus given to the relationship of Solo Operatic and Oratorio Repertoire and Orchestral accompaniment. A survey of Operatic and Oratorio Recitatives and Arias for all voice be studied.

Prerequisites: MUSI 2456, 2457 or permission of instructor

MUSI 4xxx CR-3 (NEW – to be developed)
Art Music Composition
Students will produce original creative work that is evocative of contemporary art music styles and structures. Completion and performance of several short, original works for various media are required for successful completion of the course.

Prerequisites: MUSI 3650 or 3xxx (Composition and Arranging) or permission of instructor

MUSI 4xxx CR-3 (NEW – to be developed)
Song and Lyric Writing Techniques
Students will study popular song styles (Broadway, commercial standards) in order to develop original text and melodic ideas within the context of popular song forms. Melodic and rhythmic ideas will be combined with popular harmonic progression and sequence to develop original material. Scoring skills will be developed through the creation of full scores (arrangements) and charts (lead sheets).

Prerequisites: MUSI 2450 or permission of instructor
**MUSI 4xxx CR-3 (NEW – to be developed)**

Basic Recording and Production Techniques

Students will learn the skills of digital sampling and analog synthesis, multi-channel/M.I.D.I. sequencing, recording and production techniques. Various music production software programs will be introduced in the course. A short, original composition, demonstrating proficient application of learned concepts, will be created and produced in partial fulfillment of course requirements.

*Prerequisites: MUSI 1102, third-year standing, and permission of instructor*

**MUSI 4xxx CR-3 (NEW – to be developed)**

Directed Studies in Music History

Students will engage in a detailed investigation of an aspect of the development of music within the Western tradition. They will carry out the investigation under the supervision of a faculty member with expertise in the area, through a literature survey and review, analysis of appropriate musical works, and consideration of cultural milieu. Students will be required to write at least one research paper.

*Prerequisites: MUSI 1153-2453 and MUSI 3501*

**MUSI 47xx CR-2 (NEW – to be developed)**

Jazz Improvisation II

Students will refine and expand on the fundamental improvisational skills learned in Jazz Improvisation I as well as begin to develop their own personal improvisational style. Students will explore more advanced improvisational techniques including syncopation, phrasing, rhythmic feels, and complex harmonies.

*Prerequisites: MUSI 35xx (Jazz Improvisation I)*

**MUSI 47xx CR-1.5 (NEW – to be developed)**

Studio Pedagogy III (Performance and Pedagogy)

Students will explore material for upper intermediate/lower advanced music students with an emphasis on continuing technical and musical development. Through directed reading and discussion, students will examine more advanced approaches to their chosen instrument or singing voice and be made aware of common historical performance practices. Students may be required to perform selected repertoire in class on a regular basis.

*Prerequisites: MUSI 36xx (Studio Pedagogy II) or permission of instructor*

*Corequisites: MUSI 4756 or 4757*
MUSI 47xx CR-3 (formerly MUSI 2360 and 2460)
Psychophysics of Music Performance
This course is a continuation of the exploration of the psychological and physical performance enhancing techniques introduced in MUSI 2360 and will meld theory with practice. Each student will co-design with the instructor her/his own program of centering to be applied in performance.
Prerequisites: Admission to third year of the Bachelor of Music in Musical Arts
Transferable (refer to transfer guide)

MUSI 4756 CR-4 (NEW – to be developed)
Major Instrument Applied - VII
Students will work one-on-one with an instructor (vocal or instrumental) in the interpretation and performance of assigned repertoire, and on technical and sight reading requirements. They will participate in master classes as required by the instructor. Additional emphasis is placed on fourth-year recital preparation.
Prerequisites: MUSI 3656

MUSI 4757 CR-2 (NEW – to be developed)
Major Instrument Concentration - VII
Students will work one-on-one with an instructor (vocal or instrumental) in the interpretation and performance of repertoire, and on technical and sight reading requirements.
Prerequisites: MUSI 3657

MUSI 4768 CR-2 (NEW – to be developed)
Kwantlen Wind Ensemble VII
Students will rehearse and perform works of the Wind Literature repertoire from the Renaissance period through to the present day. New works by Canadian composers will be performed each semester. Repertoire will also include works from the Chamber Winds and Brass Ensemble literatures.
Prerequisites: MUSI 3668

MUSI 4769 CR-2 (NEW – to be developed)
Kwantlen Chorus VII
Students will study, rehearse and perform standard Choral Repertoire from 16th Century to present in the Western Classical tradition, as well as works from popular genres and World Music traditions. Students will perform in concerts both on- and off-campus.
Prerequisites: **MUSI 3669**

**MUSI 4771 CR-2 (NEW – to be developed)**  
Guitar Chamber Ensemble VII  
Students will perform in duos, trios, quartets, and larger works for guitar ensemble. They will study both original classical and jazz compositions, as well as transcriptions.  
*Prerequisites: MUSI 3671*

**MUSI 4772 CR-2 (NEW – to be developed)**  
Piano Chamber Ensemble VII  
Students will be placed in small ensembles for the study, preparation and performance of four-hand and eight-hand piano repertoire and works involving piano and different instrumental or vocal combinations. They will work with an assigned instrumental or vocal partner and will accompany that person in recital and at the final jury.  
*Prerequisites: MUSI 3672*

**MUSI 4773 CR-2 (NEW – to be developed)**  
Percussion Ensemble VII  
Students will study and perform repertoire for percussion instruments of both definite and indefinite pitch. They will also study selected rhythmic systems of world music cultures such as African drumming and Indonesian Gamelan.  
*NOTE: Both percussion and non-percussion majors may take this course*  
*Prerequisites: MUSI 3673*

**MUSI 4774 CR-2 (NEW – to be developed)**  
Woodwind chamber Ensemble VII  
Students will study, rehearse and perform original compositions and arrangements of repertoire for different woodwind instrument combinations. They will, depending on enrolment and instrument type, work in quartets, quintets, and larger woodwind choirs. In addition, students may work with brass, guitar and/or piano students on mixed chamber repertoire.  
*Prerequisites: MUSI 3674*

**MUSI 4775 CR-2 (NEW – to be developed)**  
Brass Chamber Ensemble VII  
Students will study, rehearse and perform original compositions and arrangements of repertoire for different brass instrument combinations. They will, depending on enrolment and instrument
type, work in quartets, quintets, and larger brass choirs. In addition, students may work with woodwind and/or piano students on mixed chamber repertoire.

*Prerequisites:* [MUSI 3675](#)

**MUSI 4776 CR-2 (NEW – to be developed)**

**Vocal Ensemble VII: Jazz and Madrigal**

Students will study, rehearse and perform vocal repertoire in baroque and jazz styles. They will audition for the ensemble at the beginning of each semester. Students will perform in concerts both on- and off-campus.

*Prerequisites:* [MUSI 3676](#) and successful audition

**MUSI 4777 CR-2 (NEW – to be developed)**

**Jazz Band VII**

Students will work on improvisation skills and chart reading in an ensemble setting. They will perform selections from the standard jazz band repertoire. Students will perform in concert both on- and off-campus throughout the semester.

*Prerequisites:* [MUSI 3677](#)

**MUSI 4778 CR-2 (NEW – to be developed)**

**Jazz Combo VII**

Students will work on improvisation skills and chart reading in a small jazz combo setting. They will also prepare and perform selections from the standard jazz band repertoire. Students will perform in concert both on- and off-campus throughout the semester.

*Prerequisites:* [MUSI 3678](#)

**MUSI 4779 CR-2 (NEW – to be developed)**

**String Chamber Ensemble VII**

Students will be placed in small ensembles for the study, preparation and performance of works for string duos, trios and quartets. Students may also be placed in mixed ensembles involving piano, woodwinds and brass. Assignments will vary from semester to semester based on available instrumentation.

*Prerequisites:* [MUSI 3679](#)

**MUSI 47xx CR-2 (NEW – to be developed)**

**Opera Ensemble**

Students will study, develop and improve their dramatic skills and gain valuable stage experience through performances of Operatic literature, including Solo repertoire and Ensemble repertoire.
Scene studies and performances will provide the foundation of the Opera Ensemble. Students will demonstrate vocal technique suitable for operatic repertoire, knowledge of foreign languages, ability to enact directed scenes, and ability to sing solo and harmony in both lead roles and ensembles. Opera Ensemble is open to Performance and Non-Performance Voice Majors, with permission of Instructor.

*Prerequisites: Successful audition*

**MUSI 47xx CR-2 (NEW – to be developed)**

*University Chamber Choir*

Students will study, rehearse and perform madrigals, motets, cantatas and other works suitable for Chamber Choir. The Chamber Choir is an auditioned small ensemble and has a membership ranging from 16 to 30 singers. The choir performs SATB repertoire. Students will study vocal health and techniques, ensemble balance and intonation, sight reading skills, melodic, harmonic and rhythmic concepts, diction and the relationship of text to music. The Chamber Choir is an active performing ensemble, performing at both University concerts and events and performances outside of the University community. Auditions for Chamber choir are open to Music majors and non-Music Majors.

*Prerequisites: Successful audition*

**MUSI 47xx CR-2 (NEW – to be developed)**

*Acoustic Guitar Styles III*

Students will continue to examine various styles of playing such as flamenco, early stringed instruments (vihuela, lute, renaissance and baroque guitars), Celtic, world music, fingerstyle steel-string (including altered turnings), Latin, and jazz. Labs will feature audio and visual presentations as well as practical instruction so students can gain a modicum of skills in each style. *(Topics offered on a rotational basis)*

*Prerequisites: Third-year standing (minimum 60 credits of lower-level coursework, including ENGL 1100 and ONE OF MUSI 2455 or MUSI 2456). MUSI 35xx, 36xx, 47xx, 48xx (Acoustic Guitar Styles I - IV) are not sequential and may be taken in any order.*

**MUSI 48xx CR-1.5 (NEW – to be developed)**

*Studio Pedagogy IV (Performance and Pedagogy)*

Students will explore material for advanced music students with an emphasis on continuing technical and musical development. Through directed reading and discussion, students will examine more advanced approaches to their chosen instrument or singing voice and be made aware of common historical performance practices. Students may be required to perform selected repertoire in class on a regular basis.

*Prerequisites: MUSI 47xx (Studio Pedagogy III) or permission of instructor*
Corequisites: MUSI 4856 or 4857

**MUSI 48xx CR-3 (NEW – to be developed)**
Practicum
Students will gain approximately 40 hours of practical experience in assigned teaching situations under the supervision of a qualified mentor. Students will meet with their advisor on a weekly basis to discuss lesson planning and explore solutions to real life problems related to their teaching experience.

*Prerequisites: successful completion of all third year core courses.*

**MUSI 48xx CR-2 (NEW – to be developed)**
Acoustic Guitar Styles IV
Students will continue to examine various styles of playing such as flamenco, early stringed instruments (vihuela, lute, renaissance and baroque guitars), Celtic, world music, fingerstyle steel-string (including altered turnings), Latin, and jazz. Labs will feature audio and visual presentations as well as practical instruction so students can gain a modicum of skills in each style. *(Topics offered on a rotational basis)*

*Prerequisites: Third-year standing (minimum 60 credits of lower-level coursework, including ENGL 1100 and ONE OF MUSI 2455 or MUSI 2456). MUSI 35xx, 36xx, 47xx, 48xx (Acoustic Guitar Styles I - IV) are not sequential and may be taken in any order.*

**MUSI 4856 CR-4 (NEW – to be developed)**
Major Instrument Applied - VIII
Students will work one-on-one with an instructor (vocal or instrumental) in the interpretation and performance of assigned repertoire, and on technical and sight reading requirements. They will participate in master classes as required by the instructor. Students are required to present a fourth-year recital as part of the requirements for successful completion of this course.

*Prerequisites: [MUSI 4756]*

**MUSI 4857 CR-2 (NEW – to be developed)**
Major Instrument Concentration - VIII
Students will work one-on-one with an instructor (vocal or instrumental) in the interpretation and performance of repertoire, and on technical and sight reading requirements.

*Prerequisites: [MUSI 4757]*
MUSI 4868 CR-2 (NEW – to be developed)
Kwantlen Wind Ensemble VIII
Students will rehearse and perform works of the Wind Literature repertoire from the Renaissance period through to the present day. New works by Canadian composers will be performed each semester. Repertoire will also include works from the Chamber Winds and Brass Ensemble literatures.
Prerequisites: MUSI 4768

MUSI 4869 CR-2 (NEW – to be developed)
Kwantlen Chorus VIII
Students will study, rehearse and perform standard Choral Repertoire from 16th Century to present in the Western Classical tradition, as well as works from popular genres and World Music traditions. Students will perform in concerts both on- and off-campus.
Prerequisites: MUSI 4769

MUSI 4871 CR-2 (NEW – to be developed)
Guitar Chamber Ensemble VIII
Students will perform in duos, trios, quartets, and larger works for guitar ensemble. They will study both original classical and jazz compositions, as well as transcriptions.
Prerequisites: MUSI 4771

MUSI 4872 CR-2 (NEW – to be developed)
Piano Chamber Ensemble VIII
Students will be placed in small ensembles for the study, preparation and performance of four-hand and eight-hand piano repertoire and works involving piano and different instrumental or vocal combinations. They will work with an assigned instrumental or vocal partner and will accompany that person in recital and at the final jury.
Prerequisites: MUSI 4772

MUSI 4873 CR-2 (NEW – to be developed)
Percussion Ensemble VIII
Students will study and perform repertoire for percussion instruments of both definite and indefinite pitch. They will also study selected rhythmic systems of world music cultures such as African drumming and Indonesian Gamelan.
NOTE: Both percussion and non-percussion majors may take this course
Prerequisites: MUSI 4773
MUSI 4874 CR-2 (NEW – to be developed)
Woodwind Chamber Ensemble VIII
Students will study, rehearse and perform original compositions and arrangements of repertoire for different woodwind instrument combinations. They will, depending on enrolment and instrument type, work in quartets, quintets, and larger woodwind choirs. In addition, students may work with brass, guitar and/or piano students on mixed chamber repertoire.
Prerequisites: MUSI 4774

MUSI 4875 CR-2 (NEW – to be developed)
Brass Chamber Ensemble VIII
Students will study, rehearse and perform original compositions and arrangements of repertoire for different brass instrument combinations. They will, depending on enrolment and instrument type, work in quartets, quintets, and larger brass choirs. In addition, students may work with woodwind and/or piano students on mixed chamber repertoire.
Prerequisites: MUSI 4775

MUSI 4876 CR-2 (NEW – to be developed)
Vocal Ensemble VIII: Jazz and Madrigal
Students will study, rehearse and perform vocal repertoire in baroque and jazz styles. They will audition for the ensemble at the beginning of each semester. Students will perform in concerts both on- and off-campus.
Prerequisites: MUSI 4776 and successful audition

MUSI 4877 CR-2 (NEW – to be developed)
Jazz Band VIII
Students will work on improvisation skills and chart reading in an ensemble setting. They will perform selections from the standard jazz band repertoire. Students will perform in concert both on- and off-campus throughout the semester.
Prerequisites: MUSI 4777

MUSI 4878 CR-2 (NEW – to be developed)
Jazz Combo VIII
Students will work on improvisation skills and chart reading in a small jazz combo setting. They will also prepare and perform selections from the standard jazz band repertoire. Students will perform in concert both on- and off-campus throughout the semester.
Prerequisites: MUSI 4778
MUSI 4879 CR-2 (NEW – to be developed)
String Chamber Ensemble VIII
Students will be placed in small ensembles for the study, preparation and performance of works for string duos, trios and quartets. Students may also be placed in mixed ensembles involving piano, woodwinds and brass. Assignments will vary from semester to semester based on available instrumentation.

Prerequisites: MUSI 4779

MUSI 48xx CR-2 (NEW – to be developed)
Opera Ensemble
Students will study, develop and improve their dramatic skills and gain valuable stage experience through performances of Operatic literature, including Solo repertoire and Ensemble repertoire. Scene studies and performances will provide the foundation of the Opera Ensemble. Students will demonstrate vocal technique suitable for operatic repertoire, knowledge of foreign languages, ability to enact directed scenes, and ability to sing solo and harmony in both lead roles and ensembles. Opera Ensemble is open to Performance and Non-Performance Voice Majors, with permission of Instructor.

Prerequisites: Successful audition

MUSI 48xx CR-2 (NEW – to be developed)
University Chamber Choir
Students will study, rehearse and perform madrigals, motets, cantatas and other works suitable for Chamber Choir. The Chamber Choir is an auditioned small ensemble and has a membership ranging from 16 to 30 singers. The choir performs SATB repertoire. Students will study vocal health and techniques, ensemble balance and intonation, sight reading skills, melodic, harmonic and rhythmic concepts, diction and the relationship of text to music. The Chamber Choir is an active performing ensemble, performing at both University concerts and events and performances outside of the University community. Auditions for Chamber choir are open to Music majors and non-Music Majors.

Prerequisites: Successful audition
KWANTLEN POLYTECHNIC UNIVERSITY

Library Impact Assessment:
Support For Program Proposal/Revision

Name of Program: Bachelor of Music in Musical Arts

Date: August 11, 2009

Summary:
Kwantlen University Library supports in principle the development of a Bachelor of Music in Musical Arts. The current music collection is strong. However, it was built in order to support the existing programs. Monographs, recordings, videos and DVDs as well as periodicals and reference collections would all require some upgrading and development in order to serve the proposed new courses. The library does recognize that several of the applied courses will not require a large number of new materials, but we are also mindful that superior core collections in specific subject areas within music will need further growth. Our existing Library collections in Music would need some supplementation in order to support this degree.

Summary of One-time Start-up Costs

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<td>Monographs</td>
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Ongoing Costs:

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Prepared by: Elaine Samwald
SSCC liaison Librarian 11-Aug-09

Signed: 12-Aug-09
Part B
(Please attach this section only to the Program Concept)
University Librarian

I support this collection assessment

Yes ☐ No ☐ *

(Program developer)- Signature

Date

* Please provide reasons for non-support of assessment.
Issue: Approval of a full program proposal for a Bachelor of Arts Sociology Major

For approval: THAT Senate approve the full program proposal for a Bachelor of Arts Sociology Major program
Full Program Proposal

Bachelor of Arts
Sociology Major

Department of Sociology
Faculty of Social Sciences

Kwantlen Polytechnic University
Draft June 17, 2010
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Part 1 - Executive Summary

a) An overview of the organization’s history, mission and academic goals

Originally founded as a community college for the South Fraser Region in 1981 and subsequently granted university college status in 1995, and university status in 2008, Kwantlen Polytechnic University has provided outstanding undergraduate education for more than twenty-five years. Undergraduate degrees have been offered at Kwantlen since 1996, along with a wide array of diplomas, associate degrees, certificates and citations in different fields of study. Designated Kwantlen Polytechnic University in 2008, the institution continues to prepare its students for successful careers as well as helping them develop the skills and critical awareness to be responsible citizens and community leaders. Today, Kwantlen serves approximately 17,500 students each year and is the fourth largest university in British Columbia.

Across its four main campuses in Cloverdale, Langley, Richmond and Surrey, Kwantlen takes up its role as B.C.’s polytechnic university by offering in excess of 130 programs spanning diverse educational areas: Trades, Vocational, Preparatory, Professional, and Academic. As a leader in innovative education, Kwantlen creates relevant and engaging programs that integrate a broad-based university education, community service opportunities, undergraduate and applied research experience, and essential skills practice. The learning culture at Kwantlen is learner-focused, academically rigorous, innovative, interdisciplinary and socially responsible.

Arising from its commitment to serve the Fraser Region, Kwantlen offers all learners, regardless of background and preparation, and from across the country and abroad, opportunities to achieve the highest standards of academic performance. Access and support services, multiple entry points, and bridging programs are examples of this commitment. Transition programs, international education, workplace experiences and continuing education are also part of Kwantlen’s commitment to lifelong learning across a broad range of educational options.

Our university culture is based on critical inquiry, collegial debate, knowledge generation, freedom of expression, diversity, and environmental stewardship and sustainability.

b) Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study

Bachelor of Arts, Major in Sociology degree. (B.A. Major in Sociology)

c) Location

The B.A. Major in Sociology program will be offered on Kwantlen’s Surrey Campus, with some 1000 and 2000 level courses offered on the Richmond and Langley campuses.
d) Faculty(ies) or school(s) offering the proposed new degree program

The Department of Sociology, Faculty of Social Sciences, will be offering the proposed B.A. Major in Sociology degree program.

e) Anticipated program start date

Spring semester, 2011.

f) Anticipated completion time in years or semesters

Four years or eight semesters.

g) A summary of the proposed program

• Aims, goals, and or objectives of the proposed program
  The Sociology Department aims to offer a well balanced and high quality baccalaureate degree program for Canadian and international students. Students will acquire skills and knowledge to prepare them for further learning, community leadership and employment.

• Anticipated contribution of the proposed program to the mandate and strategic plan of the institution
  The B.A. Major in Sociology program adheres to the strategic goals, principles and priorities of the institution, which include the development of undergraduate degree programs that foster the cultural, social and economic well-being of communities in the region1. The program aims to provide an education that is comprehensive, flexible, innovative, and accessible; integrating theory and practice, self and society; and involving a multidisciplinary approach to the study of sociology2. In accordance with Kwantlen’s Mission and Mandate, the program will offer courses in classes with low student-teacher ratios that provide a pedagogical environment emphasizing teaching excellence, and a learner-centred, interdisciplinary, and socially, culturally, and politically responsible approach3. With its emphasis on connections between societies in the Canadian and global contexts4, critical thinking, research skills, and applied, interactive, transformative and community based approaches to learning, the B.A. Major in Sociology program will reflect the commitment of both Kwantlen and the British Columbia Ministry of Advanced Education to creating campuses of learning, where active citizenship and community engagements are encouraged and developed5.

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2 This is reflective of principles outlined in the Accountability Plan and Report 2007/08 – 2009/10 on p. 3 and the Accountability Plan and Report 2009/10 – 2011/12 p. 3
4 The Accountability Plan and Report 2009/10 – 2011/12, p. 3 states Kwantlen’s recognition of “importance of internationalizing the curriculum and preparing graduates for a world driven by the forces of globalization”.
• Linkages between the learning outcomes and the curriculum design, an indication whether a work experience/work place term is required for degree completion, and if so a description of the purpose and role of the work experience within the program

Essential skills relevant to employment, intercultural communication and citizenship are integrated into courses across the curriculum. Students will be required to complete 6 credits at the 4000 level from courses that involve an experiential, service learning, or applied learning component. The purpose is to enable students to actively engage with the communities in which they live and study, and to develop an understanding of how sociological knowledge and skills can be applied in a variety of workplaces and organizations in their region and around the globe.

• Potential areas/sectors of employment for graduates and/or opportunities for further study

The B.A. Major in Sociology will prepare students for graduate studies in sociology or for further studies in other programs. The program will contribute to students’ preparation for employment in areas such as teaching, research, counselling, policy analysis, community and social services, international development, communications, business, public administration, human rights, and social and criminal justice.

• Delivery methods

The Sociology Department offers classes in lecture and seminar formats, in both daytime and evening time blocks. Some classes are supplemented with online support (course websites) and the Department plans to offer selected courses in mixed-mode and/or fully online formats. Courses that involve experiential, service or applied learning involve a combination of classroom instruction and activities such as volunteer work within placements in local community or global organizations, or major research projects.

• Program strengths

Recognizing the diverse population characteristics of the Kwantlen student body, the curriculum is culturally inclusive, presenting course material from critical, transnational and multiple knowledge bases and perspectives, and including a variety of theoretical perspectives and methodological approaches. We will also offer several courses on both Canadian and global Indigenous issues, reflecting Kwantlen’s commitment to being more responsive to the needs of Aboriginal students and communities.

• An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable, and plans for admissions and transfer within the British Columbia post-secondary education system

There has been general support for the B.A. Major in Sociology and recognition of the need for this new degree. Kwantlen has long had a comprehensive transfer agreement with other British Columbia post-secondary institutions allowing articulation of credits under the BCCAT framework. Sociology courses are recognized and transferable to other post-secondary institutions through BCCAT or individual articulation agreements.

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6 Kwantlen’s commitment to place the “celebration of First Nation’s values at the forefront of the University’s endeavors” is stated on p. 5 of the Accountability Plan and Report 2009/10 – 2011/12
Students may transfer credits obtained from other institutions to the B.A. Major in Sociology individually or through Block Transfer.

- **Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.**

B.A. Major in Sociology programs are offered at most four year institutions in the province. However, given the demographic characteristics of the South Fraser Region, the B.A. Major in Sociology at Kwantlen responds to student needs by providing increased access to post-secondary education. The proposed program builds on the successes of the existing B.A. Minor in Sociology degree program offered by the Sociology Department, and enables students to complete a B.A. Major in Sociology without leaving the institution. The program supports other degree and diploma programs offered in the Faculties of Social Sciences, Humanities, Nursing and Business.

- **h) Name, title, phone number and e-mail address of the institutional contact person in case more information is required.**

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### Part 2 – Degree Content

- **Aims, goals, and or objectives of the proposed program**

  The proposed B.A. Major in Sociology program will continue to build upon the strengths and successes of the B.A. Minor in Sociology. The overall goal of the B.A. Major in Sociology program is to increase access to high quality education that meets the needs of diverse student populations and communities both regional and global.

  As Kwantlen’s *Environmental Scan* (June, 2008) indicates, a large number of students at Kwantlen are of ethnic and racial minority backgrounds, and growth in the immigrant population in the region is anticipated. A sizeable proportion of students in the Kwantlen catchment area have heritages from South Asian, East Asian and South-East Asian countries. While the majority of students at Kwantlen reside in the Lower Mainland area, there are also many international students. Between 2007 and 2009, there were over 150 international students enrolled in programs in the Faculty of Social Sciences.

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7 At Our Doors: The Demand for Post-Secondary Education in the Fraser Region of Southwestern B.C. – A collaborative report to the Ministry of Advanced Education from Douglas College, Kwantlen University.  
College, Simon Fraser University, and University College of the Fraser Valley).


9 Planning Data for Bachelor of Arts in Sociology, Office of Institutional Analysis and Planning, Kwantlen Polytechnic University, p. 12
Within the domestic student body, females accounted for approximately 63% and males 37% of students enrolled in the Faculty of Social Sciences (among international students 50% were female and 50% were male). This pattern tends to be typical of the student body taking sociology courses although there tends to be a slightly larger proportion of female students.

All post-secondary educational institutions in the Lower Mainland area are dealing with the current demographic reality of declining enrolments due to a shrinking number of high school graduates. The majority of students enrolled in the Faculty of Social Sciences in 2008-2009 were in the 18-24 age range (total number: 4117), however a considerable number were in the 24-39 and 40+ age groups (917). Projected population changes for 2006-2016 indicate a potential 2.8% decline in the 18-21 year old age group but, at the same time, “Kwantlen’s regional population is projected to increase by 12,000 people” between 2009 and 2020, with most of this growth occurring in the 25-29 and 30-50 year old age group.

The proposed program therefore intends to meet the needs of students from diverse cultural backgrounds; and students in the ‘traditional’ age range as well as mature students who may be seeking to upgrade their academic qualifications or make a career change. Moving beyond notions of “tolerance” and “accommodation” of diversity, the B.A. Major in Sociology program celebrates opportunities to learn from the diversity that exists in our communities, and aims to provide students with academic, interpersonal, and citizenship skills that will prepare them for life and work in multicultural communities and an increasingly globalized world. Community consultation and engagement is central to how we will move forward and meet our objectives.

We also note that the First Nations population is growing rapidly in Canada and education is a high priority in First Nations communities. The Sociology Department is committed to supporting the educational goals of First Nations students and communities while, at the same time, improving the non-Native learner’s understanding of First Nations cultures, histories, and experiences. We begin by acknowledging the five First Nations in whose territories we live and work: the Kwantlen, Semiahmoo, Kaetzie, Tsawwassen, and Musqueam First Nations. By actively incorporating Indigenous scholarship and perspectives into our courses, developing new curriculum that is responsive to the needs of Aboriginal students and their communities, by working pro-actively to recruit faculty with expertise in studies in Indigenous peoples,

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10 Kwantlen Polytechnic University Spring 2008 to Spring 2009 Comparison by Gender, Faculty of Social Sciences
11 Planning Data for Bachelor of Arts in Sociology, Office of Institutional Analysis and Planning, Kwantlen Polytechnic University, p. 20
12 Kwantlen Polytechnic University Spring 2008 to Spring 2009 Comparison by Age Group, Faculty of Social Sciences
13 Planning Data for Bachelor of Arts in Sociology, Office of Institutional Analysis and Planning, Kwantlen Polytechnic University, p. 20
14 See pp. 7-8 Accountability Plan and Report 2009/10 – 20011/12
and by working closely with First Nations and other Aboriginal groups in our catchment area, the Sociology Department will provide new opportunities to support capacity development in Native communities. Engagement and consultation between Kwantlen, the Sociology Department, and members of First Nations communities will also help develop curriculum and learning activities that enhance our students’ opportunities to learn from diverse knowledge bases.

- **Anticipated contribution of the proposed program to the mandate and strategic plan of the institution**

The B.A. Major in Sociology program meets Kwantlen’s strategic objectives, vision and mandate, which include developing undergraduate degree programs as part of the institution’s transition to university status, offering a wider range of programs to students in the communities we serve, making a unique contribution to educational programs in British Columbia, and addressing the demographic changes in the region\(^{15}\).

Simon Fraser University, University of British Columbia, Thompson Rivers University, University of Victoria and Vancouver Island University currently offer a B.A. Major in Sociology and while this does create a competitive environment\(^{16}\), it also indicates the importance of such a program within university Arts and Social Sciences faculties.

Objectives of the proposed program include, but are not limited to:

- providing engaging learning experiences for our students
- preparing students for life, work and research in diverse local communities, in a knowledge and information based economy, and in a world that is increasingly globally interconnected
- creating unique and engaging learning experiences through opportunities for students to engage in practicum and community service learning
- facilitating the development of faculty and student research and scholarship through teaching excellence, community engagement, mentoring, practical problem-solving, faculty/student collaboration on research projects, and engaging students in conferences and symposia
- providing multiple entry and exit points that will support student transitions to and from programs
- fostering intercultural skills, leadership, global citizenship, community service, social responsibility and a love of lifelong learning
- employing a broad range of teaching and research strategies

\(^{15}\) See Accountability Plan and Report 2009/10 – 2011/12

\(^{16}\) Planning Data for Bachelor of Arts in Sociology, Office of Institutional Analysis and Planning, Kwantlen Polytechnic University, p.1
Owing to small class sizes at Kwantlen and faculty in the Sociology Department who are dedicated to teaching excellence, the B.A. Major in Sociology program fosters a learner-centered environment, facilitates the development of analytical and research skills, and encourages the integration of theory and practice through student-led research projects and community initiatives based on the interests of students and needs of local and global communities. Students are also offered opportunities to enhance their classroom learning through participation in symposia and conferences. For many years faculty in the Sociology Department have been active in organizing and presenting their work at an annual conference for *Black History Month*. In addition, the Sociology department recently hosted an international conference in March, 2010, *Scholarship, Teaching and Learning in the Age of the Plastic Body: Dialogues with Cosmetic Surgery, A Feminist Primer* in March 2010, and will be hosting the *Kwame Nkrumah International Conference* in August, 2010. Plans also are underway for an annual student conference at which student research projects will be showcased. Sociology students are also encouraged to attend or participate in cross-disciplinary symposia and conferences hosted by other departments and faculties at Kwantlen.

In spite of competition for students posed by the availability of a B.A. Major in Sociology at other post-secondary institutions in the Lower Mainland, it is anticipated that student demand will be sufficient to launch and sustain the proposed degree program. Demand for Sociology courses at Kwantlen has remained strong in recent years, providing a large pool of students who may be eligible to enter years one or three of the B.A. Major in Sociology program. Between 2007 and 2009, the Sociology Department offered approximately 147 sections (35 student classes) of lower division courses and 26 sections of upper division courses, with strong fill rates. Along with new students and those potentially transferring into the B.A. Major in Sociology program from the B.A. General Studies, we expect that demand for the B.A. Major in Sociology will also come from B.A. Minor and A.A. in Sociology students. While enrollment declined between 2006 and 2009 in Associate of Arts degrees in the Social Sciences in general, including the A.A. in Sociology, this decrease has been matched by a significant increase in student demand for Bachelor of Arts degree programs.

Enrollment in the B.A. Minor in Sociology increased steadily from 3 students in the year it was launched (2006/2007) to 33 students in the 2008/2009 academic year. 193 students were enrolled in the A.A. in Sociology program between 2006 and 2009, and 41 students are enrolled in this program for the 2009/2010 academic year. Of 24

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17 Enrollment in lecture based courses is capped at 35 students, and seminar courses and those with service learning or other experiential learning component at 25 students.
18 Registration data available from the office of the Dean of Social Sciences
19 *Planning Data for Bachelor of Arts in Sociology*, Office of Institutional Analysis and Planning, Kwantlen Polytechnic University, p.11
20 Ibid, p. 21. There is no data to indicate the reasons for declining enrollment in the A.A. in Sociology, however, it is possible that students opted to enroll in the B.A. Minor in Sociology once it became available.
21 Ibid, p. 12 and current registration data from the office of the Dean of Social Sciences.
students enrolled in the A.A. in Sociology in the fall of 2007 who continued their post-
secondary education, 74% continued their studies at Kwantlen and 26% transferred to
another institution within BC. 22 We expect a similar pattern for the upcoming academic
year, however once a B.A. Major in Sociology is available it is likely that we will retain a
higher proportion of our A.A. in Sociology students.

The significant distances between students’ homes in the Kwantlen area (Richmond,
Surrey, Langley and Delta) and the University of British Columbia (Point Grey) or Simon
Fraser University (Burnaby Mountain) 23 present a challenge to Kwantlen students
seeking to complete a four year degree program. It is therefore not surprising that a
Kwantlen Fall 2006 Registration Report indicated that a major factor influencing
students’ decision to study at Kwantlen was being able to live at home. Other reasons
cited in this report for students choosing Kwantlen over other institutions in the Lower
Mainland included the high quality of instruction, smaller class sizes, and lower costs
including lower tuition fees 24. In Kwantlen’s 2006 Applicant survey, 37% of students
indicated that they were seeking a baccalaureate degree and 45% said that the
availability of a full baccalaureate degree was a very important factor in their decision to
apply to Kwantlen. And, according to a quote in Maclean’s Magazine, “students at small,
primarily undergraduate universities are generally more satisfied than their peers at
larger institutions” 25. For these reasons, it is likely that the availability of a B.A. Major in
Sociology will lead to the retention of a higher proportion of current students but may
attract some students back to Kwantlen who have transferred to other larger
institutions to continue their studies in Sociology. Anecdotal evidence suggests that this
has been the experience of other departments in the Social Sciences that have
successfully launched a B.A. Major degree26.

• **Linkages between the learning outcomes and the curriculum design, an indication whether a
work experience/work place term is required for degree completion, and if so a description of
the purpose and role of the work experience within the program**

The B.A., Major in Sociology program will prepare students for further studies,
employment, leadership and citizenship by providing a solid and rigorous grounding in
concepts, theories, and methodologies in sociology as well studies involving multiple
perspectives and interrelated foci in a variety of key specialized areas in the discipline
including:

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23 SFU, Surrey campus offers introductory courses in Arts and Social Sciences in its “Explorations” program but it does not offer
a full four year B.A. degree in Sociology.
24 2006 Registration Highlights, Office of Institutional Analysis and Planning, Kwantlen Polytechnic University,
25 See the Kwantlen Calendar 2006-2007
26 Faculty in the History Department, for example, report that it was necessary o open more sections of their
courses in order to accommodate demand from students returning to Kwantlen from other universities to
complete a four year B.A. Major in History degree.
• Canadian society
• Racialization and ethnicity; indigenous peoples
• Gender, sexuality and the body
• Media and popular culture
• Work and occupations
• Technology and society
• Health, and the sociology of dying and death
• Religion and education
• Social policy
• Equality, equity and social justice
• Globalization, migration, global development and sustainability
• Local/global community services.

Sufficient electives will be offered with an emphasis on Canadian studies, Global studies, Gender Studies, Racial/Ethnic studies, and Cultural Studies to allow students to personalize and streamline their education according to their interests in these areas.

The curriculum has been designed so that course content and learning outcomes are laddered, enabling students to build upon knowledge and skills acquired at the lower levels as they progress to the upper level courses. And as students progress through the course, the specific outcomes associated with essential skills become progressively more sophisticated. Learning outcomes in every course are carefully integrated with course content, pedagogy, and assessment methods.

**Essential skills** are incorporated into courses across the curriculum, including:

• Analytical, creative, critical, and reflective thinking, and problem solving skills including the ability to apply theories to a variety of social phenomena and issues
• Reading and writing skills and the ability to analyze, interpret and synthesize information
• Oral communication, presentation skills, and seminar participation skills
• Interpersonal, teamwork and leadership skills, including sociological insights into group dynamics and organizational culture
• Visual skills and media literacy
• Research skills including the use of computer technology and libraries to locate resources, quantitative and qualitative research methods, and the ability to apply statistical software
• Mathematical skills including statistical analysis
• An appreciation and understanding of diversity issues and intercultural skills
• National and global citizenship skills including an understanding of social trends, issues and complex social problems in Canadian society, the dynamics of global economic, social, cultural, economic and political processes, and global issues
Experiential, Applied, and Community Service Learning: relating theory and practice is a signature element of the proposed B.A. Major in Sociology program. Students will be required to complete 6 credits from 4000 level courses that include this component.

An existing course, SOCI 4325 (Sociological Aspects of Community Service) has been lauded for providing students with unique learning experiences, learning through transformative practice, and applied problem-solving. Service learning is reflective. Through observation, journal writing and peer mentorship students have the opportunity to learn about themselves as students, citizens and potential employees or employers.

SOCI 4330 (Global Community Services) is a proposed new course that will offer students experiential learning through a “field school” involving a period of travel and work overseas within global organizations. The field school will focus on community development and sustainability, social responsibility and global citizenship. Students will work as volunteers in non-profit organizations, learn from instructors overseas, go on field trips, and participate in community cultural activities. Faculty members in the Sociology Department are currently liaising with community and academic partners in Ghana and Hong Kong, and will extend this networking to potential partners in India and other countries as the program expands. Personnel in International Programs, Exchange and Partnerships at Kwantlen are consulting with the Sociology Department in working out logistical considerations and effective strategies for organizing an overseas field school experience. The Sociology Department will also explore the possibility of establishing an exchange program with students overseas and other initiatives such as “semester abroad” programs in the future.

It may be possible for students to satisfy this component of the degree requirements through Prior Learning Assessment, based upon their employment or volunteer work experience. Where necessary they may be required to complete additional assignments to meet the research and presentation evaluation components of these courses.

- Potential areas/sectors of employment for graduates and/or opportunities for further study

The Sociology Department Curriculum Committee conducted an environmental scan of B.A. Major in Sociology programs offered at all universities in the Lower Mainland and selected universities across Canada to ensure that course offerings and graduation requirements for the proposed B.A. Major in Sociology are commensurate with those at other post-secondary institutions.

Although additional qualifications may be necessary depending on the program, the B.A. Major in Sociology will offer relevant background and preparation for further study in other academic programs in areas such as:

- Education Studies
- Teacher Education
- Policy Studies
- Public Administration
• Canadian Studies
• International Studies
• Global Development Studies
• Women’s studies
• Journalism
• Communications
• Media and Cultural Studies
• Studies in Social, Cultural and Political Thought
• Rural and Urban Planning and Development
• Business and Marketing
• Human Resources
• Social Work
• Law

The B.A. Major in Sociology program marries unique learning experiences in applied settings with academic rigor preparing graduates to enter a variety of careers.

According to a document produced by Athabasca University, “BA students gain skills and abilities that are essential to any career... The Bachelor of Arts is a valued qualification for anyone interested in a field of study or career that requires interaction with people, rapid adaptation to new work environments, and the assimilation and interpretation of information” 27. Labour Market and Industry reports indicate that there is a strong demand for baccalaureate degree graduates in general. A 2004 BCCAT report confirmed that in the year 2000, “no matter where graduates obtained their degree they were well-prepared to be successful in the labour market, embark on education-related careers and pursue further education.” 28

Furthermore, as information posted on Concordia University’s website states “Sociology embraces theories and concepts that help one understand communities, organizations, bureaucracies, families, and small groups. There are very few careers that do not require work in at least one of these settings....Students of sociology develop strong skills in research and data analysis and have a sound knowledge of social relations and cultural diversity. The sociological perspective is a real asset to those working in today’s international, multi-ethnic business world” 29. As outlined above, the curriculum design for the B.A. Major in Sociology program incorporates a number of skills that are valuable for success in a variety of different occupational fields.

There are several challenges involved in identifying occupations that fall under a B.A. in Sociology due to the broad scope of knowledge and skills student acquire, the fact that graduates may require additional studies to enter certain careers, and the lack of information on emerging occupations 30. However, common occupations in which those

27 “Why a Bachelor of Arts Degree?”, Athabasca University, cited in Planning Data for Bachelor of Arts in Sociology, Office of Institutional Analysis and Planning, Kwantlen Polytechnic University, p. 17.
30 Planning Data for Bachelor of Arts in Sociology, Office of Institutional Analysis and Planning, Kwantlen Polytechnic University, p. 17
with an undergraduate degree in Sociology may be found include (but are not limited to):

**Government**
- Public Policy Analyst
- Economic Development Officer
- Community Affairs Officer
- Urban/Regional Planner
- Equal Opportunity Specialist
- Foreign Service Officer
- Immigration Officer
- Human Rights Officer
- Politician
- Census Officer / Statistician

**Community Affairs/Health**
- Employment Counsellor
- Homeless/Housing Worker
- Public Health/Hospital Administrator
- Child Development Technician
- Public Administrative Assistant
- Social Assistance Advocate
- Rural Health Outreach Worker
- Fundraiser
- Social Worker / Community Worker
- Child and Youth Worker
- Marriage and Family Therapist

**Communications**
- Journalist
- Public Relations Officer
- Community and Culture Assistant

**Corrections/Law**
- Corrections Officer
- Juvenile Court Worker
- Probation Officer
- Rehabilitation Counsellor
- Lawyer

**Business**
- Advertising Executive
- Project Manager
- Sales Representative
- Business Analyst
- Human Resources Specialist
- Labour Relations Officer

**Teaching/Education**
- Teacher
- Professor
- Admissions/College Officer
- Academic Advisor
- School Counsellor
- Public Health Educator

**Research**
- Survey Researcher
- Social Research Specialist
- Market Research Analyst
- Consumer Researcher
- Data Analyst
- Demographer
- System Analyst

This is not an exhaustive list but does provide a good overview of occupational categories related to a B.A. in Sociology\(^{31}\). It should be noted that many of these occupations such as social work, therapy and counselling, journalism, corrections and law, public health, and others require educational experience and credentials in addition to a B.A. in Sociology.

Potential work settings for graduates with a Sociology B.A. Major also include non-governmental organizations (NGOs), non-profit and religious organizations, personnel agencies, arts and culture, recreational centres, and seniors’ residences\(^{32}\).


Work prospects for Sociology degree holders are currently listed as “fair” on the Service Canada Job Futures website and as “good” for those with additional qualifications in the areas of Social Work/Welfare, Health, and Law. However, a recent report by BCStats is even more encouraging, predicting growth in all of the occupational areas listed above for 2008-2013 in the Lower Mainland College Region. The Kwantlen Polytechnic Environmental Scan, 2008 also projects significant growth in employment demand in the areas of Social Science, Education, Government Service, Business, Health, and Recreation, and similar results were found in surveys conducted by BCStats. An August 2009 report by BCStats projects employment growth in Management, Public Administration, and Educational Services, and predicts that one of the fastest growing employment sectors will be Health Care and Social Assistance with approximately 69,010 new jobs projected for 2007-2017. For this same 10 year period, 28,130 new jobs are expected in the Social Science, Education, Government Service and Religion occupational grouping. A BCStats report issued in January 2009 states that employment in the public sector, which include many of the career areas in the list above, experienced steady growth from 1990 to 2005 and a steep increase between 2007-2008 with widespread growth in jobs in all areas of the public sector.

Graduates from the B.A. Major in Sociology will be prepared to embark on a career path that will offer rewarding and satisfying employment. A survey conducted by the American Sociological Association of 1,800 Sociology Major degree graduates in the U.S. found that, “about two-thirds of those who said their jobs were closely related to what they had learned as sociology majors were very satisfied with their jobs”.

Finally, the small class sizes and under-graduate focus at Kwantlen Polytechnic University allow for enhanced student-teacher relationships which enable students to secure strong letters of reference from their instructors in support of their applications to educational programs and prospective employers.

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34 See: Planning Data for Bachelor of Arts in Sociology, Office of Institutional Analysis and Planning, Kwantlen Polytechnic University, p. 17
36 Ibid
37 British Columbia’s Public Sector Employment, Business Indicators, BCStats, January 2009
38 Spalter-Roth, Roberta and Nicole Van Vooren, (2008), “What are they Doing with a Bachelor’s Degree in Sociology? Data Brief on Current Jobs”, American Sociological Association, Department of Research and Development, p. 2

Revised: 6/21/2010 11:54 AM
• **Delivery methods**

Students may enroll in the program on either a part-time or full-time basis. The Sociology Department aims to make efficient use of Kwantlen’s scheduling matrix to allow for course offerings across Kwantlen campuses in all day/time blocks, including evening classes, in order to meet the needs of both ‘traditional’ and ‘non-traditional’ student bodies. Students are able to take any course offered in the department as ‘guided studies’ with individual instructors if they require a particular course to complete their degree within the specified time-frame, and provided they meet the eligibility standards outlined in Kwantlen Policy C. 16, *Guided Study*.

Courses are offered in traditional face-to-face classroom settings in lecture and seminar formats, and some faculty members supplement in-class instruction with course websites using the Moodle platform. The Department plans to offer some courses through distributed learning options thereby allowing students the option of completing some of their program requirements via on-line classes (fully online and mixed-mode delivery).

A member of the Sociology Department has also successfully launched a pilot project for a third year course in global inequalities that connects the Kwantlen classroom with students and instructors in classes at the University of Ghana and the Ghana Institute of Journalism through online tele/web-conferencing technology. This project is in its second phase of development.

• **Program strengths**

The proposed B.A. Major in Sociology provides students with a comprehensive and flexible program that offers a solid grounding in sociological theories and research methods, as well as an understanding of social phenomena and issues related to various subfields in the discipline typical of most sociology programs in the province. However, it is a unique program in its focus on local-global connections and innovative pedagogical approaches and strategies. The core of our program aligns with the vision of the department to provide an accessible, engaging, and inclusive educational environment for learners with diverse backgrounds, abilities, and goals. Our faculty members are dedicated to teaching excellence and reflect the concerns of social justice and equality for all through our professional and personal engagement in the communities we serve.

With its emphasis on issues of diversity, equity and social justice the B.A. Major in Sociology program aims to develop a sense of political and social responsibility in students. All of our courses reflect on the demographic reality of Canadian society and provide students with opportunities to critically analyze matters of diversity. Most

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39 62% of Kwantlen students were enrolled full-time and 28% part-time in 2008-2009 (Office of Institutional Analysis and Planning, Comparison of Workload 2008-2009)
courses included in the curriculum examine connections between individuals, communities, and the global arena to develop an understanding of interrelationships and dynamic influences between the local and global contexts. The global/local nature of the communities that exists in our collective “backyard” enhances opportunities to create engaging and applied learning and teaching strategies in order to allow students to develop practical, critical, and transformative solutions to local problems and issues.

According to a report from Kwantlen’s Office of Institutional Analysis and Planning on Kwantlen’s response to cultural diversity in its community, “the ability of post-secondary institutions to deal with a multicultural student body” is not only a competitive advantage but the way diversity is incorporated in institutional practices and curricula has “an impact on students’ overall educational experience.” 40 A study by Piland, Hess and Piland (2000: 532) cited in this report provides evidence to show that in culturally diverse regions (including disenfranchised groups) the “lack of multicultural and diversity content in [college] curricula has implications for the academic success and retention of such students in post-secondary education” and that “students often become disconnected from campus life when they do not feel their experiences are reflected in their educational experiences.” 41 In another study by Laird (2005: 385) who emphasized the need to “offer curricular opportunities for students to engage with multiple aspects of diversity”, it was found that “students with more experiences with diversity, particularly enrollment in diversity courses and positive interactions with diverse peers, are more likely to score higher on academic self-confidence, social agency, and critical thinking dispositions.” 42 Other research cited in the report stressed the importance of embedding diversity concerns within institutional practices, noting the significance not only of diversity in curricula, but of diversity among staff and faculty for students’ educational experiences, achievement and well-being.

Sociology Department faculty have been on the frontline of institutional efforts to work for community development and well-being, and instrumental in encouraging learning from a multiplicity of knowledge bases which provide a critique of and move beyond discourses that have historically characterized the social sciences, including discourses from male-centred, heterosexist, and European perspectives. The Chair of the Sociology Department has been actively engaged in offering workshops and producing publications on “decolonizing the curriculum”, and developing awareness, understanding and literacy among non-Aboriginal faculty and learners in Aboriginal pedagogical practices and issues. One faculty member in the Sociology Department is currently the Co-Chair of the Kwantlen Centre for Multicentric and Global Education (CMGE), and another is currently the Director of the National Institute for Sustainable Community

40 Chambers, Sue and Ariana Arguello, *Kwantlen University College’s Response to Cultural Diversity in its Community*, Office of Institutional Analysis and Planning, Kwantlen University College (now Kwantlen Polytechnic University), p. 2
41 Ibid, p.6.
42 Ibid, p. 8
Development and a member of “Vibrant Surrey”, the city of Surrey’s social development committee.

- **An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable, and plans for admissions and transfer within the British Columbia post-secondary education system**

The proposed degree is consistent with *The Curriculum Framework for Kwantlen Polytechnic University Bachelor of Arts Degrees*, which was developed through extensive internal and external consultation and has been approved by Kwantlen’s Senate Standing Committee on Curriculum (formerly Education Council). As well as receiving internal approval, the curriculum framework received external endorsement from a wide variety of educational professionals at many British Columbia post-secondary institutions who reviewed the material and were invited to provide feedback in individual or group meetings. The existing Bachelor of Arts, Minor in Sociology program was also subject to rigorous internal and external review and received support and approval from both internal and external administrative, regulatory, and professional bodies according to guidelines provided by the B.C. Ministry of Advanced Education.

Existing lower division courses for the two year A. A. and four year B. A. Minor in Sociology programs, which will also be offered for the proposed B.A. Major in Sociology degree, meet academic standards at other post-secondary institutions in British Columbia, articulating as they do either directly or as unassigned credits with courses offered in other Sociology degree programs through BCCAT, including those offered at Simon Fraser University, University of British Columbia and University of British Columbia – Okanagan, University of Victoria, University of Northern British Columbia, Vancouver Island University, Capilano University, and Thompson Rivers University.

In their commentary on the program, faculty at other post-secondary institutions have noted that the program provides a solid grounding in theories, methods and area courses in sociology, and stated that the proposed program would prepare students for entrance into graduate programs in sociology. Representatives from community organizations have applauded the program’s attention to the needs of the community and community service learning, and several indicated that graduates of the program would be strong candidates for employment in their organizations.

See: Appendix J, *Letters of Comment Received*.

- **Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.**

As outlined above, B.A. Major in Sociology programs are offered at other post-secondary institutions in British Columbia. The proposed program is, however, unique in several respects and addresses student and community needs in the South Fraser Region by providing increased access to post-secondary education. The addition of a
B.A. Major to the Faculty of Social Sciences will contribute to Kwantlen’s growth and development as a reputable university.

The proposed program does not duplicate any other programs at Kwantlen. Moreover, the Sociology Department has had a long history of supporting other programs in the Social Sciences, Humanities, Nursing and Business faculties by offering courses that meet their breadth requirements. Sociology courses are popular electives among students in A.A., B.A. Major and Double Minor programs in the Faculty of Social Sciences (Anthropology, Criminology, History, Geography, Political Science and Psychology), as well as those in other divisions.

Some of our existing courses are also required in other programs. The 2000 level Statistics in Social Research course (SOCI 2365) currently fulfills the quantitative course requirement for various degree programs and SOCI 2260 (Research Methods in Sociology) is required for the B.A. Minor in Political Science. The Department’s introductory sociology course (SOCI 1125) is currently required for the A.A. in Economics and A.A. in Anthropology, the B.A. Minor and B.A. Major in Criminology, and the Bachelor in Psychiatric Nursing programs. And our Social Policy course (SOCI 3345) is required for The Bachelor in Psychiatric Nursing program. We will continue to work with the Nursing faculty to encourage their students to take our Health and Illness course (SOCI 2280), and course on the Sociology of Dying and Death (SOCI 3280). The existing Women in Canada (SOCI 2240) course, and proposed new courses in gender and sexuality could be cross-listed in the Women’s Studies course clustering currently used in disciplines such as Nursing, to help build capacity in these areas. There is also potential for the new 3000 level research methods courses proposed for the B.A. Major in Sociology to assist other departments in the Social Sciences in building future degree programs in their areas and our electives courses offer the possibility for the development of new programs in interdisciplinary studies.

The Journalism Department, which recently moved into the Faculty of Social Sciences, will also benefit from existing and proposed new sociology courses in media, popular culture, and consumerism as well as other Sociology electives courses as they work toward building a Bachelor of Journalism degree program. Sociology courses are also included in the curriculum for the proposed B.A. in Asian Studies program, and will help build capacity in the area of Cultural Studies at Kwantlen.

Curriculum Design

a) List the required courses, and indicate which courses are new/to be developed.

Students must satisfy graduation requirements specified under The Curriculum Framework For Kwantlen Polytechnic University Bachelor of Arts Degree to and additional requirements specified by the Department of Sociology as follows:

- Completion of 120 credits with a minimum of 65 credits in Arts courses (Humanities and/or Social Sciences), and 45 credits with courses numbered 3000 or higher.
• A minimum cumulative GPA of 2.00, with a minimum grade of "C" in all of the following required courses within the degree program (except where stated): 6-credit English writing requirement, which includes ENGL 1100 and one of either ENGL 1202 or 1204.

• Minimum 9-credit Quantitative requirement that must include a minimum of 3 approved Quantitative courses, and of which one approved course must be taken from the Faculty of Science, Mathematics and Applied Sciences or the School of Horticulture. 24-credit breadth requirement consisting of a minimum of one course in at least four separate Social Science or Humanities disciplines outside of the major program area, one of which must be at the 3000-level or higher. CMNS 3100, LCOM 1100, and LCOM 4100 (formerly University Studies and University Transitions) may also be credited towards the breadth requirement.

• Second language at the Grade 11 level (Beginner's or Introductory Language 11 courses are ineligible to meet this requirement), or 6-credits of post-secondary language courses (in the same language). Students who can demonstrate competency in a second language may request an assessment to have this requirement waived.

In addition, students must complete a total of 54 credits from sociology courses, 27 credits from core, required sociology courses plus an additional 27 credits from sociology course electives to graduate with a BA Major in Sociology as follows:

**1000 Level**

- SOCI 1125 Introduction to Society: Processes and Structures

**2000 Level**

A total of 21 credits from sociology courses at the 2000 level including following required courses:

- SOCI 2225 Canadian Society
- SOCI 2235 The Development of Sociological Thought
- SOCI 2260 Research Methods in Sociology
- SOCI 2365 An Introduction to Statistics in Social Research

Plus 9 credits from sociology elective courses at the 2000 level.

**3000 and 4000 Levels**

A total of 30 credits from sociology courses at the 3000 and 4000 levels, including the following required courses:

- **ONE of:**
  - SOCI 3235 Classic Sociological Theories
SOCI 3330  Contemporary Sociological Theories  NEW (pending approval)

- ONE of:
  SOCI 3260  Qualitative Methods in Sociology
  SOCI 3365  Quantitative Methods in Sociology  NEW (pending approval)

- 6 credits from courses at the 4000 level with a service learning, applied or experiential learning component as follows:

  ONE of:
  SOCI 4235  Sociological Aspects of Community Service (6 credits)
  SOCI 4330  Global Community Services (6 credits)
  OR
  TWO of:
  SOCI 4225  Advanced Topics in Canadian Studies (3 credits)
  SOCI 4320  Advanced Topics in Global Studies (3 credits)  NEW (pending approval)

Plus 18 credits from sociology elective courses at the 3000 and 4000 levels.

This structure is in accordance with guidelines specified under The Curriculum Framework for Kwantlen Polytechnic University Bachelor of Arts Degrees.

Please refer to Appendix C: B.A. Major in Sociology Program Description for a full listing of required and elective courses in sociology.

b) In an appendix, list the courses along with their calendar description and prerequisites.

Please refer to Appendix B: Course Descriptions for Existing and New Courses

Program Delivery

a) Explain the learning methodology/methodologies to be used.

The small class sizes at Kwantlen make it possible to provide a learning environment and methodologies that are student-centred and participatory. Courses at the 3000 level may be delivered in either lecture or seminar settings and those at the 4000 level are delivered in small classes in order to facilitate learning activities such as student-led seminar discussions, major research projects, and community based work and research.

Courses offered by the Sociology Department utilize a number of different innovative pedagogical approaches and methodologies aimed at meeting student needs and ensuring their success in terms of course objectives and outcomes identified in...
standardized course outlines that guide instructors’ development of curriculum for their individual courses.

Assessment methods vary across courses, but are directly related to the course content and learning objectives/outcomes, including essential skills. Evaluation will depend on individual course content and learning activities, but may be based on such things as project reports, essay papers, seminar presentations, workbooks, journals, labs, portfolios, book reports, tests, critiques, and examinations. All courses for this program will utilize a letter grade system. Kwantlen Polytechnic University has policies and procedures pertaining to evaluation, which are detailed in Policies B.4, Final Examinations and Grade Reporting for Semester-Based Courses, and C.20, Student Evaluation and Grading. These policies stipulate, among other things, that no single assessment may exceed 30% of the final grade without the specific approval of Senate Subcommittee on Course Curriculum, and it is required that a typical 3 credit, semester-based course have at least four separate assessments. Students are required to achieve a grade of ‘C’ or greater in prerequisite courses.

Kwantlen Polytechnic University has a rigorous approval process for course outlines. Course outlines in the Social Sciences are first approved by the department or departmental curriculum committee, then reviewed and approved by the Social Sciences Faculty Council Subcommittee on Curriculum, and finally by the Senate Subcommittee on Course Curriculum.

Admission Requirements

a) Describe the admission requirements for this program.

This is a four year degree program with multiple entry points, thereby allowing a broad range of students to access our program, including students from Qualifying Studies. Students may enter the B.A. Major in Sociology program at the 1000 or 3000 levels, provided they satisfy entrance requirements as specified under The Curriculum Framework For Kwantlen Polytechnic University Bachelor of Arts Degree as follows:

- To enter at the 1000 level, students must have a grade of ‘B’ in English 12 (or equivalent) and a grade of ‘C’ in principles of Math 11 (or equivalent).

- Students who do not qualify upon initial application to Kwantlen will be able to apply for entry to the B.A. Qualifying Year and then enter the B.A. program, space permitting, after they have successfully completed appropriate qualifying courses. Students who do not meet the BA entry requirements may also start in the Associate of Arts program as they work toward meeting the B.A. entrance requirements.

- New or continuing students may enter at the 3000 level of the B.A. Major in Sociology program upon completion of 60 credits of coursework; a cumulative GPA of 2.00 and a grade of ‘C’ in all required courses including a 6 credit writing requirement including ENGL 1100 and one of either ENGL 1202 or ENGL 1204; at
least 6 credits from courses that satisfy the quantitative requirement; 12 credits from breadth courses; the language requirement; and Principles of Math 11 (or equivalent).

Students may declare a Major in Sociology at any time admission requirements are met. As stated above, students transferring from other institutions may also meet these entry requirements through the articulation process outlined in Policy B. 15 Transfer of Articulated Courses from Other Post-Secondary Institutions to Kwantlen Polytechnic University [http://www.kwantlen.ca/policies/B-Education/b15.pdf](http://www.kwantlen.ca/policies/B-Education/b15.pdf), and the BCCAT guidelines for transfer and articulation [http://www.bccat.bc.ca/index.cfm](http://www.bccat.bc.ca/index.cfm).

**Bridging Options:** Kwantlen’s structure offers a unique opportunity to integrate certificate, diploma, and associate degree credentials with Bachelor Degrees, creating more options for students to ladder within current programs. 80% of Kwantlen programs bridge into Bachelor Degrees.

Students will be able to bridge into the B.A. Major in Sociology program at the 3000 level from the B.A. Minor or A.A. in Sociology degree programs provided they meet the requirements specified under *The Curriculum Framework for Kwantlen Polytechnic University Bachelor of Arts Degree* outlined above and complete the necessary pre-requisites specified for Sociology courses at the 3000 level. Those taking the A.A. in Canadian Studies program will also be able to apply sociology courses that are required for that program and easily ladder into the B.A. Major in Sociology program.

Students planning to bridge into the B.A. Major in Sociology program after completing an A.A. in Sociology degree at year three must have completed a total of 9 credits at the 2000 level from sociology electives and the following 2000 level courses which are required for graduation with a B.A. Major in Sociology and entry into required 3000 level courses as well as some of the upper division electives:

- SOCI 1125 (Introduction to Society: Processes and Structures)
- SOCI 2260 (Research Methods in Sociology)
- SOCI 2365 (Statistics in Social Research)

Students planning to bridge into the program at year three after completing courses for a B.A. Minor in Sociology at Kwantlen must have completed a total of 18 credits for any sociology electives course, and the following required courses in order to graduate with a B.A. Major in Sociology:

- SOCI 2225 (Canadian Society)
- SOCI 2365 (Statistics in Social Research)
- One of SOCI 3235 (Classic Sociological Theories) or SOCI 3330 (Contemporary Sociological Theories)
- One of SOCI 3260 (Qualitative Research in Sociology) or SOCI 3365 (Quantitative Research in Sociology).
6 credits from courses at the 4000 level with a service learning, applied or experiential learning component (SOCI 4325 will satisfy this requirement along with new proposed courses: SOCI 4330, SOCI 4225, and SOCI 4320, pending approval).

This structure is appropriate according to guidelines specified under *The Curriculum Framework for Kwantlen Polytechnic University Bachelor of Arts Degree*, and offers various options to students that will ensure their timely completion of the program. To further ensure their success in completing their degrees, Kwantlen provides students with services through B.A. Advisors and other personnel in the Academic Counselling Department to assist them with their educational planning.

**Qualifying Year:** Students lacking the entrance requirements to the BA Major in Sociology program can take the B.A. Qualifying Year to help them improve English and Math skills. Students who are successful in completing the B.A. Qualifying Year within two semesters and achieving the required grade level in English, Math and LCOM 1100 will receive guaranteed admission into a B.A. program, as a selective-entry student (Kwantlen Calendar University Qualifying Studies).

**Prior Learning Assessment (PLA):** Under certain circumstances, entry into the B.A. Major in Sociology program may also be based on Prior Learning Assessment (PLA). Kwantlen Polytechnic University Policy B.14, *Credit for Prior Learning*, states that we will, when requested by a student and in accordance with established articulation agreements or appropriate evaluation procedures, assess learning that the student has gained through prior course work and/or life and work experiences. Where that learning can be equated to the learning outcomes or objectives of a course or program at Kwantlen, credit will be granted through transfer and/or Prior Learning Assessment. Up to 75% of the credits required for graduation in a recognized program may be obtained through transfer credit and PLA. For most sociology courses, PLA is based on an extended essay, a challenge exam, and an interview to follow up on the content of the written assignments.

**Under-prepared students:** To increase their readiness for scholarly engagement all students are provided with the opportunity for building skills through the Learning Communities program, including LCOM 1100 which is designed to communicate the broad and most exciting purposes of higher education. They will come to understand the expectations for scholarly discourse (in its fullest range of forms) that follow from these purposes in terms of basic skills (e.g., scholarly writing, presentations, discourse), conceptions of self (i.e., issues of transition and identity as a student) and broader abilities such as critical awareness, cultural sensitivity, social responsibility, civic engagement, and global citizenship. Other support services are provided at Kwantlen such as tutoring through the Learning Centre, accommodation and services for students with disabilities, Academic Counseling and Study Skills Seminars through Counseling Services, and library orientations and assistance for student research through Library Services.
## Bachelor of Arts, Major in Sociology Program Progression (Entry and Exit Points)

<table>
<thead>
<tr>
<th>Year</th>
<th>Required Courses</th>
<th>Electives</th>
<th>Program Guidelines</th>
<th>Entry and Exit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>3 SOCI course credits at the 1000 level including SOCI 1125</td>
<td></td>
<td>Entry criteria for the B.A. Program under the General Framework, including a ‘B’ in English 12 and a ‘C’ in Principles of Math 11</td>
<td><strong>B.A. Major in Sociology Program Entry Option</strong></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>12 SOCI course credits at the 2000 level including: SOCI 2225, SOCI 2235, SOCI 2260, SOCI 2365</td>
<td>Plus an additional 9 SOCI course credits from electives at the 1000 and 2000 levels</td>
<td>All program requirements for an AA Degree under the General Framework for AA degrees. Plus a minimum of 12 SOCI credits including SOCI 1125, 2235, 2260, and 2225</td>
<td><strong>Associate of Arts in Sociology Exit Option</strong></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>Twelve SOCI course credits at the 3000 or 4000 levels including: One of either SOCI 3235 or SOCI 3330 One of either SOCI 3260 or SOCI 3360</td>
<td></td>
<td>All requirements as per the BA Curriculum Framework for year three entry. Plus required SOCI courses at the 2000 levels and prerequisites specified for 3000 level courses.</td>
<td><strong>B.A. Major in Sociology Program Entry Option</strong></td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td>6 credits from SOCI courses with an applied, experiential or service learning component at the 4000 level including: <strong>One of:</strong> SOCI 4325 or SOCI 4330, or <strong>two of:</strong> SOCI 4225 or SOCI 4230</td>
<td>Plus an additional 12 SOCI course credits from 3000 and 4000 level electives</td>
<td>All program requirements for BA Minor degrees under the General Framework. Plus a minimum of 12 SOCI course credits at the 2000 level including 2235 and 2260, and 15 SOCI course credits at the 3000 and 4000 levels including 6 credits from SOCI courses with an applied, experiential or service learning component at the 4000 level</td>
<td><strong>B.A. Minor in Sociology Exit Option</strong></td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td><strong>BA Major in Sociology Exit</strong></td>
</tr>
</tbody>
</table>

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Faculty

The minimum qualification for regular faculty in the Faculty of Arts-Social Sciences, the Faculty of Sciences, School of Business, and the Faculty of Arts-Humanities is either an M.A., M.Sc., M.B.A. (or equivalent like an M.F.A., LL.B, LL.M, etc.), a professional designation, or Ph.D., depending upon the department. The minimum qualification standard for the Sociology Department is an M.A., with a Ph.D. preferred.

The Sociology Department Search Committee adheres to policies, procedures and criteria for faculty recruitment outlined in the Collective Agreement Article 4 and in Policies G.7, Faculty Recruitment, and G.7a, Criteria for Recruitment of Faculty, G.7b, Minimum Qualifications / Faculty Positions, G.7c, Procedural Guidelines for Recruitment of Faculty, G.7d, Bias or Conflict of Interest Concerns in the Selection of Faculty, G.7e, Candidate Interview Assessment. These provisions cover the search process, probationary terms and on-going evaluation of regular and non-regular faculty.

Full-time, part-time and contract faculty members in the Sociology Department bring a wide range of expertise to the department and are capable of delivering existing and proposed new courses for the BA Major in Sociology program. Our current complement of faculty will allow all of the courses proposed for the B.A. Major in Sociology to be offered regularly across campuses in order to allow students to complete their degrees in a timely and orderly fashion.

In 2009, the Sociology Department Curriculum Committee along with the Sociology Department Search Committee identified existing strengths and key areas of our program that needed to be complemented with appropriate faculty expertise. We have hired two new faculty members with the expertise required to successfully implement the B.A. Major in Sociology program, and allow the department to create greater bench strengths in the areas of Gender and Sexuality, Health, Culture, Family, Development studies, and Quantitative Research Methods.

List the faculty and their areas of specialization.

Regular faculty members in the Sociology Department include:

Seema Ahluwalia B.A. (Sask), M.A. (Sask)
Areas of specialization: Gender studies; racialization and ethnicity; First Peoples studies; post-colonial, subaltern and critical race theory; and health and illness

Frances Chiang B.A. Sociology (McGill), M.A. Sociology (McGill), Ph.D. Sociology (UBC)
Areas of specialization: Ethnic/immigrant women entrepreneurship; intersection of race, class and gender; sociology of work and occupations; social stratification; ethnicity, race and racialization; women and work; and Chinese Diaspora
Erling Christensen  B.A. (SFU), M.A. (Carl)
Areas of Specialization: Race and ethnicity; Third World and global issues; political economy of the state; political economy of agriculture; international migration and settlement issues; refugees and victims of torture; First Nations capacity building and community development; and social policy development

Stephen Dooley  B.A. (UWO), M.A. (UWO)
Areas of Specialization: Sociology of health; street youth and youth employment issues; First People’s issues and the criminal justice system; community development; statistics and research methods; and applied research incorporating a model of community development

Mariana Gatzeva  B.A.  Economics ( Sofia U, Bulgaria), M.A. Economics (Sofia U, Bulgaria), M.A. Sociology(U of Chicago) Ph.D. Sociology( U of Chicago)
Areas of Specialization: Microfinance, development, social statistics/quantitative methods, social capital and networks, sexuality, state and nation building, nationalism, classical sociological thought

Bonnie Haaland  B.A. (hons.) (Sask), M.A. (W Ont), Ph.D. (Tor.)
Areas of Specialization: Gender issues; sexuality and the state; sociology of mass media and popular culture; sociology of consumption; and women and work

Amir Mirfakhraie  B.A. (SFU), M.A. (SFU), Ph.D. (UBC)
Areas of Specialization: Anti-racist and multicultural education; trans-nationalism; Iranian ethnic studies; global inequalities; Canadian racial and ethnic relations; multiculturalism; and curriculum studies

Diane Naugler  B.A. (Mt.A), M.A. (York), Ph.D. (York)
Areas of Specialization: Feminist and social constructionist theories of embodiment; difference(s) and sexual and gender identities; deviance and moral regulation studies; 'family' studies; and interdisciplinary research methods

Russel Ogden  B.G.S. (SFU), B.S.W. (U Vic), M.A. (SFU)
Areas of Specialization: Dying, death, and end-of-life decisions; history of Canadian law on suicide and assisted suicide; research ethics; academic freedom.

Charles Quist-Adade  Dip. Journalism (Ghana Inst. of Journ), M.A. Journalism (Leningrad State U.), Ph.D. Sociology (St. Petersburg U.)
Areas of Specialization: Mass media; race and ethnicity; sociology of the family; globalization; social psychology; cults, myths and religion; and African cultures

Annette Reynolds  B.A. (Carl), CTESL (Carl), M.A. (UBC)
Areas of Specialization: Social theory, philosophy, and criticism; sociology of knowledge; social hermeneutics; mass media, cultural studies, and popular culture; sociology of the arts; contemporary and colonial representation of cultures; technology, society and
work; women’s domestic and office work; global inequality and development; and pedagogical issues

Claudio Vidal  B.A. (Chile), M.A. (UBC)
Areas of Specialization: Political and economic sociology; social theory; globalization and issues facing developing nations, particularly in Central and South America; biotechnologies and globalization; community and democracy; and the resistance movement in Chiapas, Mexico

**In an appendix, provide the list of faculty along with a brief curriculum vitae for each.**

See Appendix H, Faculty Curriculum Vitae.

**Program Resources**

**a) Describe the resources that will be required to mount this program including:**

The proposed B.A. Major in Sociology program is sustainable and requires the input of few new library and facilities resources to launch and maintain it. Since the Sociology Department already offers a wide range of courses as part of its B.A. Minor in Sociology, it will require the implementation of only the new core 3000 level courses and a few new 4000 level courses to launch the B.A. Major in Sociology. Other proposed elective courses will gradually be brought on board over the next two to three years to meet the vision and overall goals of the program. Faculty members in the Sociology Department have the expertise to develop and teach the proposed new courses, as well as the capacity to offer courses with both a Canadian and global focus. The 3000 and 4000 level courses will continue to be centred at the Surrey campus in order to consolidate faculty, library, and facility resources.

- **Library resources**

A Library Impact Assessment (see Appendix I) has been conducted for the new B.A. Major in Sociology degree program to establish budgetary and purchasing priorities that will be met in order to support new courses in development.

Kwantlen Polytechnic University has acknowledged the need to increase library resources in order to meet established Canadian library standards. The Surrey campus library has recently undergone a major expansion and renovation that has added 5,220 square meters of space and shelving room for 180,000 books. In addition, there is increased study space, three computer labs, and over sixty computer work stations. In February 2005, a renovated and expanded library computer lab opened in the Richmond Campus Library and in Spring Semester of 2006, the Library Computer Lab at Langley was renovated.
The Kwantlen library has done an excellent job of adding print, online and audio-visual materials to the library collection to support courses for the B.A. Minor in Sociology. These resources will also help to support many of the new courses proposed B.A. Major in Sociology. The library has a well-rounded collection of documentary and feature films in DVD or Video formats for in class instruction and student projects. Audio-visual equipment such as portable computers and projectors, tape-recorders, cameras, and video cameras are provided for faculty and student use for projects and presentations.

The library provides students with access to social science journals via the Internet as well as on-line access to resources at other institutions, and the option of inter-library loans. Taken together, these paths of access will provide sufficient library resources to launch the program.

- **Computer and computer access**

  Faculty, staff, and students have adequate access to computers in offices, computer labs, and libraries to facilitate their work and study. Shared computer labs are equipped with standard software used for conducting statistical analysis and other types of research and analysis.

  The Sociology Department has received budget approval for computers needed in new offices for faculty and the Departmental Assistant in a combined office and student/faculty meeting space that will be constructed in the coming academic year.

- **Classrooms, laboratories and equipment**

  As part of the Long Term Education Plan, both new classrooms and office space have been identified reflective of new growth FTE/year at each of our campuses. Existing classroom facilities, labs and equipment are sufficient to implement the B.A. Major in Sociology program.

- **Existing and shared resources at the institution or at other institutions that will be used to offer the program**

  Shared computer labs within the institution are currently used for sociology research methods and are sufficient for existing Sociology programs and the proposed new program. There will be no need to share facilities or equipment with other institutions, apart from access to library resources for students through inter-campus loans as described above.

- **Additional resources that will be required to offer this program**

  The Dean of Social Sciences has gained approval for a dedicated departmental space (a “Sociology Pod”) within the budget for the 2010/2011 fiscal year. This space will include an office for the Sociology Departmental Administrative Assistant, faculty offices, and a common meeting room which will house a small library for faculty publications and
other resource materials, provide a space for faculty meetings, and serve as a place for
students to gather, study, and grow together as peers. The common departmental space
will foster a sense of identity and belonging for faculty and students and increase the
Sociology Department’s profile at Kwantlen.

The Sociology Department Space Committee is working with faculty, the Dean of Social
Sciences and personnel from Facilities to develop a plan for renovations to an available
space for the office/common room space and capital budget considerations.

b) Provide the intended implementation schedule for the new program and evidence of
the appropriateness of the schedule, given the timing of the proposal and readiness of
the institution to offer the program.

The proposed launch date for the B.A. Major in Sociology is January, 2011. This will
allow sufficient time for review and approval of the Full Program Proposal by the Social
Sciences Faculty Council Subcommittee on Curriculum, the Social Sciences Faculty
Council, the Senate Standing Committee on Curriculum, and the Ministry of Advanced
Education. It is anticipated that internal institutional approval steps will be completed
by June of 2010.

Lower division required courses for the B.A. Major in Sociology are already being offered
for the A.A. and B.A. Minor in Sociology degree programs, as well as one 4000 level
course with a service learning component (SOCI 4235), and a sufficient number of 2000,
3000, and 4000 level courses to provide students with a range of electives. These
courses will continue to be scheduled in a way that will allow students entering years
one and three of the B.A. Major in Sociology degree access to the courses they need to
complete their programs in a timely manner. New courses will be implemented
incrementally beginning with the new 3000 level required courses and new 3000 and
4000 level elective courses. Faculty members have already begun the work of
developing curriculum for these courses.

Implementation schedule for courses that meet core requirements:

- **January, 2011** – launch of the B.A. Major in Sociology Program
- **Spring Semester, 2011:**
  - SOCI 3235 (Classic Sociological Theories)
  - SOCI 4225 (Advanced Topics in Canadian Studies)
- **Summer Semester, 2011:**
  - SOCI 4330 (Global Community Services)
- **Fall Semester, 2011:**
  - SOCI 3330 (Contemporary Sociological Theories)
  - SOCI 3260 (Qualitative Research Methods in Sociology)
- **Spring Semester, 2012:**
  - SOCI 3365 (Quantitative Research Methods in Sociology)
  - SOCI 4320 (Advanced Topics in Global Studies)
The proposed schedule will also allow sufficient time between the anticipated approval of the program and the launch in January, 2011 to market the degree internally and externally, and takes into consideration the time required for new courses to be developed by faculty and progress through Kwantlen’s rigorous institutional approval process. The Dean of Social Sciences and the Director of Educational Planning and Development have indicated support for this implementation schedule.

Program Consultation

a) Provide a list and brief explanation of the nature of the consultations that have occurred in the development of the degree program.

The B.A. Major in Sociology program is consistent with *The Curriculum Framework for Kwantlen Polytechnic University Bachelor of Arts Degrees*. This framework was developed through extensive consultation and was approved by the Senate Standing Committee on Curriculum at Kwantlen and given external endorsement as outlined above. The process of developing Bachelor of Arts degrees at Kwantlen, has been a collaborative one involving the efforts and input of effort of students, faculty, service area personnel, and administrators. Dr. Bob Brown, Professor Emeritus, Simon Fraser University, and the Bachelor of Arts Degree Implementation Committee, in consultation with the Kwantlen community and external commentators, designed the original Curriculum Framework.

Contributions to the curriculum development as well as the Program Concept Proposal and Full Program Proposal have been made by members of the Sociology Department Curriculum Committee and others on the development team, including Seema Ahluwalia (Department Chair), Frances Chiang, Diane Naugler, Steve Dooley, Amir Mirfakhraie, and Charles Quist-Adade. Extensive internal and external consultation has also been involved in the development of the proposal. Advice and commentary received from the Dean of Social Sciences, the Director of Educational Development, and the B.A. Advisor at Kwantlen has been incorporated into the degree development, as well as input on the proposals from representatives in the following areas:

- Admissions
- Enrolment Services
- Enrolment Support and Retention
- Registrar Services
- Counselling Services
- The Office of Institutional Analysis and Planning
- International Programs and Exchange
- Library Services
- Informational and Educational Technology
- The Marketing Department
- Facilities
Comments, clarification, and resources were provided by personnel in these areas that related to curriculum and program content, admissions and program entry requirements, articulation and bridging/laddering, enrollment concerns, student support services, anticipated student demand, labour market demand and career paths, library resources and other resource costs, anticipated planning for marketing the degree, supporting underprepared students, and development of the overseas field school.

The Program Concept Proposal and Full Program Proposal has also been reviewed and commented upon by faculty representatives and administrative personnel on the Social Sciences Faculty Council Subcommittee on Curriculum, Social Sciences Faculty Council, and the Senate Standing Committee on Curriculum. The Senate committee is comprised of Deans and faculty representatives from Social Sciences, Humanities, Business, Community and Health Studies, Science and Horticulture, Design, Trades and Technology, Qualifying Studies, and Co-operative Education; representatives from the Library, Counselling Department, and Enrolment and Registrar Services; the Associate Vice President, Academic, and the Director of Educational Development.

The proposed B.A. Major in Sociology has received general praise from personnel within the institution for the content and structure of the program. Acknowledgement has been given to the need for this new degree at Kwantlen, as well as an indication that we have the resources to support and sustain the degree. We have also received commendation on the exemplary job the Sociology Department has done in incorporating an applied, experiential and learning component, and in addressing issues related to both local and global social contexts in the curriculum. In particular, Sandra Schinnerl, the Director of International Programs and Exchange, commented that if the launch of the program is successful, she will “recommend it to the Canadian Bureau of International Education (CBIE) for an excellence in programming award”.

Comments on the proposed B.A. Major in Sociology program have also been solicited from individuals in a wide range of capacities including faculty and Department Chairs at other post-secondary educational institutions, and representatives from community organizations, including members of Aboriginal organizations. Most commentators have acknowledged the strengths of the program as outlined in this proposal, and recognize the need for the new degree in the South Fraser region. Faculty members at other institutions have stated that graduates from the B.A. Major in Sociology program will be prepared to enter graduate studies in sociology. Representatives from community organizations who commented on the program praised the attention the proposed program has given to the needs of the community, many stating that it is likely that our graduates will find employment in their organizations where positions are available. Letters from students indicate enthusiasm about courses they have taken in sociology, which they found to be enlightening and enriching experiences, and interest in the B.A. Major in Sociology.
In addition to these consultations, the Sociology Department held a Community Consultation Planning Day on May, 11, 2010 to gain further input and counsel from educators in the community and other community stakeholders including representatives from non-profit community organizations, businesses, and members of Aboriginal groups and organizations. Participants worked together to brainstorm ideas on ways the Sociology Department can serve community needs, network and draw upon the strengths of those within our communities, and partner with members of organizations on such things as planning curriculum, inviting guest speakers, and creating placements for students in courses with an applied, experiential and service learning component. The Sociology Department intends to continue to hold consultation sessions of this sort and to create a Community Advisory Board in the future.

Please refer to Appendix J, List of Letters of Comment Received.

b) **Attach all written comments, both positive and negative from:**

Please refer to Appendix K for Letters of Support.
Appendices
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Bachelor of Arts, Sociology Major

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**APPENDIX A: Policies**

Policy 1.1. Core Values: [http://www.kwantlen.ca/policies/A-Board/1-1corevalues.pdf](http://www.kwantlen.ca/policies/A-Board/1-1corevalues.pdf)

Policy B.3 Advisory Committees: [http://www.kwantlen.ca/policies/B-Education/b03.pdf](http://www.kwantlen.ca/policies/B-Education/b03.pdf)


Policy B.15 Transfer of Articulated Courses from other Post-Secondary Institutions to Kwantlen Polytechnic University: [http://www.kwantlen.ca/policies/B-Education/b15.pdf](http://www.kwantlen.ca/policies/B-Education/b15.pdf)

Policy B.15a Transfer Credit Approval Process:

Policy G. 7 Faculty Recruitment: http://www.kwantlen.ca/policies/G-HumanRes/g07.pdf


Policy G. 7d Bias or Conflict of Interest Concerns: http://www.kwantlen.ca/policies/G-HumanRes/g07d.pdf

Policy G. 7e Candidate Interview Assessment: http://www.kwantlen.ca/policies/G-HumanRes/g07e.pdf

Policy L. 7 Graduation with Distinction: http://www.kwantlen.ca/policies/L-EducationCouncil/L04.pdf

Policy L. 5 Requirements for Graduation: http://www.kwantlen.ca/policies/L-EducationCouncil/L05.pdf


APPENDIX B: Course Descriptions of Existing and New Courses

SOCI 1125 CR-3
Introduction to Society: Processes and Structures
Students will learn essential concepts, theoretical perspectives, and methods used in the discipline of sociology. They will explore some of the current sociological research on topics including culture, media, deviance, gender, ethnicity, globalization, family, religion, education, and social inequality. Students will, above all, critically examine assumptions we make about social life and will develop informed views on social issues that are important in their own lives and the lives of others in local, national, and international communities.

SOCI 2150 CR-3 NEW – Pending Approval
Sociology of Indigenous People
Students will explore the histories of Indigenous nations, societies and cultural groups in Canada and their connections with Indigenous peoples in the United States. They will analyze the socio-cultural, political, and economic structures and relations that have historically affected Indigenous peoples. Students will examine how Indigenous nations and groups have been affected by colonial and post-colonial policies and relations. They will be introduced to the world-views and historical memories of Indigenous groups and how they interpret their historical and contemporary relations with others.

Prerequisites: SOCI 1125

SOCI 2155 CR-3 NEW – Pending Approval
Indigenous Perspectives on Settler Societies
Students will examine Indigenous perspectives on settler societies by engaging with knowledge and scholarship from diverse social and academic traditions, including Indigenous scholarship and traditional knowledge, critical race theory, anti-racist and post-colonial scholarship. Students will explore the consequences of the imposition of settler ideology and culture on Indigenous peoples and reflect upon the marginalization of Indigenous scholarship, settler attempts to destroy Indigenous knowledge bases, and the continuing appropriation and destruction of Indigenous languages, cultures, and knowledge and resource bases. Students will learn about Indigenous peoples' contributions to human knowledge and development in areas as diverse as agronomy, cosmology, ethno-botany and medicine, science and engineering, international law, governance, and ecology.

Prerequisites: SOCI 1125

SOCI 2225 CR-3
Canadian Society: Conflict and Consensus
Students will study various aspects of Canadian society. They will use sociological perspectives to critically analyze such things as Canadian identity, ethnic diversity and multiculturalism, national unity, regional differences, foreign control, and international relations. Students will explore the structure of Canadian society including issues related to health care, education, economy and work, social inequalities, government, and social policies.

Prerequisites: SOCI 1125
SOCI 2230 CR-3
Racialization and Ethnicity in Canada
Students will explore the impact of racialization and ethnicity on Canadian social policy and practice in areas such as law and justice, education, human service delivery, arts, and the media. They will analyze evidence of systemic patterns of advantage and disadvantage based on race, ethnicity, and aboriginality in Canadian society. Students will critically examine the effects of race, ethnicity and aboriginality on social, political, and academic discourse, and on resistance movements.

Prerequisites: SOCI 1125

SOCI 2235 CR-3
The Development of Sociological Thought
Students will explore the development of sociological thought from early modernist thinkers through to contemporary, post-colonial, and post-modern theorizing. They will critically evaluate essential sociological concepts, models, and theoretical approaches in light of the historical contexts in which they were developed, ongoing debates within the discipline, and their relevance to contemporary social life.

Prerequisites: SOCI 1125

SOCI 2240 CR-3
Women in Canada
Students will examine the diversity of women’s lives in Canada. They will consider various approaches to the study of gender (i.e., what constitutes femininity and masculinity), as well as various perspectives on gender inequality. Students will examine the diverse ways in which women’s experiences shape and are shaped by institutions such as the economy, the state, education, family, and mass media. They will analyze the interrelationships in gender, race, ethnicity, class, age, sexuality, disability, and geography as well as their impact on the conditions of women’s lives both within Canada and globally.

Prerequisites: SOCI 1125

SOCI 2250 CR-3
Families in Canada
Students will examine the institution of the family in Canada in both historical and contemporary contexts. They will consider issues and approaches relevant to the sociology of the family and explore the structure and organization of various family forms and relations in the context of social, economic, and cultural transformation. Students will analyze the impact of gender, race, ethnicity and class on the institution of the family and compare cross-cultural and other differences among families both within Canada and globally.

Prerequisites: SOCI 1125

SOCI 2255 CR-3
Micro Sociology: the Dynamics and Structure of Social Interaction
Students will explore and learn the social forces that stimulate and constrain social interaction, particularly in the area of social influence. They will examine who influences whom, how, and to what effect.
Prerequisites: **SOCI 1125**

**SOCI 2260 CR-3**  
**Research Methods in Sociology**  
Students will study the quantitative and qualitative approaches used to conduct social research. They will emphasize practical application of research design and data collection techniques while conducting their own research projects.

Prerequisites: **SOCI 1125**

**SOCI 2270 CR-3**  
**Sociology of Education: A Critical Perspective**  
Students will critically explore the sociological, philosophical, and psychological concepts and theories of education and learning. They will examine the historical, socio-economic, and political factors responsible for the establishment and growth of the education system and schooling in the Canadian and global contexts. Students will investigate and analyze current educational issues and controversies. They will analyze the effects of discrimination and inequality on the achievement levels of students, and the organization of schools and universities. Students will critically examine the effects of “race”/ethnicity, gender, class, sexual orientation, and disabilities on the experiences of teachers and students in schools.

Prerequisites: **SOCI 1125**

**SOCI 2275 CR-3**  
**Mass Media and Society**  
Students will study the place of the mass media in Canadian society and their role in the social construction of reality. They will examine the development of print, radio, television, and new media in a global context, and will focus on the interconnection between media and other social institutions. Students will evaluate and apply various theoretical approaches to media production, content, and audiences.

Prerequisites: **SOCI 1125**

**SOCI 2280 CR-3**  
**Sociology of Health and Illness**  
Students will learn how social, cultural, economic, and political factors surround the experience of the individual with regards to health and illness. They will learn about the structure of Canada’s health care system, the roles of health care professionals, health care delivery systems, the interaction between health providers and service users, and policy issues in health care.

Prerequisites: **SOCI 1125**

**SOCI 2285 CR-3**  
**Gods in the Global Village: A Sociological Perspective of World Religions**  
Students will examine the social dimensions of religion in communities and countries across the world. They will explore the social relevance of religion to individuals and collectives in both the local and the wider global village. Students will explore several interpretations of religion offered by sociologists, past
and present. They will also examine religion’s contribution to the shaping of social reality and the status of religion in the world today as well as its future.

Prerequisites: SOCI 1125

SOCI 2311 CR-3
Social Justice in the Global and Local Contexts
Students will explore social, political, and economic justice in the global and local contexts. They will also examine social justice-related concepts of exploitation, oppression, resistance, privilege, power, inequity, self-determination, and (respect for) cultural diversity, from the sociological and related historical, philosophical, and political perspectives. Finally, students will examine the connections between local and global social justice-related issues and conflicts and how these issues and conflicts are handled in international bodies such as the UN.

Prerequisites: SOCI 1125 (POLI 1150 or POLI 2130 recommended)

SOCI 2365 CR-3
An Introduction to Statistics in Social Research
Students will study statistical techniques used in sociology and will examine descriptive and inferential statistics with an emphasis on practical sociological applications.

Prerequisites: SOCI 1125

SOCI 2370 CR-3 NEW – Pending Approval
Social Stratification
Students will explore a central question: Who gets what and why? Students will learn the theoretical and empirical foundations of social inequalities in both the Canadian and Global contexts and examine the causes and consequences of social stratification. In doing so, students will examine the structures of processes regarding class, status, power, poverty, gender, race, ethnicity, (dis)ability, and ageing.

Prerequisites: SOCI 1125

SOCI 3210 CR-3
Technology and Society
Students will examine the complex relationship between technology and society in Canada and internationally from a sociological perspective. They will focus on the social and ethical implications of modern technology, as well as its historical development and cultural foundations. Students will learn to think critically and comprehensively about the role of technology in contemporary societies, through comparative analysis and theoretical evaluation. They will pay particular attention to the social, economic, political, and cultural transformations brought about by computerization, and explore the value conflicts and social challenges created by the new information technologies.

Prerequisites: A minimum of 45 credits, at 1100 or higher, including SOCI 1125

SOCI 3230 CR-3
International Migration and Ethnic Communities
Students will critically examine the causes of international migration, refugee movements, and the establishment of ethnic communities outside of their countries of origin. They will focus on
environmental crisis, ethnic strife and cleansing, wars, economic crisis, disease, and cultural issues. Students will look at the development of ethnic communities as a result of migration and the viability of such communities in the context of both multi-culturalism and uni-culturalism. They will also examine the ways in which gender, class, ethnicity, racialization, and legal status organize migration and settlement. (This is a seminar course.)

Prerequisites: A minimum of 30 credits including SOCI 1125 (SOCl 2230 recommended)

SOCl 3235 CR-3 NEW – Approved
Classic Sociological Theories
Students will examine classic sociological theories including the works of theorists such as Comte, Marx, Durkheim, Weber, Cooley and Mead, as well as early feminist and non-western theorists. They will explore the historical contexts in which the theories were developed and bring them to life by engaging in conceptual and critical analysis that furthers self-understanding and uncovers dimensions of our lives often take for granted. They will join in a dialogue with the ideas, engage in debates that characterize sociology, and apply classic social theories to contemporary phenomena, issues, and problems, rather than treat the theories as relics of the past.

Prerequisites: SOCI 1125 and SOCI 2235

SOCl 3240 CR-3 NEW – Pending Approval
Gender in a Global Context
Students will examine the social, sexual, reproductive, economic, and political consequences of gender from multiple geographic and cultural locations and learn about the consequences of globalization and trans-nationalism for males and females by examining the intersectionality of gender, race, and class within the context of global capitalism and hetero-patriarchy. Students will reflect upon insights from narratives, autobiographies, creative writing, and grassroots political writing as well as traditional and inter-disciplinary scholarship in order to deepen their comprehension of gendered experiences around the globe, bring the experiences of Indigenous, non-Western and marginalized peoples to the fore, and interrogate and deconstruct hegemonic discourses on gender.
Note: This is a seminar course

Prerequisites: SOCI 1125 and SOCI 2240 (or permission of the instructor)

SOCl 3245 CR-3 NEW – Pending Approval
Gender, Bodies and Sexualities
Students will explore historical and contemporary conceptions of sexualities and embodiment as they relate to gender in Westernized societies. They will begin with an analysis of the ‘discovery’ of homosexuality and consider the construction of heterosexuality in relation to changing norms of gender, race, class and other socialized differences. Students will also learn important theoretical and conceptual frameworks in gender and sexualities studies such as, but not limited to: embodiment, intersectionality, hegemony and social-constructionism.

Prerequisites: SOCI 1125 and SOCI 2240 (or permission of the instructor)
SOCI 3270 CR-3  
**Education, Nation-Building and Globalization**
Students will critically examine the historical, socio-economic, and political factors responsible for the establishment and growth of education systems in different parts of the world. They will explore the roles of the education system in colonial intervention, promotion of Westernization, nation-building, and modernization globally. Students will explore the effects of globalization, neo-liberalism, and neo-conservatism on education systems and students in various countries from critical multidisciplinary perspectives. (This is a seminar course.)

*Prerequisites: 30 credits of 1100 level or higher, including SOCI 1125 (SOCI 2270 recommended)*

SOCI 3275 CR-3  
**Sociology of Popular Culture**
Students will explore the role of popular culture in their everyday lives and its connection with social structures and processes. They will apply various sociological perspectives, concepts, and interpretive strategies to a critical examination of a variety of popular culture forms, consumer goods, and leisure activities. They will analyze the production and consumption of popular culture within the local and global contexts and explore the relationships between popular culture, and community, identities, ethnicity, gender, the body and sexuality.

*Prerequisites: SOCI 1125 and SOCI 2275 (or permission of the instructor)*

SOCI 3280 CR-3  
**Sociology of Dying and Death**
Students will critically examine cultural, historical, and contemporary attitudes and practices concerning dying and death. They will focus on the dying process, medicalization of death, funerals and body disposal, grief and bereavement, the coroner’s role, suicide, assisted death, and other end of life decisions. (This is a seminar course.)

*Prerequisites: 60 credits, at 1100 level or higher, including SOCI 1125*

SOCI 3300 CR-3  
**Sociology of Work and Occupations**
Students will study the sociological aspects of work and occupations in the Canadian context. They will explore topics such as the historical transformation of work, the meaning of work, the impact of new technologies, and work structuring and restructuring. They will also examine the social organization of occupations, the relationship between work and social inequality, employment opportunities and insecurities, and control and resistance. Students will critically analyze issues related to work and occupations that affect Canadians in significant ways. (This is a seminar course.)

*Prerequisites: SOCI 1125*

SOCI 3310 CR-3  
**Sociology of Conflict and Conflict Resolution**
Students will critically analyze the basic elements and processes of human social conflict and dispute resolution. They will examine how real-world conflicts emerge and evolve into disputes, and ultimately
run their course to either a resolution or stalemate. Students will also learn and apply strategies to dealing with conflict in everyday life situations. (This is a seminar course.)

Prerequisites: SOCI 1125

SOCI 3320 CR-3  
Sociology of Global Inequalities
Students will critically examine the various perspectives on development and underdevelopment within a global context, as well as their relation to changing economic, political and social situations in Canada and the Third World. They will examine the globalization process by focusing on NAFTA (North American Free Trade Agreement) and other regional economic arrangements, paying particular attention to the effect of such processes on communities and individuals. (This is a seminar course.)

Prerequisites: SOCI 1125  
(POLI 1150 or 2130 recommended)

SOCI 3260 CR-3  NEW – Approved
Qualitative Methods in Sociology
Students will learn the theoretical and ethical underpinnings of qualitative research as well as the practical tools of the trade. Students will use a broad range of applications including observational analysis, in-depth interviews and focus groups, Participatory Action Research, ethnographic research, case studies, and narrative research students will gain a practical knowledge of the many ways in which qualitative research techniques provide a contextual and in-depth understanding of social phenomenon. Students will use computer software and will also learn to organize, manage and interpret qualitative data.

Prerequisites: SOCI 1125 and SOCI 2260

SOCI 3365 CR-3  NEW – Pending Approval
Quantitative Methods in Sociology
Students will explore the practical application of advanced statistical techniques that support the coding, management, analysis and interpretation of quantitative data used in sociological research. Through the use of computer software, students will learn how to use regression based techniques, Analysis of Variance and other advanced statistical techniques to link sociological theory to the empirical world. Students will learn these statistical approaches through the analysis of primary and secondary data.

Prerequisites: SOCI 1125, SOCI 2260 and SOCI 2365

SOCI 3325 CR-3  NEW – Pending Approval
Introduction to Community Services
Students will learn the essential concepts and the theoretical context that define service learning as a strategy for community mobilization and engagement. Students will assess a variety of service learning strategies through a critical examination and reflection of the experiences of service learning pioneers. Students will engage in a systematic process of self-reflection based on a short community service learning project.

Prerequisites: SOCI 1125 and SOCI 2260
SOCI 3330 CR-3  NEW – Pending Approval
Contemporary Sociological Theories
Students will inquire into theories and concepts from late modernity to post-modernity, including functionalist, conflict theory, political economy and critical theory, interpretive theorizing, feminist theories, post-modernist, post-structuralist, and critical constructionist theorizing as well as Queer theories and theories of globalization. They will apply sociological theories and concepts to develop an understanding of a wide variety of social phenomena such as social stability, conflict, inequalities and social change, everyday life and the social construction of reality, racialization and ethnicity, and gender and sexuality. (This is a seminar course).

Prerequisites: SOCI 1125 and SOCI 2235

SOCI 3335 CR-3  NEW – Pending Approval
Theory in Action: Social Movements
Students in this course will explore the field of social movements. Using established and emerging sociological theories and concepts, students will study a variety of historical and contemporary social movements, their analyses of society, goals, actions, and results. They will investigate movements for social change such as the women’s movement, disability rights movement, the AIDS awareness movement, the White Ribbon campaign and others.

Prerequisites: SOCI 1125

SOCI 3345 CR-3
Social Policy in Context
Students will examine how social issues are defined, and how social policies are formulated, administered, and revised. They will explore the dynamic relationship between social policy and Canada’s social structure from varying theoretical perspectives. Students will consider historical and global influences, contemporary welfare state programs, as well as ideological, social, and economic factors shaping policy formation. Note: this is a seminar course

Prerequisites: SOCI 1125

SOCI 3375 CR-3  NEW – Pending Approval
Sociology of Cartoons, Comics and Graffiti
Students will interrogate how political issues, gender, sexuality, nationalist views, religious propaganda, capitalist relations, historical memories and revolutionary values are depicted, portrayed and communicated through popular culture. Students will examine the hegemonic roles of corporations and nation-states in defining and shaping cultural values. Students will evaluate and analyze how such representations also play emancipatory roles and are forms of resistance. Students will focus on group and individual projects that aim at deconstructing specific elements of various local, national and transnational forms of popular culture(s). Students will also be introduced to post-structuralist theories, critical pedagogy, cultural studies, deconstruction and discourse analysis.

Prerequisites: SOCI 1125 and SOCI 2275 (or permission of the instructor)
SOCI 3385 CR-3  
**Introduction to Demography**
Students will study the analysis of population and its three main components: fertility, mortality, and migration. They will engage in an examination of demographic patterns in contemporary Canadian society, along with extensive cross-cultural and historical analysis. Students will also undertake in-depth study of significant contemporary international demographic changes, particularly those taking place in Asia and the USA.

*Prerequisites:* **SOCI 1125**

SOCI 4150 CR-3  
**Indigenous Peoples and Public Policy in Canadian and Global Contexts**
Students will explore the relationships between the state and Indigenous societies and nations in various parts of the world and the political, social, cultural and legal relations and conditions that have affected various Indigenous peoples. They will evaluate the role of non-state institutions and non-governmental organizations on Indigenous affairs and public policy, and investigate the effects of the legal system and educational, cultural and public policies on the life-chances of Indigenous groups from historical and transnational perspectives. They will explore the contributions of Indigenous groups to the process of nation-building and the construction of knowledge. Students will explore Indigenous knowledge about Indigenous histories and the global political economy, and the role of Indigenous groups in promoting human rights, self-determination, constitutional changes and land claims.

*Prerequisites:* **SOCI 1125 and SOCI 2150 or SOCI 2155**

SOCI 4225 CR-3  
**Advanced Topics in Canadian Issues**
Students will engage in an intensive and critical examination of a number of Canadian issues, as selected by the instructor. Students will conduct a primary research on a specific topic, including review of relevant literature, writing a proposal, collecting and analyzing data, writing a paper, and giving a presentation of the paper. Note: The topic(s) of study will be established in advance by the department. Please check with the department for proposed offerings. (This is a seminar course).

*Prerequisites:* 60 credits including **SOCI 1125, SOCI 2225 and SOCI 2260**

SICI 4230 CR-3  
**Race and Ethnicity: a Global Perspective**
Students will explore the impact of race and ethnicity on human relationships, interactions, and identities both within and between nations and communities globally. They will critically examine the social, cultural, and historical constructions of race, ethnicity, aboriginality, national and transnational identities through an analysis of the inter-relational development of blackness, whiteness, brownness and mestizoness (mixed-raceness). They will analyze evidence of systemic patterns of privilege and oppression based on race, ethnicity, and aboriginality within and between nations. Students will critically examine the effects of race, ethnicity, and aboriginality on social, political, and academic discourse, and on resistance movements. Finally, students will examine the dynamics of privilege and oppression and the interface between race, gender, ethnicity, and class in the global context.

Final Draft/Senate/ June 14, 2010/AR
Prerequisites: **SOCI 1125 and SOCI 2230**

**SOCI 4240 CR-3**  NEW – Pending Approval  
**Advanced Topics in Gender and Sexuality**  
Students will engage in a focused inquiry into a specific area of study within the inter-related fields of the sociology of gender and sexuality. They will investigate topics such as cross cultural examinations of the development of sexual norms, the conceptual and experiential relationship between gender and sexuality, gendered politics of societal responses to homosexuality, or sexuality and youth cultures.  
Prerequisites: **SOCI 1125, SOCI 2240 and SOCI 3245**

**SOCI 4275 CR-3**  
**Lost in Transmission: Diversity and the Media**  
Students will explore the historical and contemporary role of the media in framing images of, and discourses about ethno-racial minorities, women, senior citizens, people with disabilities, and sexualized minorities in Canadian society. They will examine both historic and modern-day media portrayals of minority communities in Canada, and will further explore the impact of those portrayals on the public’s perception and behaviour, as well as individual responses. Students will also examine the cultural history and experiences of minorities, and how and why minority groups have created systems of mass media self-representation to counter the mainstream mass media.  
(This is a seminar course).  
Prerequisites: **A minimum of 60 credits at the 1100-level or higher, including SOCI 1125 and 2275**

**SOCI 4280 CR-3**  
**Socio-legal Aspects of Assisted Death**  
Students will critically examine sociological and legal aspects of assisted death in Canadian and selected international contexts. They will study moral, ethical, and legal issues concerning assisted suicide and euthanasia; the development of social policy and law on end-of-life decisions; research on euthanasia and assisted suicide; and social movements for the right to die and the right to life.  
(This is a seminar course).  
Prerequisites: **60 credits at 1100-level or higher, including SOCI 1125 and CRIM 1101**

**SOCI 4310 CR-3**  
**Terrorism, Globalization, and Social Justice**  
Students will explore the socio-economic and historical foundations of globalization, inequality, social (in)justice, resistance, and terrorism. They will analyze social (in)justice, globalization and terrorism in local and global political, ideological, and religious conflicts. Students will analyze forms of resistance, oppression, and global inequality. Finally, they will examine theories and practices of conflict resolution, global economic justice, international and inter-ethnic arenas and peace initiatives of the United Nations and other bodies.  
(This is a seminar course).  
Prerequisites: **45 credits of 1100 level or higher, including SOCI 1125 (SOCI 2230 and 3320 recommended)**
SOCI 4320 CR-3  NEW – Pending Approval
Advanced Topics in Global Studies
Students will examine the reasons for the emergence of a global political economy. Using case studies, they will explore the concepts and vocabulary in the political-economy analysis of globalization, such as free trade, capital accumulation, international division of labor, neoliberalism, privatization, structural adjustment and sustainable development. Students will examine the major systems of ideas promoting global unity, their attempted implementation, and their critics. They will also explore the consequences of changing patterns of transnational economic and governance structures for nation-states, ecosystems and people’s lives, and examine the repercussions of economic globalization. Finally, students will explore oppositions to globalization, including those emerging from labor, environmentalist, indigenous, and feminist movements. Note: the specific regional focus of the course will be established in advance by the department. Please check with the department for proposed offerings. (This is a seminar course).

Prerequisites: A minimum of 60 1100-level or higher credits including SOCI 1125 and SOCI 3320

SOCI 4325 CR-6
Sociological Aspects of Community Service
Students will gain employment experience through volunteer work at not for profit social service agencies, international organizations or other community groups. They will work to complete a mutually agreed upon project that focuses on an issue or problem faced by the host agency. Through this project they will integrate sociological theory, concepts and methods and apply to the understanding of practical social issues. Students will also be involved in classroom based analysis and reflection about the interrelationships among organizations, culture and society.

Prerequisites: 60 1100-level or higher credits including SOCI 1125 and (SOCI 2260 or PSYC 2400 or CRIM 2103)

SOCI 4330 CR-6  NEW – Approved
Global Community Service
Students will deepen their formal preparation for local and global citizenship and gain practical experience through a field placement, doing volunteer work with an international organization or other community organizations in another country. They will engage in praxis-oriented, reciprocal learning about social justice issues through the application of theoretical and sociological knowledge, concepts, and methods to the practical, everyday lives of disadvantaged people and groups. They will work to complete a mutually agreed upon project that focuses on a social justice issue or problem faced by the host agency. Students will also be involved in classroom based analysis and critical reflection about the interrelationships among organizations, cultures and Global society.

Prerequisites: A minimum of 60 1100-level or higher credits including SOCI 1125 and SOCI 3320

SOCI 4335 CR-6  NEW – Pending Approval
African Development: Sustainability and Globalization
Students will explore sociopolitical and economic developments in Africa from a sociological perspective. They will analyze the historical, economic, political, and ideological factors, including the slave trade, colonialism, anti-colonialism, neo/postcolonialism, pan-Africanism, the Cold War, and globalization that have shaped and continue to affect developments within Africa. They will critically
analyze the role of foreign governments, global and transnational and multilateral institutions in the fortunes and misfortunes of individual African countries and Africa as a whole. Finally, students will explore the impact of internal factors and actors, including mismanagement, graft and corruption, dictators and autocrats on developments in specific African countries, together with local resistance and global reactions to these developments.

*Prerequisites: A minimum of 60 1100-level or higher credits including SOCI 1125 and SOCI 3320*

**SOCI 4375 CR-3  NEW – Pending Approval**  
**Sociology of Consumption and Consumerism**

Students will apply sociological perspectives and concepts to an analysis of various patterns of production, distribution and consumption. They will trace the roots of consumerism in the early stages of industrial mass production through to global corporatism and image production in a contemporary age of hyper-consumption in which shopping has taken on the dimensions of a new “religion”. By opening up to critical inquiry such things as advertising and shopping, credit and debt, sports and leisure, fashion and fads, travel and tourism, students will explore the ways consumption and consumerism define and distinguish identities and social groups, shape cultures in the local and global contexts, and influence the global environment. Finally, students will explore anti-consumerist movements and alternative forms of consumption.

*Prerequisites: SOCI 1125, SOCI 2275 and SOCI 3275*
APPENDIX C:  Program Description

1000 Level

Courses at the 1000 level provide a foundation in core concepts, theories, methodologies and sub-fields in sociology. Students will be required to complete 3 credits at the 1000 level including SOCI 1125. Completion of SOCI 1125 with a minimum GPA of 2.0 provides a pre-requisite for all sociology courses at the 2000, 3000 and 4000 levels.

- SOCI 1125  Introduction to Society: Processes and Structures

2000 Level

Courses at the 2000 level offer more extensive study in sociological theory and research methods, as well as specialized areas in sociology. Students will be required to complete 21 credits from 2000 level sociology courses, including 12 credits from required courses as follows:

- SOCI 2225  Canadian Society
- SOCI 2235  The Development of Sociological Thought
- SOCI 2260  Research Methods in Sociology
- SOCI 2365  An Introduction to Statistics in Social Research

Plus an additional 9 credits from 2000 level elective courses in sociology:

- SOCI 2150  Sociology of Indigenous People  NEW – Pending Approval
- SOCI 2155  Indigenous Perspectives on Settler Societies  NEW – Pending Approval
- SOCI 2230  Racialization and Ethnicity in Canada
- SOCI 2240  Women in Canada
- SOCI 2250  Families in Canada
- SOCI 2255  Micro-Sociology: The Dynamics and Structure of Social Interaction
- SOCI 2270  Sociology of Education: A Critical Perspective
- SOCI 2275  Mass Media and Society
- SOCI 2280  Sociology of Health and Illness
- SOCI 2285  Gods in the Global Village: A Sociological Perspective of World Religions
- SOCI 2311  Social Justice in a Global Context
- SOCI 2370  Social Stratification  NEW – Pending Approval

3000 Level

Courses at the 3000 level continue to provide breadth and build on course content covered the 2000 level courses on sociological theories, research methods and studies in specific focus areas of the discipline. Students will be required to complete a total of 30 credits from sociology courses at the 3000 and 4000 levels. Students must complete 6 credits from required sociology courses as follows:

ONE of:

- SOCI 3235  Classic Sociological Theories  NEW – Approved
- SOCI 3330  Contemporary Sociological Theories  NEW – Pending Approval

And ONE of:

- SOCI 3260  Qualitative Research Methods  NEW – Approved
- SOCI 3365  Quantitative Research Methods  NEW – Pending Approval

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4000 Level

At the 4000 level, students are required to complete 6 credits from courses that include a service learning, applied or experiential learning component, consolidating what they have learned at previous levels, while gaining practical experience. Courses that satisfy this requirement include:

**ONE of:**
- SOCI 4235 Sociological Aspects of Community Service (6 credits)
- SOCI 4330 Global Community Services (6 credits) **NEW – Approved**

**OR**

**TWO of:**
- SOCI 4225 Advanced Topics in Canadian Studies (3 credits) **NEW – Approved**
- SOCI 4320 Advanced Topics in Global Studies (3 credits) **NEW – Pending Approval**

Plus an additional 18 credits from sociology elective courses at the 3000 and 4000 levels:

**3000 Level Elective Courses:**
- SOCI 3210 Science, Technology and Society
- SOCI 3230 International Migration and Ethnic Communities
- SOCI 3240 Gender in a Global Context **NEW – Pending Approval**
- SOCI 3245 Gender, Bodies and Sexualities **NEW – Pending Approval**
- SOCI 3270 Education, Nation Building, and Globalization
- SOCI 3275 Sociology of Popular Culture
- SOCI 3280 Sociological Aspects of Dying and Death
- SOCI 3300 Sociology of Work and Occupations
- SOCI 3310 Sociology of Conflict and Conflict Resolution
- SOCI 3320 Sociology of Global Inequalities
- SOCI 3325 Introduction to Community Services **NEW – Pending Approval**
- SOCI 3335 Theory in Action: Social Movements **NEW – Pending Approval**
- SOCI 3345 Social Policy in Context
- SOCI 3375 Sociology of Cartoons, Comics and Graffiti **NEW – Pending Approval**
- SOCI 3385 Demography

**4000 Level Electives:**
- SOCI 4150 First Peoples and Public Policy in Canadian and Global Contexts **NEW – Pending Approval**
- SOCI 4230 Race and Ethnicity: a Global Perspective **NEW – Pending Approval**
- SOCI 4240 Advanced Topics in Gender and Sexuality **NEW – Pending Approval**
- SOCI 4275 Lost in Transmission: Diversity and the Media
- SOCI 4280 Sociological Aspects of Assisted Death
- SOCI 4310 Terrorism, Globalization, and Social Justice
- SOCI 4335 African Development: Sustainability and Globalization **NEW – Pending Approval**
- SOCI 4375 Sociology of Consumption **NEW – Pending Approval**

This fulfills sociology credit requirements as specified under *The Curriculum Framework for Kwantlen Polytechnic University Bachelor of Arts Degrees*. 

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APPENDIX D: Official Course Outlines for New Courses

Not applicable for program proposals for new degrees where there is an existing B.A. Minor offered by the department.
APPENDIX E: Technology and Computer Support

Technology and Computer Support

- **Student and faculty preparation and orientation:**
  Professional development opportunities are scheduled regularly throughout the academic year for any faculty member interested in using Kwantlen’s course management system. An active online community facilitated by the Information and Educational Technology (IET) Learning Technologies group, provides a forum for sharing information, resources, and best practices around the effective use of technology for teaching and learning.

  Faculty members approved to develop online or partially online courses may request one-on-one technical training and support throughout the course development process and pilot implementation. Additionally, faculty members may request individual instructional design support for developing new courses or for adapting or re-designing traditional classroom-based courses for online or partially online delivery.

  Technical support for students is provided through Kwantlen’s IET Service Desk. Faculty members may arrange in-class technology orientations for their students through the Service Desk.

- **Reliable, and sufficient course management systems:**
  Kwantlen currently utilizes Moodle as the institution standard online course development and delivery platform for online learning. As of Fall 2008, 160 faculty members use Moodle to deliver web enhanced, online or partially online courses in 440 sections.

  The myKwantlen student portal also provides basic course management functions for faculty to post supplementary resources online. As of Fall 2008, supplementary course resources are available through 2000 course websites on myKwantlen or Moodle.

  The Moodle and myKwantlen systems are maintained to high-availability standards, providing 24 x 7 access to students and faculty.

- **Accessible technical assistance for students and faculty:**
  Technical support for faculty who are teaching and students who are taking online, partially online or web-enhanced courses is provided by Kwantlen’s Information and Educational Technology Service Desk.

  Student assistants are available in Kwantlen’s Learning Centres to provide general computing support as well as support for students using online learning tools.

- **Appropriate hardware, software and other technological resources and media:**
  The university provides up-to-date technology infrastructure to support teaching and learning on campus and access from off-campus. Facilities available to students and faculty include:
• Wireless internet access is provided for students and staff in all interior spaces on all campuses.
• Over 70% of classrooms are technology enabled, equipped with internet connection, computer and digital projector.
• Teaching computer labs are available to support computer intensive teaching. Open computer labs are available on each campus provide students access to institutional standard software. In total, students have access to 1500 computers in the computer labs.
• The myKwantlen student portal provides students with 24 x 7 one-stop access to learning resources and student service on and off campus.

Faculty members engaging in technology-based course delivery will be supplied with appropriate hardware and software and related technology resources that meet the university’s supported standards.

For programs requiring specialized technology resources for course delivery, the Information and Educational Technology department works closely with academic department to equip the classroom/facilities the appropriate hardware and software.

• Well-maintained and current technology and equipment:

Kwantlen’s course management system is centrally maintained by the Information and Educational Technology department. The department maintains the server and network to ensure that the infrastructure supporting the Course Management System is current and has the capacity to support the University’s on-going needs.

Faculty have access to desktop and laptop computers which are kept up-to-date through the institutional Desktop Computer Replacement Plan that ensures faculty computers are renewed with current technology based on a 3 to 4-year replacement schedule.

____________________________________

APPENDIX F: Admission Requirements

This information is included in full within the main body of the B.A. Major in Sociology, Full Program Proposal
APPENDIX G: Faculty Credentials and Areas

Regular faculty members in the Sociology Department include:

**Seema Ahluwalia B.A. (Sask), M.A. (Sask)**
*Areas of specialization:* Gender studies; racialization and ethnicity; First Peoples studies; post-colonial, subaltern and critical race theory; and health and illness

**Frances Chiang B.A. Sociology (McGill), M.A. Sociology (McGill), Ph.D. Sociology (UBC)**
*Areas of specialization:* Ethnic/immigrant women entrepreneurship; intersection of race, class and gender; sociology of work and occupations; social stratification; ethnicity, race and racialization; women and work; and Chinese Diaspora

**Erling Christensen B.A. (SFU), M.A. (Carl)**
*Areas of Specialization:* Race and ethnicity; Third World and global issues; political economy of the state; political economy of agriculture; international migration and settlement issues; refugees and victims of torture; First Nations capacity building and community development; and social policy development

**Stephen Dooley B.A. (UWO), M.A. (UWO)**
*Areas of Specialization:* Sociology of health; street youth and youth employment issues; First People’s issues and the criminal justice system; community development; statistics and research methods; and applied research incorporating a model of community development

**Mariana Gatzeva B.A. Economics (Sofia U, Bulgaria), M.A. Economics (Sofia U, Bulgaria), M.A. Sociology(U of Chicago) Ph.D. Sociology(U of Chicago)**
*Areas of Specialization:* Microfinance, development, social statistics/quantitative methods, social capital and networks, sexuality, state and nation building, nationalism, classical sociological thought

**Bonnie Haaland B.A. (hons.) (Sask), M.A. (W Ont), Ph.D. (Tor.)**
*Areas of Specialization:* Gender issues; sexuality and the state; sociology of mass media and popular culture; sociology of consumption; and women and work

**Amir Mirfakhraie B.A. (SFU), M.A. (SFU), Ph.D. (UBC)**
*Areas of Specialization:* Anti-racist and multicultural education; trans-nationalism; Iranian ethnic studies; global inequalities; Canadian racial and ethnic relations; multiculturalism; and curriculum studies
Diane Naugler  B.A. (Mt.A), M.A. (York), Ph.D. (York)  
Areas of Specialization: Feminist and social constructionist theories of embodiment; difference(s) and sexual and gender identities; deviance and moral regulation studies; 'family' studies; and interdisciplinary research methods

Russel Ogden  B.G.S. (SFU), B.S.W. (U Vic), M.A. (SFU)  
Areas of Specialization: Dying, death, and end-of-life decisions; history of Canadian law on suicide and assisted suicide; research ethics; academic freedom.

Charles Quist-Adade  Dip. Journalism (Ghana Inst. of Journ), M.A. Journalism (Leningrad State U.), Ph.D. Sociology (St. Petersburg U.)  
Areas of Specialization: Mass media; race and ethnicity; sociology of the family; globalization; social psychology; cults, myths and religion; and African cultures

Annette Reynolds  B.A. (Carl), CTESL (Carl), M.A. (UBC)  
Areas of Specialization: Social theory, philosophy, and criticism; sociology of knowledge; social hermeneutics; mass media, cultural studies, and popular culture; sociology of the arts; contemporary and colonial representation of cultures; technology, society and work; women’s domestic and office work; global inequality and development; and pedagogical issues

Claudio Vidal  B.A. (Chile), M.A. (UBC)  
Areas of Specialization: Political and economic sociology; social theory; globalization and issues facing developing nations, particularly in Central and South America; biotechnologies and globalization; community and democracy; and the resistance movement in Chiapas, Mexico
## APPENDIX I: Library Impact Statement

<table>
<thead>
<tr>
<th>Name of program</th>
<th>Bachelor of Arts, Major in Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a revision of an existing program?</td>
<td>Yes ☑ No ☐</td>
</tr>
<tr>
<td>Name(s) of program developer(s)</td>
<td>Annette Reynolds, Seema Ahluwalia (Chair), Frances Chiang, Stephen Dooley, Amir Mirfakraie, Diane Naugler, Charles Quist-Adade</td>
</tr>
</tbody>
</table>

### Key Online Databases (Periodical Indexes/Abstracts):

<table>
<thead>
<tr>
<th>Name</th>
<th>Held by Kwantlen Polytechnic University Library?</th>
<th>If no, estimated annual cost to provide.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology Abstracts</td>
<td>Yes ☑ No ☐</td>
<td>n/a</td>
</tr>
<tr>
<td>Social Sciences Full Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JSTOR</td>
<td></td>
<td></td>
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<tr>
<td>Cambridge Journals online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Search Premier</td>
<td></td>
<td></td>
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<tr>
<td>CBCA Complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oxford Reference Online: a collection of online dictionaries including the Dictionary of Sociology and the Dictionary of the Social Sciences</td>
<td>Yes ☑ No ☐</td>
<td>Cost: $5,000. annually</td>
</tr>
<tr>
<td>SocIndex: contains abstracting and links to full text for more than 590 journals, books, conference papers in Sociology and related fields dating as far back as 1895. In addition, the database provides selective coverage of more than 1540 journals. Further, extensive indexing for books, monographs, conference papers, and other sources is included. Searchable cited references</td>
<td>Yes ☑ No ☐</td>
<td>Cost: $5,000. annually</td>
</tr>
<tr>
<td>The eHRAF World Cultures (Human Resources Area Files, Yale University): This is a multicultural database that appeals to many academic disciplines in the social sciences, humanities, medicine, and any other area with an interest in cultural diversity. It provides brief overviews of cultures on general topics such as demography, economy, social organization and more. eHRAF serves as an excellent research and teaching tool for cross-cultural studies.</td>
<td>Yes ☑ No ☐</td>
<td>Cost: $1,500 annually</td>
</tr>
<tr>
<td>International Encyclopedia of the Social and Behavioral Sciences: This is the full text, online version of the 26 volume set of the same title. It includes over 4,000 articles, over 90,000 bibliographic references and can be searched by keyword, name and subject.</td>
<td>Yes ☑ No ☐</td>
<td>Cost: $12,000 annually</td>
</tr>
</tbody>
</table>

### Comments:
The first row contains electronic databases the Library currently has. These include the full text of journals in sociology and related fields that would be appropriate for this program. The next three rows indicate the electronic databases that are not in the library collection but are recommended: The costs are approximate.

**Sub Total** $18,500
# Key Periodicals: Core titles in the subject area

<table>
<thead>
<tr>
<th>Name</th>
<th>Held by Kwantlen Polytechnic University Library?</th>
<th>If no, annualized cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sage Sociology full-text product</td>
<td>Yes</td>
<td>$n/a</td>
</tr>
</tbody>
</table>

**Comments:**
If we subscribe to the Sage Sociology full-text product we would have access to the full-text of 36 very scholarly journals that would be well used by students and faculty in many disciplines, not just Sociology. All together, the estimate is for $8766.00 for new periodicals to support the new courses for the Sociology Major. When the program is approved, and new course outlines appear, the serials Librarian would look forward to working with faculty to select other suggested serials.

**Sub Total** $8766

## Key Reference Titles:

<table>
<thead>
<tr>
<th>Name</th>
<th>Held by Kwantlen Polytechnic University Library?</th>
<th>If no, annualized cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Blackwell Encyclopedia of Sociology</td>
<td>Yes</td>
<td>$1995</td>
</tr>
<tr>
<td>The Blackwell dictionary of modern social thought</td>
<td>Yes</td>
<td>$45</td>
</tr>
<tr>
<td>International encyclopedia of the social sciences</td>
<td>Yes</td>
<td>$1,420</td>
</tr>
</tbody>
</table>

**Comments:**

**Sub Total** $3,460

## Monographs:

| Number of titles held by Kwantlen Polytechnic University Library in these subject areas. | 20,000 |
| Number of titles published annually in these subject areas. | 2000 |
| Average number of titles purchased annually. | 300 |
| Average cost per volume of titles in these subject areas. | $50 |

Are these collections current? Yes X No

**Data/Comments on the currency/comprehensiveness of the monograph collection in this subject area:** The collection will need expansion in some of the areas mentioned in the proposal, such as globalization, sociology of work and industry, African development and the sociology of consumption.

**Sub Total** $5000

## Key Audio Visual Materials:

| Number of titles held by Kwantlen Polytechnic University Library in this subject area. | 8 00 |
| Number of titles published annually in this subject area. | 2 00 |
| Average number of titles purchased annually. | 3 0 |
| Average cost per volume of titles in this subject area. | $ 250 |

Is the collection current? Yes X No

**Comments:** At this time we see no need to request additional funding for DVDs

**Sub Total** $n/a
KWANTLEN POLYTECHNIC UNIVERSITY

Library Impact Assessment:
Support For Program Proposal/Revision

Name of Program: Bachelor of Arts, Major in Sociology

Date: November 3, 2009

Summary:
This Library Impact Assessment has been based on the most current information available. It is possible that, as course outlines and specific curriculum are developed; further resources may need to be allocated in support of this program.

The Library supports the development and implementation of the proposed Bachelor of Arts, Major in Sociology. At this time, it appears that impact on Library print resources and services should be manageable but our Electronic Resource Collection ideally should be supplemented. In order to provide an acceptable level of support to students enrolled in this program, the Library will continue to work with the Department of Sociology to ensure that the resources and services remain current and effective.

Summary of Start-up & Subsequent Costs:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference</td>
<td>$3460</td>
</tr>
<tr>
<td>Monographs</td>
<td>$5000</td>
</tr>
<tr>
<td>Reference Databases</td>
<td>$18,500</td>
</tr>
<tr>
<td>Periodicals</td>
<td>$8766</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$35,726</strong></td>
</tr>
</tbody>
</table>

Prepared by: Elaine Samwald
SSCC liaison Librarian

Signed: University Librarian

Prepared by: Annette Reynolds
(Program developer)- Signature

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APPENDIX J: List of Letters of Comment Received

Internal Consultation, Kwantlen Polytechnic University

- Renu Seru, Counselling Services
- Zena Mitchell, Registrar Services
- Josh Mitchell, Enrolment Services
- Elaine Samwald, Library Services
- Warren Stokes, Enrolment Support and Retention
- Sara Bell, our BA Advisor in September of 2009
- Peter Chevrier, Marketing Department
- Kathleen Bigsby, Institutional Planning and Analysis (Report is appended to the end of this document)
- Robert Ball, Information and Educational Technology
- Maggie Fung, Information and Educational Technology
- Sandra Schinnerl, Director, International Programs and Exchange / International Programs and Partnerships
- Jennifer Hillier, B.A. Minor in Sociology Student
- Alana Iggulden, Sociology Student

External Consultation

- Dr. Catherine Murray, Chair, School of Communication & Co-Director of the SFU Centre for Policy Studies on Culture and Communities, Simon Fraser University.
- Gloria Onyeoziri, Associate Professor, Department of French, Hispanic and Italian Studies, University of British Columbia
- Philippe Le Billon, Associate Professor, Department of Geography and Liu Institute for Global Issues
- Dr. Harvey Krahn, Professor and Chair of Sociology, University of Alberta
- Dr. Jane Pulkingham, Chair, Department of Sociology and Anthropology, Simon Fraser University
- Dr. Neil Guppy, Professor and Head, Department of Sociology, University of British Columbia
- Chief Kim Baird, Tsawwassen First Nation
- Chief Marilyn Gabriel, Kwantlen First Nation
- Councilor Joanne Charles, Semiahmoo First Nation
- Trevor David, AfriCana Village and Museum
- Joseph Frimpong, Vice President, Ghanaian-Canadian Association of BC
- Ian Mass, Executive Director, Pacific Community Resources
- Theresa Campbell, Manager, Safe Schools, Board of Education, Surrey School District
- Judy McLeod, MCIP, Manager, Long Range Planning and Policy Development, City of Surrey
INTERNAL CONSULTATION: The following are letters of comment received from within Kwantlen Polytechnic University during the development of the Full Program Proposal.

Renu Seru, Counselling Services, Kwantlen

Renu Seru/kwantlen/Ca
11/12/2009 04:43 PM To Annette Reynolds/emp/kwantlen/Ca@kwantlen
cc
Subje ct re: SOCI BA Major Program Concept Proposal – counseling dept review

Hi Annette,

Thank you for consulting Counselling Services about the proposed Soci B.A major program. I must congratulate you and your team for putting this proposal together. Some of the suggestions/comments are:

1. The plan to offer courses at different campuses during evenings and Saturdays is good one as this gives flexibility to our students. However, this will impact Counselling Services as it will increase the demand during these “off” times. Currently, there is very limited service available due to lack of resources and security concerns during evenings and none on weekends. In order to accommodate these emergent need, there needs to have an increase in funding to expand our service hours.

2. It is encouraging that you have mentioned that students can take preparatory courses from Qualifying Studies Department. It will also be worth while to mention that in case students need help in any academic skills like time management, procrastination, presentation skills etc they will be referred to counselling (under E.2.)

3. Will graduating students be able to meet the requirements for registration in any professional body?

4. About Kwantlen resources it will be helpful if you add that Counselling Department can assist students in three major areas i.e., personal, academic and career which will help in student retention and success (under F.4)

5. Adding some more information on decreasing systemic barrier will be good one (under E.3). May be approaching various School boards, First Nations bands and Multicultural organizations to promote this program. Also offering on-site information sessions in addition to Kwantlen ones.

6. Career listed under G.2 first bullet is teaching, education, research and academic counselling. I suggest you may word this differently. Students going for teaching can use this BA degree but they have to get further education if they want to become a teacher. Similarly they need to get Masters degree if they want to become a Counselor. They can work as research assistance and as Academic Adviser. May be either deleting Teaching and Counselling or putting relevant information there.

We hope this feedback is helpful. If you have any questions, please do not hesitate to contact me.
Wish you and your team all the best,
Renu

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Hi Annette,

I've had a chance to review the Program Concept for the Sociology Major. You and your co-developers have evidently put a great deal of work into the development of this new Major; I'm sure it's been a great deal of work -- you must be thrilled to finally see it move through the various approval channels!

Overall, it appears the Sociology Major follows, for the most part, the framework currently used for the other Majors and Minors within the B.A. There are a few differences I've noted, which I'd like to comment on.

**Within Section D (Access):**

- The third sentence in the second paragraph reads: "Students who do not qualify upon initial registration at Kwantlen will be able to apply for entry to the BA Qualifying Year . . . ."
- I have a small request -- could I ask you to change the word "registration" to "application"? The reason is that we qualify students for the BA Qualifying year when they apply (but before they register). Just a small matter of semantics that makes a difference to us folks here in Admissions.
- You note that "Students may enter into the 2000 level of the program upon completion of SOCI 1125 with a minimum grade of C." Currently, all our degree programs are set up with entry points in year 1 and in year 3 only. For students moving between 2nd - 3rd year, we provide a mandatory progression check (completed by Admissions as students near the end of year two). We do not monitor students as they move between year one and two -- this is typically done through the use of course prerequisites within the design of the program so the system automatically allows or denies access to certain courses, based on the prerequisites you have set up for second-year courses. What you may want to do, since we are unable to admit at "year-two" is set up the 2000 level Sociology courses you wish to restrict, with SOCI 1125 as a prerequisite. That way, students naturally need to take SOCI 1125 first if they recognize it is a prerequisite for their 2000-level courses. Could I ask that the sentence related to second-year entry be removed? It could be misleading to students coming to Kwantlen from another institution. As an example, if a student enters Kwantlen, with transfer credit from another institution, we would not provide access to "2nd year". We provide access to year one, or upper level (year 3).
- You note that "Students lacking the entrance requirements to the BA Major in Sociology program can take the BA Qualifying Year to help them improve English and Math skills." It might be useful to also state that students who do not meet the BA entry requirements may start in the AA program as they work toward meeting the BA entrance requirements (highlighting that there are two viable options for students at the year-one entry point who do not immediately meet the admissions requirements to the degree program.). This same statement could also be made on page 12 (in the second paragraph).
- With respect to the next paragraph that outlines the 3rd-year entry requirements, could you please specify that "New or continuing students may enter the 3000 and 4000 levels . . . " This will help Admissions determine what current Kwantlen students need to qualify for continuance to third year (as well as what transfer students will require for entry to third year).
- On page 7 (still within Section D), The last sentence within the first paragraph reads "Students may declare a Major or Minor in Sociology at any time during their enrolment at Kwantlen." Could a small revision be made so it reads "Students may declare a Major or Minor in Sociology at any time admission requirements are met." A student can't declare "at any time" until we first do a check to ensure admission requirements are met (this would apply to students wishing to declare a Sociology Major from any faculty).

Regarding Appendix A -- the illustration of the program's progression.

The way in which you have portrayed year 3 and 4 within the first column (not divided, but rather combining the total number of 3000 and 4000 level courses required), is the way in which year 1 and 2 should also be portrayed, because of Kwantlen's year-1 and year-3 entry model.

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It might be important to note somewhere that students entering with Kwantlen's Associate of Arts in Sociology must have completed SOCI 2260 and 2365 as part of the AA (these are not currently requirements -- they are options within the AA). If students entering third year do not want to have to take additional courses to meet the third-year degree entrance requirements, they will want to know what they should have taken in year one and two of the AA to ensure their progression is seamless. Student transferring to Kwantlen from another institution with an AA degree may need to complete additional courses to ensure they have the required Sociology courses for degree completion.

Lastly, there is typically a Section J within the Program Concept entitled "Costs", under which there is a category called "Service Support". Based on the projected number of students you have provided, we anticipate it will require an Admission Assistant within our area 0.25 FTE time to manage this new program (i.e. the admission to first and third year as well as progression between 2nd and third year). Could I ask you to include as part of your proposal the cost associated with this support staff? The annual cost (salary and benefits) associated with a 0.25 FTE Admissions Assistant is $10,947.30. Could I ask you to indicate this operating cost in the program Concept? This is not a cost your department will incur; this is an operational cost the university needs to be aware of in the delivery of this new program. Thank you.

I understand the Program Concept is going to SSCC this week, so I hope this information is useful in advance of that meeting.

If you have any questions in advance of SSCC, please let me know, otherwise I look forward to seeing you at the meeting.

Regards,
Zena

Zena Mitchell, BBA, MA
Director, Registrar Services
Kwantlen Polytechnic University

---

Hi Annette,

Sincere apologies for the delay in responding to your request below.

I am extremely pleased to see a sociology major under development at Kwantlen. Some general comments first: I do not anticipate any issues related to student loan eligibility for students undertaking the major in sociology. The addition of a new major will put increased pressure on

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general advising, degree advising and the transfer credit departments. Additional staffing in these areas is required.

One area where I require some clarification:

Section D2: the document states that students could exit having partially completed all program requirements through years 3-4 with a BA Minor in Sociology. The language here could suggest that students are able to leave with a BA degree without having complete 120 credits. I’m sure this isn’t what was intended with the language in this section, but I need clarification as to what the intent is.

Best regards,
Josh

---

**Sara Bell, BA Advisor, Kwantlen, as of September of 2009**

Hi Annette:

Thanks for the opportunity to review the Soci Major proposal.

I just wanted to clarify a couple of points:

-on page 6 it states that students require 9 credits of English; most of the current BA’s require 6 credits. Is there a specific 2000 Level English course that you would recommend the SOCI Majors take?

-Appendix A: Under year two, 12 credits of 2000 Level Soci are required, however page 9 states that 21 credits of 2000 level SOCI are required. I’m wondering if Appendix A is missing 9 additional credits of 2000 level SOCI?

Thanks Annette,

Sarah

p.s. the overseas practicum looks exciting- I’m guessing there will be lots of students interested in that!
Hi Annette,

That's strange because over the past few years, they always had to consult with our dept? Thanks for coming to us as we feel we can provide good advice.

Here is some advice and clarity on support processes you will need when you are ready to begin recruiting students. Let me know if we can help further.

**Marketing** - we do the big picture marketing such as make your brochures, run ads, help make your website, etc.

To “advertise your programs widely”….you will need to add several thousand dollars to your budget outline. We don't usually advertise new or existing individual programs as we have no budget for this. I suggest you ask for $10,000 for a launch campaign and $5000 for annual campaigns. If you don't ask for money or if you don't get any, this program will be advertised in a group with all other BA programs.

We would help you promote your info sessions via ads you want to run and some ads that we always run for info sessions. Pat Seto and advisors would help you to get into external events and high schools. Contact facilities and Facilities rentals folks for booking rooms etc for info sessions. Enrolment Services would help you organize your info sessions.

**Student Recruitment and Enrolment** - speak with the new Exec. Dir. of Enrolment and Recruitment Rob Maggiore to learn of his plans and how his area can help.

**Enrolment Services** - Warren Stokes can email existing students news on this new program.

**High School Liaison** - Patricia Seto is the key department that goes into high schools, external events, external organizations, etc. Her boss is Ron Maggiore.

**Admissions** - ensure they know and you work with them on processes as we all will bring students in the door and then we don't want them to hit potential bottlenecks in admission.

**Advisors** - more and more these folks are going into high schools and to events to ensure they know.

**Marilynne Waithman** - key contact for high schools administrators, superintendents etc.

**Darlene Willier** - liaison for first nations students, agencies, communities, etc. Her boss is Marilynne W.

**Qualifying studies** - connect with them as you can build integration pathways form these access and upgrade programs into your program. Newton Wainman is a good contact.

**Kurt Penner** - student life to help with retention efforts after you get students into your programs...to work on keeping them in.
Last bit of advice...the easier you make the program to access (entry points) and more flexible programming and scheduling you offer, the more likely you will reach your enrolment goals. Students now have many choices and will choose the university that best meets their personal needs and wants.

peter

---

**Robert Ball, Information and Educational Technology, Kwantlen**

Robert H Ball <Robert.Ball@kwantlen.ca>
11/12/2009 05:45 PM

To

Annette Reynolds <Annette.Reynolds@kwantlen.ca>

cc

Subje ct

Bachelor of Arts, Major in Sociology Program

Hi Annette

I am the Manager of Technology Services in IET and I have reviewed your proposal. In regards to the Technology requirements

"Existing classroom facilities and equipment are sufficient to implement the program, however with the addition of new 3000 level courses in research methods, an expansion of classroom lab facilities would enhance the ability of faculty to deliver these courses, and help to meet needs of students in programs across the Faculty of Social Sciences."

There is no indication regarding the number of computers required for the lab expansion but to give you an idea desktops are estimated $1,200 per desktop. The network infrastructure in certain areas of the University is at capacity and will require additional equipment and data runs to introduce a lab expansions starting at approx $5,000 minimum.

"Administrative Assistant, faculty offices, and a common meeting room which will house a small library for faculty publications and other resource materials, provide a space for faculty meetings, and a create a place for students to gather, study, and grow together as peers. The common departmental space will foster a sense of identity and belonging for faculty and students and increase the Sociology department’s profile at Kwantlen. Faculty will likely require a combination of individual and shared offices, equipped with phones, desks, shelving, and computers. The common room would require a desk several small desks and chairs, computers for faculty and student use, and a printer/copier."

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The faculty Pod will also require additional network infrastructure costs to support it and along with computers and at the price point I quoted with additional costs for phones. The MFD or Printer/copier will have an estimated cost range of $2,000-$8,000.

I did not see additional software requirements but this cost can be very high depending on the software packages that are required and I can help you with this costing once identified. Kwantlen has a limited number of packages that have site licenses and any additional software packages come with licensing costs.

If you require further information or clarification please do not hesitate to contact me.

Thanks
Robert

Maggie Fung, Information and Educational Technology, Kwantlen

Hi Annette,

Thank you for the opportunity to comment on the Sociology Major program proposal. I understand that Robert Ball has already provided comments on the technology infrastructure. Here are some further comments for your consideration.

1. With regard to your plan to offer some course through distributed learning, we’d like to bring to your attention to what involved in rethinking a course for blended (mixed-mode) or online delivery. The attached document outlines some of these considerations. We recommend a program based, rather than piecemeal, approach to blended learning design with communication and agreement on the values and goals of technology mediated delivery among new course developers and program faculty. Meg Goodine and her Learning Technology group would be happy to work with you.

2. We’d also like to continue to work with Charles Quist-Adade and other faculty members who wish to use web-conferencing technology to make sure the current technology platform is meeting your needs, and, if the use of web-conferencing is to be expanded, to select and implement an institutionally supported platform. There could be budget implications depending on the software selected.

3. Your plan mentioned facilitating peer mentoring. There are certainly technology tools which would help them with collaborating and extending learning communities beyond the classroom. Again, the Learning Technology team can work with you to explore these tools.

4. We’d like to bring to your attention that your choice of software for teaching Quantitative Research could potentially have significant budget impact. We currently have a limited number of SPSS licenses shared across multiple departments. SPSS license are very expensive. If SPSS is your choice, we need to consider if additional
licenses are required and budget accordingly. You may also consider Excel as many departments like Criminology are switching to Excel for their data analysis.

5. There is limited expertise for videography on campus, you may want to tap into the expertise already in the Journalism or Fine Arts programs for support and sharing of facilities.

6. With regard to computer hardware, the computers for the Sociology Pod can likely be included as part of the annual IET Computer Replacement Plan if the requirements are identified in time for consideration in the next budget cycle.

In closing, we recommend that IET and the Learning Technology group be consulted early in the planning stages and work closely with the development team to help assess technology and infrastructure requirements, support strategies, and distributed learning design support, to ensure a successful implementation of this program.

Maggie

Sandra Schinnerl, Director, International Programs and Exchange, Kwantlen

Hi Annette,

Attached are my comments for the program concept document for the Bachelor of Arts, Major in Sociology. Thank you for the opportunity to comment. Should you wish to discuss any details please contact me. One thing that I did not mention in my comments is that if the program launch is successful and the program gets approved I would also like to recommend it to the Canadian Bureau of International Education (CBIE) for an excellence in programming award. I think it would merit and meet the criteria well and it could gain significant prestige for the program if successful.

I am happy to provide more details on the opportunity when you are farther along the process.

Best wishes,

Sandra
Bachelor of Arts, Major in Sociology Program

Comments from Sandra Schinnerl, Director International Programs (on the Program Concept Proposal)
October 20th, 2009

I appreciate having the opportunity to make some comments on the program concept report for the Bachelor of Arts, Major in Sociology Program. My comments are divided into two parts. The first are comments related to the cultural and international content and proposed activities in the proposal and the second part are comments related to proposal generally.

Internationalization of the curriculum is about infusing an international, intercultural or global dimension into the teaching and learning that takes place within an institution. There are a number of ways this can be achieved and it is my opinion that the proposed BA Major in Sociology program has incorporated several of these successfully in their program design. These include:

- Offering a range of courses and course elements that include a global context
- Offering courses related to culture and community service with an international focus
- Embracing the notion of presenting material from multiple knowledge bases to capture different cultural perspectives
- Providing an opportunity for students to have an international experience that is embedded in its program design through the course on Global Community Services
- Providing an option for students to streamline their studies with a global context
- Opportunities to develop research within a global context

Since there is a clear commitment to providing opportunities to students to heighten their cultural and global awareness, I would recommend that the program developers consider some other critical activities:

- At the moment, there is no mention of actively identifying appropriate institutional partners for an international exchange experience for students. I think it would strengthen the proposal if a statement were included that supported not only community service learning or research opportunities internationally but educational opportunities as well. International exchanges challenge students to think critically about their discipline in a global context and international partnerships at an institutional level often act as a catalyst to enhance curriculum development over the long term. It would be helpful if it were stated where in the program of study (2nd year, 3rd year) that an exchange experience would be work based on when the core course requirements are offered at each level.
- I think it is worthwhile to mention in the proposal that the Sociology major with its sub-field focus areas related to culture and global studies could be an attractive option for international students. This can enhance not only the economic feasibility of the degree but also enhance the multicentric perspectives for teaching and learning in the classroom.
- I would like to caution the program developers on making the statement that field school options that are offered to students will not require on-site instructor support. Indeed, there certainly are situations in which this is both feasible and desirable, but depending on the
location and nature of the work there are risk management issues that would need to be considered and best practice to review. I would suggest that better wording be “it may not be necessary for an instructor from Kwantlen to travel with students on their placements” (pg 19) as an alternative.

• It may also be worth consideration to discuss with modern languages the possibility of creating a Major in Sociology with a minor in a language, particularly to compliment the global focus option in the program.

Generally speaking there are a few additional comments I should like to add:

• There are some culture courses being developed within modern languages and there may be opportunity for synergy with that department.
• Encouragement of peer groups is an exciting concept and I would recommend that peer-to-peer guidance receive special training and support related to welcoming international students who are new to Canada. This will be an important aspect of retention with this group in particular.
• On pg 20 where students can continue in other areas of studies, it would be worthwhile to also include international relations and international development as well.
• While I found the stated expected student enrolment section to be conservative the rationale was not convincing. Is there any data on the number of students graduating from Sociology degrees in the province? It may be worthwhile to make inquiries with the Ministry of Advanced Education and Labour Market Development for this general data.

I believe that the Program Concept draft for the Bachelor of Arts, major in Sociology has some unique, progressive and attractive aspects that not only enhance the internationalization of our education offerings but the preparedness of students to consider, analyse and be successful as thought global citizens. There are several features of the program concept, specifically the high number of courses with a global and cultural aspect that set it apart from other Kwantlen programs and that these aspects will make it attractive and set it apart from other programs of Sociology offered locally and be a potential draw for international students as well.

Jennifer Hillier, B.A. Minor in Sociology Student, Kwantlen Polytechnic University

March 1, 2010

To Whom It May Concern,

My name is Jennifer Hillier and I am a third year student at Kwantlen Polytechnic University. When I entered my first semester at Kwantlen, I was one of the many students who had no idea which direction they wanted to take their studies. A friend of mine, who also attends Kwantlen, explained to me what Sociology was about and I found myself intrigued, so I decided to take the introductory course. Needless to say, I fell in love. Not only has Sociology broadened both my knowledge and view of the world but it has given me the opportunity to feed the sociological mind that I have always had.

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I have taken a total of four Sociology classes at Kwantlen. Each and every one of my instructors has been extremely helpful, informative and fun, where in each class I have only had positive experiences. Sociology provides for me a huge feeling of both enlightenment and satisfaction – I cannot get enough of it. Unfortunately, however, Kwantlen has never offered a Bachelor of Arts Major in Sociology, and because I enjoy Kwantlen so much I have never been interested in transferring to another institution to pursue the degree. I therefore decided to settle with a Bachelor of Arts Major in English with a minor in Sociology.

Although I am now enrolled in the B.A. English program, I was very excited to learn that the Kwantlen Sociology Department is proposing a B.A. in Sociology. Should the proposal be accepted, there will be a number of new courses available for students to select from, which I believe is very important because it will make learning more stimulating (personally, I really look forward to having the opportunity to take more Mass Media/Popular Culture courses, my favourite area of Sociology). When students enjoy what they are learning, they excel greatly and continue to enrol themselves in similar courses. Furthermore, should the program be accepted, I have plans to return to Kwantlen after obtaining my English degree to finally pursue a B.A. in Sociology. I regret that the decision to create a proposal came too late for me, but I am excited that it is at last being proposed so that other students will be given the opportunity to pursue it, should they so choose. I strongly believe that the B.A. Major in Sociology will succeed undoubtedly because of both the high interest and demand among the student body and the excellence of the faculty.

Jennifer Hillier

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Alanna Iggulden, Sociology Student, Kwantlen Polytechnic University

March 13 2010

To whom this may concern,

I have been enrolled in General Studies at Kwantlen for the past two years. I have enjoyed my experience thus far but am now looking to declare a major. With the approval of the BA Major in Sociology Degree Program at Kwantlen, I will be able to stay at this University in order to complete my degree.

I have thoroughly enjoyed all of the Sociology classes that I have enrolled with at Kwantlen. What I have enjoyed most about my experiences in sociology at Kwantlen is the ability to relate theories learned in class with events within Canadian society. During this time I have gained knowledge which has allowed me to critically analyse events taking place in Canada and around the world. In addition to the new life skills learnt in class, Kwantlen’s convenient campus locations along with flexible class times would further allow me to successfully finish my Degree at Kwantlen.

Thank you,

Alanna Iggulden

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EXTERNAL CONSULTATION: The following are letters of comment and support received from individuals at other post-secondary institutions and community organizations.

Dr. Catherine Murray, Chair, School of Communication & Co-Director of the SFU Centre for Policy Studies on Culture and Communities, Simon Fraser University.

----- Forwarded by Seema Ahluwalia/emp/kwantlen/Ca on 11/02/2009 10:57 AM -----

Catherine Murray <murraye@sfu.ca>
11/02/2009 10:16 AM
To Seema Ahluwalia <Seema.Ahluwalia@kwantlen.ca>
cc
Subj Re: Feedback requested for Kwantlen Sociology Department degree concept proposal
ct

Hello Seema! sorry for the delay-- here you are, and all the best.

On 21-Oct-09, at 9:47 AM, Seema Ahluwalia wrote:

Dear Professor Murray,

The Department of Sociology at Kwantlen Polytechnic University is currently preparing a degree program which focuses on the theme of “critical, practical and transformative approaches to local and global sociology”. We are committed to creating a degree program that marries academic rigor with opportunities for experiential learning through community engagement. As we move through the various stages of the program approval process, we would be very grateful for any feedback you can provide us. I have attached two documents for your perusal: the executive summary of our program concept proposal and the program concept proposal itself.

Please answer the following two questions:

In your opinion, does the BA framework in our proposal provide the student with a well-rounded course of study for a major in Sociology?

__X Yes
__ No

Comments:

Would students who graduated from our proposed program be accepted into a post-graduate program at your institution?

__X Yes
__ No

Comments: subject to GPA and proposed program of study. yes!
Dear Colleague,

The Department of Sociology at Kwantlen Polytechnic University is currently preparing a degree program which focuses on the theme of “critical, practical and transformative approaches to local and global sociology”. We are committed to creating a degree program that marries academic rigor with opportunities for experiential learning through community engagement. As we move through the various stages of the program approval process, we would be very grateful for any feedback you can provide us. Please read the attached executive summary and answer the following two questions:

1. In your opinion, does the BA framework in our proposal provide the student with a well-rounded course of study for a major in Sociology?

   _√_ Yes
   _No

   **Comments:**
   The approach appears to me to be thorough and well thought out.

2. Would students who graduated from our proposed program be accepted into a post-graduate program at your institution?

   _√_ Yes
   _No

   **Comments:**
   The critical and analytical framework suggested by the proposal as well as the careful attempt to bridge scholarship, local community issues and global problems should prepare students well to undertake graduate programs.

Gloria Onyeoziri
Associate Professor
Department of French, Hispanic and Italian Studies
University of British Columbia

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Philippe Le Billon, Associate Professor, Department of Geography and Liu Institute for Global Issues

Dear Charles,

Please find attached the assessment form. I did note that I was not a sociologist myself, although this seems to be an anonymous assessment, my identification is 'Philippe Le Billon, Associate Professor, Department of Geography and Liu Institute for Global Issues, University of British Columbia'.

Best,

Philippe

----- Original Message -----  
From: "Charles Quist-Adade" <Charles.Quist-Adade@kwantlen.ca>  
To: "philippe lebillon" <philippe.lebillon@geog.ubc.ca>  
Sent: Friday, October 16, 2009 7:35:18 AM GMT -08:00 US/Canada Pacific  
Subject: Re: UBC visit of Oliver BAKEWELL - AFST 350 - Tuesday 6 October

Dear Colleague,

The Department of Sociology at Kwantlen Polytechnic University is currently preparing a degree program which focuses on the theme of “critical, practical and transformative approaches to local and global sociology”. We are committed to creating a degree program that marries academic rigor with opportunities for experiential learning through community engagement. As we move through the various stages of the program approval process, we would be very grateful for any feedback you can provide us. Please read the attached executive summary and answer the following two questions:

1. In your opinion, does the BA framework in our proposal provide the student with a well-rounded course of study for a major in Sociology?

   _X_ Yes
   __ No

   **Comments:** The outline provided in paragraphs two and three suggest that the scope of the courses will satisfy requirements for a major (although being a Human Geographer, I am not sufficiently qualified to specifically address the requirements of a Sociology major). More generally, the proposal
provides a carefully crafted framework addressing the sensibilities and particularities of Kwantlen’s students.

2. Would students who graduated from our proposed program be accepted into a post-graduate program at your institution?

   _X_ Yes
   ___ No

**Comments:** I cannot talk for my department or faculty as a whole, but the framework presented is very promising. Acceptation would depend on the level of marks (including compared to class average), the coherence of the courses taken, experienced gained through practicum, written works or presentations made at public/academic meetings, as well as consideration of the research interests and potential of the candidate. I would stress that social theory and qualitative methods remain core components of an undergraduate training, quantitative skills should prove an advantage towards acceptation in many departments (and sociology in particular).

---

**Dr. Harvey Krahn, Professor and Chair of Sociology, University of Alberta**

To: "Diane Naugler" <Diane.Naugler@kwantlen.ca>
From: "Krahn, Harvey" <harvey.krahn@ualberta.ca>
Date: 10/12/2009 07:19AM
Subject: RE: Greetings and Request

Hi Diane, It's great to hear from you. I'm pleased to hear that you have settled into a permanent position at Kwantlen Polytechnic University. I trust you are enjoying the work, and life in general.

I read through the Executive Summary describing your proposed BA program. It sounds interesting and promising, but I can't really answer the two questions in the feedback letter. To do so, I would have to know more about the Sociology courses offered, the number of Sociology courses required, along with other program requirements, and the CVs of the people teaching them. That would allow me to give you an informal response (assuming I had the time to look over all the material).

If Kwantlen is looking for formal recognition of the new BA program (i.e., would undergraduate students receive transfer credit), it would have to go through an official U of A channel to request this. In other words, I can't speak for the institution, even though the U of A would ultimately ask me (my department) to assess the proposed program in terms of possible transfer credit.

The issue of acceptance into graduate programs is a bit different. If the U of A recognized a Kwantlen degree (it would, I'm sure, if Kwantlen meets BC university standards which it will have to do), our department would consider graduates for our MA program, but it would depend on the person's record, their reference letters, and so on. We have accepted students from other University Colleges in Alberta and BC in the past.

Sorry for not being more helpful at this point. Let me know if there is

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more I can do. Best wishes, Harvey

Harvey Krahn
Professor and Chair, Sociology
5-21 Tory Building
University of Alberta
Edmonton, Alberta T6G 2H4

Phone: 780-492-0472
FAX: 780-492-7196
Home office phone: 780-433-1644
E-mail: harvey.krahn@ualberta.ca

Dr. Neil Guppy, Professor and Head, Department of Sociology, University of British Columbia

-----Forwarded by Frances Chiang/emp/kwantlen/Ca on 10/22/2009 02:10PM-----

To: "Frances Chiang" <Frances.Chiang@kwantlen.ca>
From: "Guppy, Neil" <guppy@exchange.ubc.ca>
Date: 10/22/2009 11:17AM
Subject: RE: BA Major in Sociology - Kwantlen Polytechnic University

Hi Frances,

Great to hear from you. Thank you for forwarding the proposal.

I have read the full proposal and in my professional judgement this framework provides students with a very well-rounded course of study for a BA in sociology (I was especially pleased to see that all three of methods, statistics, and theory are required). There is no doubt that strong students graduating from this program would be well prepared for graduate work at UBC or elsewhere.

Please let me know if you need more detail.

cheers,

Neil

Neil Guppy
Professor and Head, Dept. of Sociology
Director, Co-ordinated Arts Program
University of British Columbia
2115 - 6303 NW Marine Drive
Vancouver, BC V6T 1Z1

604 822 2660
Dear Seema Ahluwalia,

I apologise for the delay in responding to your initial request. This comes in a very busy year/semester.

Your email requests feedback on two questions pertaining to a proposed degree that will focus on the theme of “critical, practical and transformative approaches to local and global sociology.”

I have provided feedback below, after consulting with the Chair of the Undergraduate Curriculum Committee, and the Chair of the Graduate Program (cc'd into this message).

Questions:
1) In your opinion, does the BA framework in our proposal provide the student with a well-rounded course of study for a major in Sociology?

Response:

There are two areas where we would consider the program to be notably less well rounded:

A) The only life-course focus in the Kwantlen Sociology Major Program's upper level courses appears to be "assisted death." Our SA upper division courses include childhood, family, aging, etc and we would expect a program to offer upper division courses in these areas.

B) Our program requirements include an upper division level ethnography/qualitative methods course or in the alternate, an upper division survey methods course (in addition to an upper division quantitative methods course); Kwantlen does not appear to propose methodology requirements over and above the quantitative requirement at the upper division level.

2) Would students who graduated from our proposed program be accepted into a post-graduate program at your institution?

Admission is based on a number of factors, and each application would be assessed on an individual basis; however, in addition to having to meet GPA admission requirements, a great deal of emphasis is placed on writing skills (writing sample is required), the graduate
applicant's topic area and articulation of same (and fit with the department/faculty interest/availability for supervision); and level of academic preparedness (as demonstrated in the range of courses taken and achievement in these courses). Depending on the graduate applicant's topic area, a student from Kwantlen might have to do a qualifying year before being admissible to graduate courses in Sociology at SFU.

I hope these comments are helpful.

Sincerely,

Jane Pulkingham
October 27, 2009

Ms. Lori Scanlan
12666 72nd Ave,
Surrey, BC
V3W 2M8

Dear Ms. Scanlan:

Re: Letter of Support for the Development of the
   BA Major in Sociology program at Kwantlen
   Polytechnic University

Pacific Community Resources Society (PCRS) is a large non profit social service agency
serving people from Vancouver to Hope. Many of our over 200 employees are graduates of
Kwantlen and we value the skills and abilities they bring to our agency.

One of the ways we get to know your university and its students is through providing your
students with learning opportunities through volunteer service, practicum placements,
and/or other service learning initiatives. We have hired students directly after graduation
since we have already seen their work through these placements. As I read the course
outline for the degree and the target group of students the degree is hoping to attract I can
say that a sociology degree graduate from Kwantlen is someone we are interested in
employing.

Therefore we support the development of the BA Major in Sociology program at Kwantlen
Polytechnic University

Sincerely,

Ian Mass
Executive Director
Pacific Community Resources Society

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November 6, 2009

To Whom It May Concern:

Re: Letter of Support for Kwantlen Polytechnic University’s BA Major in Sociology Degree

Please accept this letter in support of Kwantlen Polytechnic University’s development of a new undergraduate degree program - BA Major in Sociology.

I believe the proposed degree would prepare and qualify students to work in the Surrey School District in a Safe School, Substance Use or Youth Diversity Liaison capacity, and would consider providing volunteer service, practicum placements, and/or other service learning initiatives within our district.

Kwantlen Polytechnic University’s staff and students have worked closely with the Surrey School District’s Safe Schools Department on many unique and innovative initiatives and we look forward to a continued partnership with them.

Regards,

Theresa Campbell
Manager, Safe Schools

TC: syc

Cc: Stephen Dooley, SOCI and CRIM Instructor, Kwantlen Polytechnic University

Surrey Schools . . . Keeping Learners at the Centre
November 9, 2009

File: 0510-01

Stephen Dooley
SOCI and CRIM Instructor
Sociology and Criminology
Kwantlen Polytechnic University
12666 72nd Avenue
Surrey, BC V3W 2M8

Dear Mr. Dooley:

Re: Support for BA Major in Sociology Degree

I am writing to express support from the City of Surrey for the development of a BA Major in Sociology program at Kwantlen Polytechnic University. Kwantlen Polytechnic is a valued member of the Surrey community, due in large part to its commitment to ongoing involvement in this community.

Surrey is a rapidly growing, ethnically diverse City of approximately 450,000 residents. It is experiencing the issues and challenges of a traditionally suburban area, which is quickly evolving into the second largest city in the region. Surrey is home to the second largest urban aboriginal population in the province, as well as a large youth population and a growing number of seniors. For this reason we are delighted to see that the program will offer a community based learning component, and a focus on aboriginal learning.

The Long Range Planning and Policy Development Division has benefited in the past from hiring students for various research and planning projects. We have found that students bring knowledge of current issues and methodologies, as well as a desire to learn and make a practical contribution on social and planning issues. As well, members of Surrey staff have contributed as guest speakers and as members of various committees at Kwantlen.

As we proceed with initiatives such as the Plan for Social Well-Being of Surrey Residents, the Plan for a Child and Youth Friendly City, the Surrey Crime Reduction Strategy and other initiatives to address a range of social issues, we can see many opportunities for continued collaboration with students and faculty of this program. As funding permits, we would like to continue offering mutually beneficial placements for students.
We believe that the proposed BA Major in Sociology program will prepare graduates for future employment in a variety of areas, including local government, where an understanding of cultural, economic, political and social issues is crucial. We wish the new Sociology program every success.

Yours truly,

Judy McLeod, MCIP
Manager
Long Range Planning & Policy Development

JMCL/kms
Hi there,

Sorry for the delay in response – but we could answer yes to both questions below with the following provisos.

-We are a small organization with limited capacity to manage students. Therefore, while we occasionally have opportunities for placements, we may not always have opportunities and should not be exclusively relied on.

-We always provide experience and employment opportunities to our own Members in advance of others, if we can.

-We are always interested in hiring the best and brightest, but will only do so if we have the need for a specific position.

Hope that helps and look forward to hearing more about your plans.

Kim

--- Forwarded by Seema Ahluwalia on 11/16/2009 01:18 PM ---

Dear Chief Gabriel and Ms. Cheryl Gabriel,

I am writing again to let you know about the plan of the Sociology department at Kwantlen Polytechnic University to develop a degree, to ask you for your preliminary consideration of our proposed degree, and to let you know that we hope that a representative of the Kwantlen First Nation will participate in a consultation process that we are planning in spring of 2010. Given that hundreds of
Aboriginal students attend Kwantlen Polytechnic University, we seek guidance and collaboration in meeting the needs of Aboriginal students who attend our institution.

The degree we are developing stresses the need for students to develop skills that can support the needs of their communities, and that will allow them to take action on important issues affecting both local and global communities. We are committed to creating a degree program that provides solid academic grounding with opportunities for experiential learning through community service. Our vision begins with the acknowledgement of the First Nations in whose territories we live and work, and a recognition that consultation with First Nations and Aboriginal groups is fundamental to creating relevant educational programs. We hope your organization will be able to accept our forthcoming invitation to participate in a consultative process.

In order that you can get a sense of the focus of our degree program, I have attached two documents for your perusal: the executive summary of our program concept proposal and the program concept proposal itself.

I would be grateful if you could respond to the following two questions:

1. Would Kwantlen First Nation be interested in working with our department to create learning opportunities for students through volunteer service, practicum placements, and/or other service learning initiatives?

   __ Yes

   Comments: I would love to be a part of this Seema

2. Do you think Kwantlen First Nation would hire a graduate with a sociology degree that emphasizes strong research skills and learning through community engagement and service?

   __ Yes

   Comments: I would need to talk this over with Marilyn and Council further so we are all on the same page.

---

**Councillor Joanne Charles, Semiahmoo First Nation**

Forwarded by Seema Ahluwalia/emp/kwantlen/Ca on 11/29/2009 09:35 AM -----

Joanne Charles

<jcharles@semiahmoofirstnation.org>  
11/26/2009 01:02 PM

To: Seema Ahluwalia <Seema.Ahluwalia@kwantlen.ca>

cc: Re: Request for your input on the Development of a Sociology Degree at Kwantlen

Subject: Sociology Degree at Kwantlen

Hello Seema

Sorry for the delay in responding. Semiahmoo would be interested in working with your department within the new year. I can advise that our budget would not allow for the hiring of a Graduate at this time, but it

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is nice to know that there will be other opportunities in the future to consider.

Keep us informed on your progress and scheduling of mtgs. Thank you for your consideration.

Councillor Joanne Charles

Dear Chief Cook and Ms. Charles,

I am writing again to let you know about the plan of the Sociology department at Kwantlen Polytechnic University to develop a degree, to ask you for your preliminary consideration of our proposed degree, and to let you know that we hope that a representative of the Semiahmoo First Nation will participate in a consultation process that we are planning in spring of 2010. Given that hundreds of Aboriginal students attend Kwantlen Polytechnic University, we seek guidance and collaboration in meeting the needs of Aboriginal students who attend our institution.

The degree we are developing stresses the need for students to develop skills that can support the needs of their communities, and that will allow them to take action on important issues affecting both local and global communities. We are committed to creating a degree program that provides solid academic grounding with opportunities for experiential learning through community service. Our vision begins with the acknowledgement of the First Nations in whose territories we live and work, and a recognition that consultation with First Nations and Aboriginal groups is fundamental to creating relevant educational programs.

We hope your organization will be able to accept our forthcoming invitation to participate in a consultative process.

In order that you can get a sense of the focus of our degree program, I have attached two documents for your perusal: the executive summary of our program concept proposal and the program concept proposal itself.

Best Regards, Seema Ahluwalia

(See attached file: kwantlen-soci-pcp-exec-summ.doc)(See attached file: PCP_Sociology_kwantlen.doc)

Seema Ahluwalia, Chair
Department of Sociology
Kwantlen Polytechnic University
Ph: 604 599 2631 VM 9394

---

Trevor David, AfriCana Village and Museum

Dear Community partner,

The Department of Sociology at Kwantlen Polytechnic University is currently preparing a degree program which focuses on the theme of critical, practical and transformative approaches to local and global Sociology. We are committed to creating a degree program that marries academic rigor with opportunities for experiential learning through community engagement. In the near future, we look forward to inviting you to a community consultation meeting sponsored by our department where we will discuss our developing program with community members, and select a Community Advisory Board.

Final Draft/Senate/ June 14, 2010/AR
As we move through the various stages of the program approval process, we would be very grateful for any feedback you can provide us. At this time, your assistance would be appreciated in the following way: please read the attached Executive Summary and answer the following two questions:

1. Would your organization consider providing our students with learning opportunities through volunteer service, practicum placements, and/or other service learning initiatives?

   _X_ Yes
   __ No

   **Comments:** Yes AfriCana Village & Museum is very interested in partnering with Kwantlen University New Sociology Degree Program.

2. Would your group/organization hire a graduate with this Sociology degree?

   _X_ Yes
   __ No

   **Comments:** Yes we would definitely hire a graduate Sociology degree.

Regards,
Trevor David
President
AfriCana Village & Museum

---

**Joseph Frimpong, Vice President, Ghanaian-Canadian Association of BC**

Dear Community partner,

The Department of Sociology at Kwantlen Polytechnic University is currently preparing a degree program which focuses on the theme of critical, practical and transformative approaches to local and global Sociology. We are committed to creating a degree program that marries academic rigor with opportunities for experiential learning through community engagement. In the near future, we look forward to inviting you to a community consultation meeting sponsored by our department where we will discuss our developing program with community members, and select a Community Advisory Board.

As we move through the various stages of the program approval process, we would be very grateful for any feedback you can provide us. At this time, your assistance would be appreciated in the following way: please read the attached Executive Summary and answer the following two questions:

2. Would your organization consider providing our students with learning opportunities through volunteer service, practicum placements, and/or other service learning initiatives?

   _X_ Yes
   __ No

   **Comments:**

Final Draft/Senate/ June 14, 2010/AR
The Department of Sociology at Kwantlen Polytechnic University is currently involved with our community engagements through our current president, Dr. Charles Quist-Adade who is faculty member of your department. Several students from Kwantlen have volunteered for our association in various capacities during the past three years or so. The Ghanaian Canadian Association of BC will continue to offer such opportunities to students from the Sociology department of Kwantlen Polytechnic University.

3. Would your group/organization hire a graduate with this Sociology degree?

   X__ Yes  
   __ No

Comments:
While all our activities are carried out through the voluntary work of our association members, we would gladly hire a graduate from your department (with a Sociology degree) should there be an opportunity to do so in the future.

Joseph Frimpong  
Vice President  
Ghanaian-Canadian Association of BC
Bachelor of Arts, Major in Sociology
Degree Proposal Review Report

Office of Institutional Analysis & Planning
Kwantlen Polytechnic University
November 2009

http://www.kwantlen.ca/iap.html
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The Bachelor of Arts, Major in Sociology degree program proposal was reviewed by the Office of Institutional Analysis & Planning in November 2009. The present document presents the key findings.

In general, the data and other information the Office of Institutional Analysis & Planning provides are designed to provide a gauge of the practicability of the program from the perspective of its ability to attract sufficient students, and to suggest potential ways of improving its viability. This report consists of four main sections: 1) Competitive Environment, 2) Student Demand, 3) Labour Market Demand, and 4) General Comments. Please note that the website links to the articles, studies, and reports included in this report are provided on page 25.

1. Competitive Environment

The purpose of this section is to identify Canadian postsecondary education institutions offering degrees similar to the proposed degree.

The following tables provide a list of the Canadian postsecondary education institutions offering undergraduate degrees in Sociology.

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<th>Program</th>
<th>Co-op</th>
<th>Discipline</th>
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**Bachelor's Degree**

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<tr>
<td>QC</td>
<td>Institution</td>
<td>Program Description</td>
<td>N</td>
<td>Sector</td>
</tr>
<tr>
<td>----</td>
<td>-------------</td>
<td>---------------------</td>
<td>---</td>
<td>--------</td>
</tr>
<tr>
<td>QC</td>
<td>Bishop's University</td>
<td>Bachelor of Arts in Sociology (Major/Honours)</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>QC</td>
<td>Concordia University</td>
<td>Bachelor of Arts in Anthropology and Sociology</td>
<td>N o</td>
<td>General Sociology</td>
</tr>
<tr>
<td>QC</td>
<td>Concordia University</td>
<td>Bachelor of Arts in Sociology (Major/Honours)</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>QC</td>
<td>McGill University</td>
<td>Bachelor of Arts Honours/Joint Honours in Sociology</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>QC</td>
<td>McGill University</td>
<td>Bachelor of Arts (Major Concentration) in Sociology</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>QC</td>
<td>Université de Montréal</td>
<td>Baccalauréat en Sciences spécialise bi Disciplinaire en Psychologie et Sociologie</td>
<td>N o</td>
<td>General Sociology</td>
</tr>
<tr>
<td>QC</td>
<td>Université de Montréal</td>
<td>Baccalauréat en Sciences spécialise en Sociologie</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>QC</td>
<td>Université du Québec</td>
<td>Baccalauréat en Sciences Sociales avec majeure en Sociologie et en Anthropologie</td>
<td>N o</td>
<td>General Sociology</td>
</tr>
</tbody>
</table>
### Bachelor's Degree

<table>
<thead>
<tr>
<th>Province</th>
<th>University</th>
<th>Program</th>
<th>Co-Op</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>QC</td>
<td>Université du Québec</td>
<td>Baccalauréat en Sciences Sociales en Sociologie</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>QC</td>
<td>Université du Québec</td>
<td>Mineure et Majeure en Sociologie</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>QC</td>
<td>Université du Québec</td>
<td>Baccalauréat en Sciences Sociales en Développement Social et Analyse des Problèmes Sociaux</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>QC</td>
<td>Université Laval</td>
<td>Baccalauréat en Sociologie</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>SK</td>
<td>Luther College</td>
<td>Bachelor of Arts Honours</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>SK</td>
<td>St. Thomas Moore College</td>
<td>Bachelor of Arts (4-year Major/Honours)</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>SK</td>
<td>St. Thomas Moore College</td>
<td>Bachelor of Arts (3-year program)</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>SK</td>
<td>University of Regina</td>
<td>Bachelor of Arts in Sociology</td>
<td>N o</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

Source: Association of Universities and Colleges of Canada

### Certificate / Diploma Programs

<table>
<thead>
<tr>
<th>Province</th>
<th>Institution</th>
<th>Program</th>
<th>Co-Op</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td>Camosun College</td>
<td>Associate of Arts Degree in Sociology</td>
<td>Ye s</td>
<td>Sociology</td>
</tr>
<tr>
<td>BC</td>
<td>Kwantlen Polytechnic University</td>
<td>Associate of Arts Degree in Sociology</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>MB</td>
<td>University of Winnipeg</td>
<td>Sociology Methods Certificate</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>NB</td>
<td>St. Thomas University</td>
<td>Certificate in Criminology and Social Justice</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>NB</td>
<td>Université de Moncton</td>
<td>Certificat en Sociologie</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>ON</td>
<td>Laurentian University of Sudbury</td>
<td>Honours Diploma in Sociology</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>ON</td>
<td>York University</td>
<td>Certificate in Anti-Racist Research &amp; Practice</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>QC</td>
<td>McGill University</td>
<td>Certificat de premier cycle en Marketing</td>
<td>N o</td>
<td>Marketing/Marketing Management, General</td>
</tr>
<tr>
<td>QC</td>
<td>Université de Montréal</td>
<td>Certificat en Sociologie</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>QC</td>
<td>Université de Montréal</td>
<td>Diplôme en Sociologie</td>
<td>N o</td>
<td>Sociology</td>
</tr>
<tr>
<td>QC</td>
<td>Université du Québec a Chicoutimi</td>
<td>Certificat ou Mineure en Sociologie et Communication Appliquée</td>
<td>N o</td>
<td>Speech Communication and Rhetoric Sociology</td>
</tr>
</tbody>
</table>

Source: Association of Universities and Colleges of Canada
<table>
<thead>
<tr>
<th>QC</th>
<th>Université Laval</th>
<th>Certificat en Sociologie</th>
<th>No</th>
<th>Sociology</th>
</tr>
</thead>
</table>

Source: University and college websites
2. Student Demand

The aim of this section is to explore the extent of student demand for the proposed degree by mainly examining the historic participation rates in similar degree programs.

Enrolments

Enrolments in Bachelor of Arts (BA) and Associate of Arts (AA) Degree programs at the colleges, institutes and regional universities in British Columbia are presented in Table 3. Please note that the table provides the student headcounts for the art degree programs that fall under the following 2-digit CIP Codes:

19: FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES  
23: ENGLISH LANGUAGE AND LITERATURE/LETTERS  
24: LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES  
38: PHILOSOPHY AND RELIGIOUS STUDIES  
42: PSYCHOLOGY  
45: SOCIAL SCIENCES  
54: HISTORY

Table 3: B.C. College, Institute and Regional University BA and AA Headcounts, Academic Years 2006/07-2008/09

<table>
<thead>
<tr>
<th>Academic Years</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
<th>2008/09 PARTIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADGR *</td>
<td>12,894</td>
<td>13,548</td>
<td>13,592</td>
<td>13,483</td>
<td>13,077</td>
</tr>
<tr>
<td>BACH</td>
<td>13,437</td>
<td>9,817</td>
<td>10,216</td>
<td>10,340</td>
<td>10,290</td>
</tr>
<tr>
<td>Total</td>
<td>26,331</td>
<td>23,365</td>
<td>23,808</td>
<td>23,823</td>
<td>23,367</td>
</tr>
</tbody>
</table>

Source: Central Data Warehouse, Ministry of Advanced Education and Labour Market Development
Please note: ADGR stands for Associate Degree.

Kwantlen Polytechnic University currently offers several associate of arts degrees, one of which is an AA degree in Sociology.

Table 4: Kwantlen Polytechnic University Faculty of Social Sciences AA in Sociology Program Headcounts, Academic Years 2006/07-2008/09

<table>
<thead>
<tr>
<th>PROGRAM TITLE</th>
<th>AC YEAR 2006/07</th>
<th>AC YEAR 2007/08</th>
<th>AC YEAR 2008/09</th>
<th># CHANGE OVER PAST YEAR (ROW)</th>
<th>% CHANGE OVER PAST YEAR (ROW)</th>
<th>% CHANGE OVER PAST 3 YEARS (ROW)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree Arts--Sociology</td>
<td>64</td>
<td>70</td>
<td>59</td>
<td>-11</td>
<td>16%</td>
<td>-8%</td>
</tr>
</tbody>
</table>

Source: 2006/07-2008/09 Academic Year Comparison Report: Registrant Counts by Faculty and Degree Level of Program
Please note: Appendix A provides the definitions of the terms used in Kwantlen Polytechnic University Comparison Reports.
2. Student Demand

- Bachelor of Arts: Minor in Anthropology
- Bachelor of Arts: Minor in Creative Writing
- Bachelor of Arts: Minor in Criminology
- Bachelor of Arts: Minor in Economics
- Bachelor of Arts: Minor in English
- Bachelor of Arts: Minor in Geography
- Bachelor of Arts: Minor in History

Enrolments in the Faculty of Arts (Humanities and Social Sciences) programs at Kwantlen increased by 1.6% over the three year period from 2006/07 to 2008/09. Of the students in the Faculty of Arts, 9% were studying towards a Bachelor’s Degree in Arts in the 2006/07 Academic Year and 15% in the 2008/09 Academic Year (see Table 5). The proportion of Faculty of Arts students enrolled in associate degree programs decreased from 70% in 2006/07 Academic Year to 67% in 2008/09 Academic Year (see Table 5).

Table 5: Faculty of Arts Registrant Counts by Degree Level, Academic Years 2006/07 to 2008/09

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>2006/07</th>
<th>2007/08</th>
<th>2008/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Degree</td>
<td>213</td>
<td>215</td>
<td>210</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>4</td>
<td>22</td>
<td>45</td>
</tr>
<tr>
<td>Certificate</td>
<td>66</td>
<td>68</td>
<td>73</td>
</tr>
<tr>
<td>Diploma</td>
<td>188</td>
<td>178</td>
<td>163</td>
</tr>
<tr>
<td>Total</td>
<td>471</td>
<td>483</td>
<td>491</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Degree</td>
<td>4,743</td>
<td>4,758</td>
<td>4,672</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>664</td>
<td>803</td>
<td>1,049</td>
</tr>
<tr>
<td>Certificate</td>
<td>98</td>
<td>93</td>
<td>103</td>
</tr>
<tr>
<td>Diploma</td>
<td>495</td>
<td>361</td>
<td>307</td>
</tr>
<tr>
<td>Unspecified</td>
<td>653</td>
<td>895</td>
<td>617</td>
</tr>
<tr>
<td>Total</td>
<td>6,653</td>
<td>6,910</td>
<td>6,748</td>
</tr>
<tr>
<td>Overall Total</td>
<td>7,124</td>
<td>7,393</td>
<td>7,239</td>
</tr>
</tbody>
</table>

Source: 2006/07 to 2008/09 Academic Year Comparison Report: Registrant Counts by Faculty and Degree Level of Program

Please note: Headcounts are unduplicated within each degree level; students may be counted across more than one program if they are registered in multiple programs.

Overall, the enrolments in the Faculty of Social Sciences programs at Kwantlen increased by 2% over the three year period from 2006/07 to 2008/09. The largest number of enrolments at the Faculty of Social Sciences has consistently been in the Associate of Arts Degree (unspecified), Associate of Arts Degrees in Criminology and Psychology, and Bachelor of Arts Degree in General Studies programs. However, several of these programs have experienced a decrease in enrolments during the three year period from 2006/07 to 2008/09 (see Table 6).
Table 6: Kwantlen Polytechnic University Faculty of Social Sciences Program Headcounts, Academic Years 2006/07-2008/09

<table>
<thead>
<tr>
<th>PROGRAM TITLE</th>
<th>AC YEAR 2006/07</th>
<th>AC YEAR 2007/08</th>
<th>AC YEAR 2008/09</th>
<th># CHANGE OVER PAST YEAR (ROW)</th>
<th>% CHANGE OVER PAST YEAR (ROW)</th>
<th>% CHANGE OVER PAST 3 YEARS (ROW)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Arts Degree - Unspecified</td>
<td>3,1</td>
<td>3,1</td>
<td>3,1</td>
<td>11</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Associate of Arts Degree in Criminology</td>
<td>689</td>
<td>720</td>
<td>707</td>
<td>-13</td>
<td>-2%</td>
<td>3%</td>
</tr>
<tr>
<td>Associate of Arts Degree in Psychology</td>
<td>573</td>
<td>526</td>
<td>485</td>
<td>-41</td>
<td>-8%</td>
<td>15%</td>
</tr>
<tr>
<td>Bachelor of Arts Degree in General Studies</td>
<td>110</td>
<td>107</td>
<td>92</td>
<td>-15</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td>4,5</td>
<td>4,5</td>
<td>4,4</td>
<td>-58</td>
<td>-1%</td>
<td>-1%</td>
</tr>
<tr>
<td>Associate of Arts Degree in Sociology</td>
<td>64</td>
<td>70</td>
<td>59</td>
<td>-11</td>
<td>16%</td>
<td>-8%</td>
</tr>
<tr>
<td>Other Degree Programs</td>
<td>2,1</td>
<td>2,3</td>
<td>2,2</td>
<td>-77</td>
<td>-3%</td>
<td>7%</td>
</tr>
<tr>
<td>Overall Total</td>
<td>6,7</td>
<td>6,9</td>
<td>6,8</td>
<td>-146</td>
<td>-2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Source: 2006/07 to 2008/09 Academic Year Comparison Report: Registrant Count by College and Program
Please note: Headcounts are unduplicated within each program; students may be counted across more than one program if they are registered in multiple programs.

The enrolments in the Associate of Arts Degree in Sociology Program decreased by 8% over the three year period from 2006/07 to 2008/09. However, the total number of students enrolled in Bachelor of Arts programs with a minor in Sociology increased from 3 students in 2006/07 to 33 students in 2008/09. The number of international students enrolled in the programs at the Faculty of Social Sciences increased by 36% from 148 to 201 students between 2006/07 and 2007/08, and decreased by 23%, from 201 to 155 students between 2007/08 and 2008/09.

Between 2006/07 and 2008/09 academic years there has been a 5% increase in the Faculty of Arts students residing within the Kwantlen Region (see Table 7).

Table 7: Registrants in Kwantlen’s Faculty of Art Programs by City of Residence, Academic Years 2006/07-2008/09

<table>
<thead>
<tr>
<th>Primary Residence</th>
<th>AC YEAR 2006/07</th>
<th>AC YEAR 2007/08</th>
<th>AC YEAR 2008/09</th>
<th># CHANGE OVER PAST YEAR (ROW)</th>
<th>% CHANGE OVER PAST YEAR (ROW)</th>
<th>% CHANGE OVER PAST 3 YEARS (ROW)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delta</td>
<td>769</td>
<td>755</td>
<td>716</td>
<td>-39</td>
<td>-5%</td>
<td>-7%</td>
</tr>
<tr>
<td>Langley</td>
<td>544</td>
<td>545</td>
<td>520</td>
<td>-25</td>
<td>-5%</td>
<td>-4%</td>
</tr>
<tr>
<td>Richmond</td>
<td>1,2</td>
<td>1,2</td>
<td>1,2</td>
<td>-15</td>
<td>-1%</td>
<td>4%</td>
</tr>
<tr>
<td>Surrey</td>
<td>2,9</td>
<td>3,1</td>
<td>3,2</td>
<td>-15</td>
<td>-1%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>41</td>
<td>25</td>
<td>54</td>
<td>129</td>
<td>4%</td>
<td>11%</td>
</tr>
</tbody>
</table>
### 2. Student Demand

<table>
<thead>
<tr>
<th></th>
<th>Total within Kwantlen Region</th>
<th></th>
<th></th>
<th></th>
<th>Total out of Kwantlen Region</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5,4</td>
<td>5,7</td>
<td>5,7</td>
<td>50</td>
<td>1%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>76</td>
<td>06</td>
<td>56</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total within Kwantlen Region</td>
<td>1,3</td>
<td>1,3</td>
<td>1,0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Total out of Kwantlen Region</td>
<td>13</td>
<td>65</td>
<td>45</td>
<td>-320</td>
<td>23%</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

#### Associate of Arts Degree in Sociology

<table>
<thead>
<tr>
<th>Location</th>
<th>2006/07-07/08</th>
<th>2008/09-09/10</th>
<th>Change</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delta</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>33%</td>
</tr>
<tr>
<td>Langley</td>
<td>2</td>
<td>4</td>
<td>-2</td>
<td>50%</td>
</tr>
<tr>
<td>Richmond</td>
<td>11</td>
<td>13</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>Surrey</td>
<td>27</td>
<td>29</td>
<td>-7</td>
<td>24%</td>
</tr>
<tr>
<td>Total within Kwantlen Region</td>
<td>43</td>
<td>50</td>
<td>-5</td>
<td>10%</td>
</tr>
<tr>
<td>Total out of Kwantlen Region</td>
<td>15</td>
<td>15</td>
<td>9</td>
<td>-6</td>
</tr>
</tbody>
</table>

Source: 2006/07-2008/09 Academic Year Comparison Report: Registrant Count by Program and Primary Residence
Credentials Awarded

Research Universities

Between the 2006 and 2007 calendar years, the increase in the number of Bachelor of Arts degrees awarded by the research universities in British Columbia was 2.2% (see Table 8). Within this number, 220 Bachelor of Arts degrees were awarded in Sociology in 2006 and 212 in 2007 (see Table 9).

Table 8: Number of Bachelor of Arts Degrees Awarded by BC Research Universities

<table>
<thead>
<tr>
<th></th>
<th>RRU</th>
<th>SFU</th>
<th>TRU</th>
<th>UBC Okanagan</th>
<th>UBC Vancouver</th>
<th>UNBC</th>
<th>UVI C</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>88</td>
<td>2,500</td>
<td>106</td>
<td>233</td>
<td>2,147</td>
<td>163</td>
<td>1,217</td>
<td>6,454</td>
</tr>
<tr>
<td>2006</td>
<td>113</td>
<td>2,321</td>
<td>133</td>
<td>176</td>
<td>2,131</td>
<td>153</td>
<td>1,290</td>
<td>6,317</td>
</tr>
</tbody>
</table>

Source: British Columbia Higher Education Accountability Dataset

Table 9: Number of Bachelor of Arts in Sociology Degrees Awarded by BC Research Universities

<table>
<thead>
<tr>
<th></th>
<th>UBC Vancouver</th>
<th>UBC Okanagan</th>
<th>SFU</th>
<th>UVI C</th>
<th>TRU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>91</td>
<td>13</td>
<td>46</td>
<td>62</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>2006</td>
<td>85</td>
<td>14</td>
<td>54</td>
<td>67</td>
<td>14</td>
<td>20</td>
</tr>
</tbody>
</table>

Source: British Columbia Higher Education Accountability Dataset

Colleges, Institutes and Regional Universities

Table 10 presents the Bachelor of Arts and Associate of Arts credentials awarded by B.C. colleges, institutes, and regional universities between the academic years 2004/05 and 2008/09. Please note that the table provides information for the programs that fall under the following 2-digit CIP Codes:

19: FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES
23: ENGLISH LANGUAGE AND LITERATURE/LETTERS
24: LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES
38: PHILOSOPHY AND RELIGIOUS STUDIES
42: PSYCHOLOGY
45: SOCIAL SCIENCES
54: HISTORY

Table 10: Number of Credentials BA and AA Credentials Awarded by Colleges, Institutes and Regional Universities in B.C., Academic Years 2004/05 – 2008/09

<table>
<thead>
<tr>
<th>Academic Years</th>
<th>2004/05</th>
<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
<th>2008/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partial</td>
<td>1,42</td>
<td>1,16</td>
<td>1,04</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
Between 2006/07 and 2008/09, the number of AA degree credentials in Sociology awarded by Kwantlen’s Faculty of Social Sciences decreased by 33%, from 6 to 4. During this time period, the AA in Sociology program credentials made up an average 1.5% of the total credentials awarded by the Faculty of Social Sciences (2006/07-2008/09 Academic Year Comparison Report: Credentials Awarded by Program).
Mobility of Kwantlen Associate of Arts Degree in Sociology Program Students

The Student Mobility Database tracks the movement of students enrolled within the B.C. public postsecondary system. Students enrolled in B.C. colleges, university colleges, and institutes in the fall term of a year are followed into the fall term of the following year to identify those who transferred to a B.C. university. The database provides information about the students’ transfer credits, academic qualifications, and movement between programs and institutions (BCCAT, Mobility of BC Transfer Students – Fall 2007 to Calendar Year 2008).

Tables 11, 12, and 13 present the mobility of Kwantlen Polytechnic University Associate of Arts Degree in Sociology students between fall 2005 and fall 2007. Over the three year period from fall 2005 to fall 2007, the proportion of Sociology program students who were not enrolled in the B.C. public postsecondary system in the following fall term increased from 30% to 34%.

A total of 24 AA in Sociology students from the fall 2007 term continued their studies either at Kwantlen or at another public postsecondary institution in the fall 2008 term. Of these students, 74% continued their studies at Kwantlen, either in the same or another program and 26% transferred to another institution within B.C. (see Table 11).

Table 11: 2007_08 Mobility of students in Sociology at Kwantlen

<table>
<thead>
<tr>
<th>RECEIVING INSTITUTION 2008</th>
<th>NOT ENROLLED</th>
<th>IBC</th>
<th>K</th>
<th>S</th>
<th>T</th>
<th>U</th>
<th>Total Enrolled in Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45.1 ADGR</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>45.11 ADGR</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>53</td>
</tr>
<tr>
<td>101 CERT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45.11101 Total</td>
<td>18</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>53</td>
</tr>
</tbody>
</table>

Source: Student Mobility Database, BC Stats

Receiving Institution: the institution that a continuing student went to after completing their original studies. The receiving institution can be the same as the sending institution in cases where a student continues at the same institution in a different program or in the upper division of a degree program.” (BCCAT, 2008 Admissions and Transfer Experiences of Students Continuing their Post-Secondary Studies in British Columbia, p.69)

A total of 30 AA in Sociology students from the fall 2006 term continued their studies either at Kwantlen or another public postsecondary institution in B.C. in the fall 2007 term (see Table 12). Of these 30 students, 60% remained at Kwantlen, either in the same program or another program, 30% transferred to research universities - SFU and UBC, and 10% transferred to BCIT.

Table 12: 2006_07 Mobility of students in Sociology at Kwantlen

<table>
<thead>
<tr>
<th>RECEIVING INSTITUTION 2007</th>
<th>NOT ENROLLED</th>
<th>B</th>
<th>K</th>
<th>S</th>
<th>T</th>
<th>U</th>
<th>Total Enrolled in Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45.1 ADGR</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>45.11 ADGR</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>53</td>
</tr>
<tr>
<td>101 CERT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45.11101 Total</td>
<td>17</td>
<td>2</td>
<td>18</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>credential</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45.1101 Total</td>
<td>17</td>
<td>3</td>
<td>18</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Student Mobility Database, BC Stats
A total of 35 AA in Sociology students from the fall 2005 term continued their studies either at Kwantlen or another public postsecondary institution in the fall 2006 term (see Table 13). Of these students, 71% continued their studies at Kwantlen, either in the same or another program and 29% transferred to another institution within B.C.

Table 13: 2005_06 Mobility of students in Sociology at Kwantlen

<table>
<thead>
<tr>
<th>SEN DING CIP</th>
<th>CREDENTIAL EARNED AY20052</th>
<th>NOT ENROLLED</th>
<th>L ANG</th>
<th>V CC</th>
<th>K WAN</th>
<th>U CFV</th>
<th>T RU-OL-CDW</th>
<th>F CU</th>
<th>T RU</th>
<th>T BC</th>
<th>Grand Total Enrolled in Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.101</td>
<td>ADGR</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>DIPL</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>No credential</td>
<td>13</td>
<td>1</td>
<td>1</td>
<td>24</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>45.1101 Total</td>
<td></td>
<td>15</td>
<td>1</td>
<td>1</td>
<td>25</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>50</td>
</tr>
</tbody>
</table>

Source: Student Mobility Database, BC Stats

Former Student Outcomes

Information about Kwantlen’s former students is collected annually through the Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey. Students who left their institution in the previous year (except Baccalaureate students) and had completed all or a significant portion of their program requirements are asked to complete the survey. Three year data on further education and employment outcomes from the 2008, 2007, and 2006 surveys are displayed in Tables 14 and 15.

This section of the report uses the CIP Code 45.1101: Sociology.

Definition of the CIP Code 45.1101: Sociology: “A program that focuses on the systematic study of human social institutions and social relationships. Includes instruction in social theory, sociological research methods, social organization and structure, social stratification and hierarchies, dynamics of social change, family structures, social deviance and control, and applications to the study of specific social groups, social institutions, and social problems” (U.S. Department of Education Institute of Education Sciences).

All survey respondents were asked whether they had taken further studies since leaving Kwantlen. The number of respondents who had taken further education ranged from 67% to 92% between 2007 and 2009. Among the students who reported that they had taken further studies, the proportion who indicated that their further studies were very related to their program at Kwantlen dropped from 100% in 2007 to 45% in 2009. (see Table 14). The difference between these numbers is quite large and is likely to be an artifact of the small sample size.

Table 14: Kwantlen Polytechnic University Education Outcomes Instructional Program Code: 45.1101 Sociology
### Planning Data for Bachelor of Arts, Major in Sociology

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2008</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>22</td>
<td>12</td>
<td>55%</td>
</tr>
<tr>
<td>2008</td>
<td>14</td>
<td>6</td>
<td>43%</td>
</tr>
<tr>
<td>2007</td>
<td>17</td>
<td>5</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>80%</td>
</tr>
</tbody>
</table>

|      | 55%  | 33%  | 60%  |
|      | 83%  | 67%  | 80%  |
|      | 45%  | 100% | %    |
|      | 100% |      | 100% |

Blank = No data

Source: BC Diploma, Associate Degree, and Certificate Outcomes Survey
Table 15: Kwantlen Polytechnic University
Employment Outcomes Instructional Program Code: 45.1101 Sociology

<table>
<thead>
<tr>
<th>Year</th>
<th>Eligible Cohort</th>
<th>Number of Respondents</th>
<th>Response Rate</th>
<th>Currently Employed</th>
<th>Currently in Training Related Job</th>
<th>Employed In Permanent Job</th>
<th>Not in Labour Force</th>
<th>Average Weekly Hours Worked</th>
<th>Average Hourly Wage (main job)</th>
<th>Average Hourly Salary (main job)</th>
<th>Median Hourly Salary (main job)</th>
<th>Rated Education &quot;Very/Some what Useful&quot; in Getting Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2</td>
<td>12</td>
<td>55%</td>
<td>75%</td>
<td>33%</td>
<td>89%</td>
<td>2%</td>
<td>18</td>
<td>$1</td>
<td>$3</td>
<td>$13</td>
<td>50%</td>
</tr>
<tr>
<td>2008</td>
<td>1</td>
<td>6</td>
<td>43%</td>
<td>33%</td>
<td></td>
<td>100%</td>
<td>5%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>50%</td>
</tr>
<tr>
<td>2007</td>
<td>7</td>
<td>5</td>
<td>29%</td>
<td>80%</td>
<td>%</td>
<td>50%</td>
<td>%</td>
<td>41</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>50%</td>
</tr>
</tbody>
</table>

Source: BC Diploma, Associate Degree, and Certificate Outcomes Survey

Survey respondents were asked whether they worked and, if so, the type of work they were doing and the extent to which it was related to their studies at Kwantlen. The majority of the survey respondents in 2007, 2008, and 2009 said they were employed. Fifty percent of the 2007 and 2009 Kwantlen respondents reported that the education they received at Kwantlen was “very/somewhat useful” in finding a job (See Table 15).
3. Labour Market Demand

The purpose of this section is to provide an informed view of the labour market trends in B.C. and Canada for all the occupational groups that fall under the postsecondary field of study of the proposed degree.

Identifying Occupations for BA and AA Graduates

Defining the occupational groups that fall under the postsecondary field of study of the proposed BA degrees continues to be a challenge.

First of all, compared to a Bachelor of Science degree, a Bachelor of Arts degree has a broader scope and equips graduates with a wide range of skills that can be used in a wide range of careers. "BA students gain skills and abilities that are essential to any career - - problem-solving and analytical skills; the capacity to critically assess information and structure arguments verbally and in writing with imagination and vision; and the ability to adapt to new challenges and learn new skills... The Bachelor of Arts is a valued qualification for anyone interested in a field of study or career that requires interaction with people, rapid adaptation to new work environments, and the assimilation and interpretation of information" (Why a Bachelor of Arts Degree?, Athabasca University).

Secondly, since a Bachelor of Arts degree focuses more on providing a broad liberal arts background and less on a particular area of study, it offers an excellent grounding for many careers; however, an arts degree alone may not be adequate to pursue a career. In some cases, graduates require additional postgraduate studies to be able to explore career opportunities, which adds to the challenge of identifying occupational groups.

There are many sources of labour market information in Canada at all levels of government and in the private sector. At the federal level, the main sources are: Statistics Canada; Human Resources and Social Development Canada /Service Canada; Industry Canada; and Citizenship and Immigration Canada. Provincial and territorial governments also produce provincial, regional and local labour market information. A third challenge is that the sources cited above provide information on the current and future outlooks for work in many traditional occupations, but not on emerging occupations.

Job Opportunities for Graduates with a Sociology Degree

"Sociology embraces theories and concepts that help one understand communities, organizations, bureaucracies, families, and small groups. There are very few careers that do not require work in at least one of these settings “ (What Can I Do with a Major in Sociology, Concordia University).

Potential Work Settings for Sociology Majors

- Advertising/Marketing Research Firms
- Child Welfare Agencies
- Community Services
- Consulting Firms
- Consumer Research
- Correctional and Rehabilitation Services
- Educational Institutions
- Employment Counselling
- Environmental Agencies
- Government, Federal & Provincial
- Health-Related Services
- Insurance Companies
- Military
- Municipal Departments
- NGOs
- Non Profit Organizations
- Personnel Agencies
- Public Relations
- Recreational Centres
- Religious Institutions
- Research Centres
- Sales
- Seniors’ Residences
- Social Service Agencies
• Labour Relations

• Universities and Colleges
Below are some of the common occupations sociology majors pursue. Please note that below list is not an exhaustive list and many positions may require additional education or experience.

**Government:**
- Public Policy Analyst
- Economic Development Officer
- Community Affairs Officer
- Urban/Regional Planner
- Legislative Aide
- Equal Opportunity Specialist
- Foreign Service Officer
- Immigration Officer
- Human Rights Officer
- Personnel Co-ordinator
- Politician
- Census Officer
- Statistician
- Activist

**Community Affairs/Health:**
- Employment Counselor
- Homeless/Housing Worker
- Public Health/Hospital Administrator
- Child Development Technician
- Public Administration Assistant
- Social Assistance Advocate
- Addictions Counselor
- Rural Health Outreach Worker
- Fundraiser
- Social Worker
- Community Worker
- Child and Youth Worker
- Marriage and Family Therapist

**Research:**
- Survey Researcher
- Social Research Specialist
- Market Research Analyst
- Consumer Researcher
- Data Analyst
- Demographer/Population Analyst
- Systems Analyst
- Criminology Researcher
- Environmental Analyst/Planner

**Corrections/Law:**
- Corrections Officer
- Criminology Assistant
- Police Officer
- Criminal Investigator
- Juvenile Court Worker
- Probation Officer
- Rehabilitation Counselor
- Criminal Lawyer

**Business/Communications:**
- Advertising Executive
- Project Manager
- Sales Representative
- Business Analyst
- Real Estate Agent
- Journalist
- Public Relations Officer
- Actuary
- Insurance Agent
- Human Resources Specialist
- Labour Relations Officer
- Administrative Assistant
- Quality Control Manager
- Computer Analyst
- Publishing Officer

**Teaching/Education:**
- Teacher
- Professor
- Admissions/College Officer
- Academic Advisor
- School Counselor
- Public Health Educator

Source: http://www.utm.utoronto.ca/careers/cbm/sociology.html
Due to the large number of occupations graduates with BA degrees in Sociology are qualified for, this report presents information on only some of the main areas of occupations for the proposed program graduates and does not consist of all the opportunities.

Program of Study Profile (attached)
Sociology (U880) – Undergraduate University (3 or 4 years)

Industry Profiles – British Columbia (attached)
The three main industries of employment are:

- Public Administration
- Educational Services
- Social Services (A sub-sector of Health Care and Social Sciences Industry)

The most recent forecast in the social science, education, government service, and religion area indicates 115,810 new jobs, out of which 49,500 will be new jobs and 66,310 will be replacement due to retirement (see Table 16).

Table 16: Projected Growth in Employment Demand by Occupation, BC, 2005 - 2015

<table>
<thead>
<tr>
<th>Major Groups</th>
<th>Annual Growth</th>
<th>New Jobs</th>
<th>Attrition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales and Service</td>
<td>1.90%</td>
<td>840,109</td>
<td>210,129</td>
</tr>
<tr>
<td>Business, Finance, and Administrative</td>
<td>1.80%</td>
<td>920,135</td>
<td></td>
</tr>
<tr>
<td>Trades, Transport, and Equipment Operators</td>
<td>1.70%</td>
<td>620,103</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>2.00%</td>
<td>60,135</td>
<td>26,76</td>
</tr>
<tr>
<td>Social Science, Education, Government Service, and Religion</td>
<td>2.50%</td>
<td>10,49,500</td>
<td>60,66,3</td>
</tr>
<tr>
<td>Natural and Applied Science</td>
<td>2.70%</td>
<td>10,80</td>
<td>40,33,4</td>
</tr>
<tr>
<td>Health</td>
<td>3.50%</td>
<td>30,50</td>
<td></td>
</tr>
<tr>
<td>Art, Culture, Recreation, and Sport</td>
<td>2.30%</td>
<td>70,18,6</td>
<td></td>
</tr>
<tr>
<td>Occupations Unique to Processing, Manufacturing, and Utilities</td>
<td>0.70%</td>
<td>50,7,45</td>
<td></td>
</tr>
<tr>
<td>Occupations Unique to Primary Industry</td>
<td>0.80%</td>
<td>70,6,00</td>
<td></td>
</tr>
<tr>
<td><strong>ALL</strong></td>
<td><strong>2.00%</strong></td>
<td><strong>750,100</strong></td>
<td><strong>652,</strong></td>
</tr>
</tbody>
</table>

Source: Kwantlen Polytechnic University, Environmental Scan, 2008

Attached to this report are two articles presenting the results of a survey that was conducted by the American Sociological Association in 2005 and 2007. The initial survey was sent to 1,800 individuals with a Bachelor’s Degree in Sociology to measure their satisfaction with their major and their future plans for work and further education.
4. General Comments

Shifts in Age Distribution
The program proposal talks about the impact of the shifting demographics on proposed program enrolments on page 11. “The Sociology Department therefore recognizes the need to create a program that will attract ‘traditional’ learners, international students, and ‘non-traditional’ including mature students seeking a career change or returning to the paid labour force, working people, retirees, and those looking to upgrade or refresh their academic qualifications” (Program Proposal, p. 11). Table 17 presents the projected population changes in selected college regions in British Columbia. “The population of 18 - 21 year old age group is projected to decline between 2006 and 2016. The highest decline (16.9%) is expected in the Vancouver College Region and the lowest in the Fraser Valley College Region (0.9%). Over the same period, the population of the 30 - 44 year age group is forecast to increase in all five regions. The highest increase (14.5%) is expected in the Fraser Valley Region and the lowest (0.9%) in the Capilano College Region” (Kwantlen Polytechnic University, 2008 Environmental Scan, p. 10).

Table 17: Projected Population Changes in Selected College Regions, 2006-2016

<table>
<thead>
<tr>
<th>Age Groups</th>
<th>18-21</th>
<th>22-24</th>
<th>25-29</th>
<th>30-44</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>7.6%</td>
<td>4.6%</td>
<td>14.5%</td>
<td>8.0%</td>
</tr>
<tr>
<td>Kwantlen College Region</td>
<td>2.8%</td>
<td>0.5%</td>
<td>18.9%</td>
<td>13.2%</td>
</tr>
<tr>
<td>Fraser Valley College Region</td>
<td>-</td>
<td>3.3%</td>
<td>8.1%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Vancouver College Region</td>
<td>16.9%</td>
<td>27.5%</td>
<td>5.1%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Douglas College Region</td>
<td>2.3%</td>
<td>2.4%</td>
<td>19.1%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Capilano College Region</td>
<td>2.3%</td>
<td>15.9%</td>
<td>43.9%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

It is true that these demographic trends create a potential for the provision of labor market training and skills upgrading for especially the 30 - 44 age group. Why would “working people, retirees, and those looking to upgrade or refresh their academic qualifications” commit themselves to 4 years of studying or 2 years of studying if they already possess an AA in Sociology?

Supporting Information

• “All post-secondary educational institutions are dealing with the current demographic reality of declining enrolments due to a shrinking number of high school graduates” (Program Proposal, p. 11).

The following tables provide support for the above statement. The Kwantlen Region, the GVRD, and B.C. saw Grade 12 enrolment growth until 2005. Grade 12 enrolments in the Kwantlen Region and B.C. are projected to decline 11% and 13%, respectively, between 2008 and 2017 (see Table 19).

Table 18: % Change in Grade 12 Enrolments 2003 - 2006

<table>
<thead>
<tr>
<th>Percent Change</th>
<th>GVR</th>
<th>GVRD (excl. Kwantlen)</th>
<th>Kwa</th>
<th>BC</th>
</tr>
</thead>
</table>

Planning Data for Bachelor of Arts, Major in Sociology
Institutional Analysis and Planning, Kwantlen Polytechnic University
4.
4. General Comments

- % change 2003 - 2006: 5.6%
- % change 2004 - 2007: 5.6%
- % change 2005 - 2006: 1.6%

Table 19: Grade 12 Enrolment Projections 2008 - 2017

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Langley</td>
<td>1,68</td>
<td>1,55</td>
<td>1,51</td>
<td>1,48</td>
<td>-12%</td>
</tr>
<tr>
<td>Surrey</td>
<td>5,23</td>
<td>5,31</td>
<td>5,29</td>
<td>5,18</td>
<td>-1%</td>
</tr>
<tr>
<td>Delta</td>
<td>1,45</td>
<td>1,37</td>
<td>1,20</td>
<td>1,04</td>
<td>-28%</td>
</tr>
<tr>
<td>Richmond</td>
<td>2,16</td>
<td>1,96</td>
<td>1,83</td>
<td>1,71</td>
<td>-21%</td>
</tr>
<tr>
<td>Kwantlen Region</td>
<td>10,5</td>
<td>10,2</td>
<td>9,84</td>
<td>9,42</td>
<td>-11%</td>
</tr>
<tr>
<td>BC</td>
<td>49,4</td>
<td>46,7</td>
<td>44,9</td>
<td>43,2</td>
<td>-13%</td>
</tr>
</tbody>
</table>

Table 20: Kwantlen Polytechnic University Faculty of Social Sciences Program Headcounts for BA Degree Programs with a minor in Sociology, Academic Years 2006/07-2008/09

<table>
<thead>
<tr>
<th>PROGRAM TITLE</th>
<th>AC YEAR 2006/07</th>
<th>AC YEAR 2007/08</th>
<th>AC YEAR 2008/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree Arts - Sociology</td>
<td>64</td>
<td>70</td>
<td>59</td>
</tr>
<tr>
<td>Bachelor of Arts - Double Minor in Anthropology and Sociology</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts - Double Minor in Creative Writing and Sociology</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts - Double Minor in Criminology and Sociology</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor of Arts - Double Minor in English and Sociology</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor of Arts - Double Minor in Geography &amp; Sociology</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts - Double Minor in History and Sociology</td>
<td>3</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts - Double Minor in Mathematics and Sociology</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts - Double Minor in Philosophy and Sociology</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts - Double Minor in Political Science and Sociology</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor of Arts - Double Minor in Psychology and Sociology</td>
<td>4</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts - Major in General Studies - Minor in Sociology</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**Total number of BA students with a Minor in Sociology**: 3 20 33

Source: 2006/07 - 2008/09 Academic Year Comparison Report: Registrant Count by College and Program

Please note: Headcounts are unduplicated within each program; students may be counted across more than one degree program if they are registered in multiple programs.

**Within this large pool of students who have enrolled in Sociology courses, there are currently 41 students enrolled in the AA in Sociology and 22 students enrolled in the BA Minor in Sociology. We have seen an increase in demand for the BA Minor since the launch of the program** (Program Proposal, p. 2). **Refer to Table 20 below, for the total number of students with a Minor in Sociology.**
Clarification Required

- “Projecting enrollment in non-cohort degree programs like the BA is complex... It is clear, nonetheless, that a large number of existing students are positioned to enter the proposed program when it launches” (Program Proposal, p. 2). Will this expected demand come from the existing students in the AA in Sociology program? If not, why isn’t the existing Faculty of Social Sciences students interested in a degree in Sociology already in the AA in Sociology Program? What evidence is there that existing students in the Social Sciences faculty will pursue a major in Sociology, particularly when the AA in Sociology has not grown in the last 2-3 years (See Table 21).
Table 21: Kwantlen Polytechnic University Faculty of Social Sciences Program Headcounts, Academic Years 2006/07-2008/09

<table>
<thead>
<tr>
<th>PROGRAM TITLE</th>
<th>AC YEAR 2006/07</th>
<th>AC YEAR 2007/08</th>
<th>AC YEAR 2008/09</th>
<th># CHANGE OVER PAST YEAR (ROW)</th>
<th>% CHANGE OVER PAST YEAR (ROW)</th>
<th>% CHANGE OVER PAST 3 YEARS (ROW)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Arts Degree - Unspecified</td>
<td>3,1</td>
<td>3,1</td>
<td>3,1</td>
<td>11</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Associate of Arts Degree in Criminology</td>
<td>68</td>
<td>72</td>
<td>70</td>
<td>-13</td>
<td>-2%</td>
<td>3%</td>
</tr>
<tr>
<td>Associate of Arts Degree in Psychology</td>
<td>57</td>
<td>52</td>
<td>48</td>
<td>5</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>Bachelor of Arts Degree in General Studies</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>-15</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td>4,5</td>
<td>4,5</td>
<td>4,4</td>
<td>-58</td>
<td>-1%</td>
<td>-1%</td>
</tr>
<tr>
<td>Associate of Arts Degree in Sociology</td>
<td>64</td>
<td>70</td>
<td>59</td>
<td>-11</td>
<td>16%</td>
<td>-8%</td>
</tr>
<tr>
<td>Other Programs</td>
<td>2,1</td>
<td>2,3</td>
<td>2,2</td>
<td>-77</td>
<td>-3%</td>
<td>7%</td>
</tr>
<tr>
<td>Overall Total</td>
<td>6,7</td>
<td>6,9</td>
<td>6,8</td>
<td>-146</td>
<td>-2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Source: 2006/07 - 2008/09 Academic Year Comparison Report: Registrant Count by College and Program
Please note: Headcounts are unduplicated within each program; students may be counted across more than one program if they are registered in multiple programs.

- “We also expect to retain many of our current students at Kwantlen who would otherwise transfer out to UBC or SFU in order to take a BA Major in Sociology” (Program Proposal, p. 2). The number of fall 2007 Kwantlen students who ended up at a university during the 2008 calendar year was 462. The vast number of these students (328) was from Arts and Sciences programs and ended up in Arts and Sciences programs at other institutions. The number of Arts and Sciences students of the fall 2007 term who transferred to SFU and UBC was 232 and 84, respectively. For information on the mobility of the Kwantlen Sociology program students, please refer to pages 14 and 15 of this review.

- On page 2 of the proposal, the reader is being referred to a document called “Notice of Intent, BA Double Minor programs.” Where is this document located?

- “In addition, the Sociology Department has conducted an environmental scan to ensure that core sociological theory and methods courses, along with the specified electives required for graduation are commensurate with those of BA Major in Sociology programs offered elsewhere in Canada” (Program Proposal, p. 4). What were the highlights of the environmental scan conducted by the Sociology Department?

- “Target groups include students in the ‘traditional’ age range as well as mature students, students from diverse ethnic backgrounds within Canada including Aboriginal students, and international students” (Full Program, p. 10). What is the likelihood of the proposed program attracting students from other provinces?
“While the majority of our students are likely to be recent high school graduates, we expect to attract students transferring from sociology programs at other institutions and those who have begun or have graduated from other programs seeking to change their academic or career paths.” (Program Proposal, p. 11) A Potential Transfer Student is any student who is enrolled in or has completed at least one course listed in the BC Transfer Guide. The total number of transfer students Kwantlen received from other public postsecondary institutions within British Columbia were 289 in fall 2008, which is considerably low compared to the number of students Kwantlen sent to other institutions within the province. The following table of the Potential Transfer Students from sending institutions in fall 2007 shows the mobility of these students in fall 2008 for all programs.

<table>
<thead>
<tr>
<th>Sending Institution</th>
<th>With Credential</th>
<th>Without Credential</th>
<th>Remained at Institution</th>
<th>Transfer Out</th>
<th>Transfer In</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia Institute of Technology</td>
<td>538</td>
<td>1226</td>
<td>1967</td>
<td>230</td>
<td>603</td>
</tr>
<tr>
<td>Camosun College</td>
<td>296</td>
<td>1659</td>
<td>2423</td>
<td>747</td>
<td>105</td>
</tr>
<tr>
<td>Capilano College</td>
<td>314</td>
<td>1147</td>
<td>2321</td>
<td>639</td>
<td>146</td>
</tr>
<tr>
<td>College of New Caledonia</td>
<td>82</td>
<td>571</td>
<td>579</td>
<td>267</td>
<td>35</td>
</tr>
<tr>
<td>College of the Rockies</td>
<td>70</td>
<td>230</td>
<td>238</td>
<td>57</td>
<td>14</td>
</tr>
<tr>
<td>Douglas College</td>
<td>433</td>
<td>2139</td>
<td>3608</td>
<td>1128</td>
<td>289</td>
</tr>
<tr>
<td>Kwantlen University College</td>
<td>367</td>
<td>2528</td>
<td>4892</td>
<td>1206</td>
<td>289</td>
</tr>
<tr>
<td>Langara College</td>
<td>306</td>
<td>1969</td>
<td>3662</td>
<td>1275</td>
<td>325</td>
</tr>
<tr>
<td>Malaspina University College</td>
<td>323</td>
<td>957</td>
<td>2454</td>
<td>223</td>
<td>164</td>
</tr>
<tr>
<td>Nicola Valley Institute of Technology</td>
<td>56</td>
<td>394</td>
<td>88</td>
<td>23</td>
<td>12</td>
</tr>
<tr>
<td>North Island College</td>
<td>19</td>
<td>135</td>
<td>479</td>
<td>185</td>
<td>22</td>
</tr>
<tr>
<td>Northern Lights College</td>
<td>17</td>
<td>88</td>
<td>72</td>
<td>33</td>
<td>10</td>
</tr>
<tr>
<td>Northwest Community College</td>
<td>39</td>
<td>240</td>
<td>193</td>
<td>102</td>
<td>12</td>
</tr>
<tr>
<td>Okanagan College</td>
<td>303</td>
<td>983</td>
<td>1414</td>
<td>339</td>
<td>62</td>
</tr>
<tr>
<td>Selkirk College</td>
<td>58</td>
<td>222</td>
<td>290</td>
<td>125</td>
<td>31</td>
</tr>
<tr>
<td>Thompson Rivers University</td>
<td>377</td>
<td>1117</td>
<td>2989</td>
<td>329</td>
<td>138</td>
</tr>
<tr>
<td>Thompson Rivers University - Open L.</td>
<td>43</td>
<td>453</td>
<td>404</td>
<td>118</td>
<td>369</td>
</tr>
<tr>
<td>University College of the Fraser Valley</td>
<td>440</td>
<td>1384</td>
<td>3527</td>
<td>346</td>
<td>193</td>
</tr>
<tr>
<td>Vancouver Community College</td>
<td>17</td>
<td>190</td>
<td>183</td>
<td>96</td>
<td>182</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4096</strong></td>
<td><strong>17632</strong></td>
<td><strong>31763</strong></td>
<td><strong>7503</strong></td>
<td><strong>3001</strong></td>
</tr>
</tbody>
</table>

“The very nature of learning at Kwantlen in a smaller, learner-centered environment facilities retention and success” (Program Proposal, p. 18). This statement is based on a quote from Maclean’s magazine, which said “students at small, primarily undergraduate universities are generally more satisfied than their peers at larger institutions.” Are there any facts to support the statement made about student retention and success at Kwantlen?

On page 22 of the proposal, the reader is being referred to a document called “BCCAT Research Results, 2004”. Is this the name of the publication?

According to statistics recently released by BCStats public, sector workers continue to account for over 15% of British Columbia’s workers (BCStats, January 2009). The public sector includes some of the
career paths noted above and, according to the same report, is currently experiencing a period of growth after years of retrenchment in the late 1990s (Program Proposal, p. 22). Which report of BCStats is this paragraph referring to?
Typographical Errors in Program Proposal

- (Page 3, paragraph 2, line 2): “…methodologies in sociology as well studies…” should read “…methodologies in sociology as well as studies…”
- Page 5, Section D.1, bullet 1): P in “principles of Math 11” should be capitalized.
- (Page 7, bullet 4): “…the study of statistics and is the prerequisite SOCI 3365…” should read “…the study of statistics and is the prerequisite for SOCI 3365…”
- (Page 7, paragraph 1, line 5): “Pre-quires” should be changed to “prerequisites.”
- (Page 10, Section D.3, paragraph 2 after the bullets, line 2): A semicolon is needed after “above.”
- (Page 13, Section E.3, paragraph 1, line 1 & 4): A semicolon is needed at the end of line 1 right after the word “students” and in line 4 right before the word “however”.
- (Page 20, Section F.5, line 2): “lower-mainland” should read “Lower Mainland.”
- (Page 21, Section G.1, paragraph 1, line 2): BA and B.A. are used interchangeably throughout the document.
- (Page 25, Section H.1, paragraph 1, line 1): “A preliminary working draft was sent to most of the departments at Kwantlen below Sept. 20, 2009” should read “…below departments at Kwantlen on Sept. 20th, 2009.”
- (Page 26, Section H.2): Sixth bullet does not have any information.
- (Page 26, Section I.1, paragraph 3, line 1): A semicolon is needed after the word “however”.

Suggestions

- A survey of the Faculty of Arts first and second year students could be useful in determining the student demand for the proposed program.
- “We also note that the First Nations population is growing rapidly in Canada today and education is a high priority in First Nations communities (Program Proposal, p. 12). Population statistics from Census 2006 could be used to support this argument.

Please note that the program proposal reviewed by IA&P did not include Section J: Costs.
Links to Appended Documents

This section provides a list of all the appended documents.

Why a Bachelor of Arts Degree?
Source: Athabasca University
http://www.athabascau.ca/collab/mrc2_BA.php

What Can I Do with a Major in Sociology?
Source: Concordia University

Careers By Major – Sociology
Source: University of Toronto Mississauga
http://www.utm.utoronto.ca/careers/cbm/sociology.html

Industrial Profiles: British Columbia
Source: BC Work Futures
http://www.workfutures.bc.ca/wfa/openIndustryProfiles.do

What are they Doing with a Bachelor’s Degree in Sociology?
Source: American Sociological Association – Department of Research and Development
http://www.asanet.org/galleries/Research/ASAResearchBrief_revised.pdf

Pathways to Job Satisfaction: What Happened to the Class of 2005?
Source: American Sociological Association – Department of Research and Development

Environmental Scan 2008
Source: Kwantlen Polytechnic University
http://www.kwantlen.bc.ca/iap/external_environment.html
APPENDIX A: ACADEMIC YEARS 2006/07 – 2008/09 COMPARISON GLOSSARY

All data included in the Academic Years 2006/07 – 2008/09 comparisons were extracted from Kwantlen Polytechnic University’s internal data warehouse (Kware_C). All data included in Kware_C is derived from Kwantlen’s Banner Student Data system.

TERMS DEFINED

1. ACADEMIC YEAR.
   • 2006/07. Includes courses with a start date between September 1, 2006 and August 31, 2007.
   • 2007/08. Includes courses with a start date between September 1, 2007 and August 31, 2008.
   • 2008/09. Includes courses with a start date between September 1, 2008 and August 31, 2009.

2. AGE GROUPS. Students were assigned to groups on the basis of their age as of September 1st of the respective academic year.

3. COUNT (RT) or COUNT (RT_ADDR). Indicates that student counts were derived from the registration data table. While these headcounts are unduplicated within categories on each table, students will often be counted in more than one category if they are registered in multiple programs or colleges, or taking classes on more than one campus.

4. REGISTRANTS. Students were counted as having registered in the academic year if the registration status code attached to one or more of their registration records included: 'A0', 'A1', 'A2', 'A3', 'A4', 'A5', 'A6', 'A7', 'A8', 'A9', 'AU', 'GS', 'RE', 'RI', 'RA', 'RN', 'CF', 'CM', 'CT', 'WD', 'WF', 'WN', 'WT', 'TW', 'CH', 'RC', 'RS', 'RW', 'RF', 'W1', 'W2', 'WA', 'WF', 'WG', 'WS', 'WI', 'CI', 'CN', 'PL', 'AA', 'E0', 'E1', 'E2', 'E3', 'E4', 'E5', 'E6', 'E7', 'E8', 'E9' or 'RR'.

5. PRIMARY RESIDENCE. Defined as the student’s city of residence at the start of their earliest term in the academic year. The following cities were grouped together in these categories:
   • Abbotsford includes Chilliwack, Agassiz, Clearbrook, Sardis, Yarrow, Vedder and Cultus Lake
   • Burnaby (solo)
   • Coquitlam includes Port Coquitlam, Port Moody, Anmore and Belcarra
   • Delta includes Ladner and Tsawwassen
   • Langley also includes Fort Langley and Aldergrove
   • New Westminster (solo)
   • Richmond (solo)
   • Ridge Meadows includes Pitt Meadows and Maple Ridge
   • Surrey includes White Rock and Cloverdale
   • Vancouver includes East, West and North Vancouver
   • Other includes all cities not referenced above
   • Unspecified indicates that the city of residence could not be derived from the student’s data

6. PRIMARY RESIDENCE IN/OUT OF KWANTLEN’S REGION. In-Region includes all areas referenced under Delta, Langley, Richmond and Surrey. Out-of-Region includes all other areas.

7. HIGH SCHOOL DISTRICT. Derived from the student’s most recent high school recorded in Banner. Ministry of Education numeric codes were used to group students into district codes.
8. **DOMESTIC/OTHER or INTERNATIONAL**. Derived from the student’s fee record. Fee code INTER is categorized as international; all other codes are categorized as Domestic/Other.
Issue: Report from the Senate Standing Committee on Program Review

For Information:
The Senate Standing Committee on Program Review met on Wednesday, May 26, 2010. Summary of current reviews:

- **Diploma in English Language Studies** – The Action Plan is on the agenda for the June 23, 2010 Senate meeting.

- **Bachelor of Arts in Psychology and Bachelor of Applied Arts in Psychology** – The Psychology Action Plan is on the agenda for the June 23, 2010 Senate.

- **Access Programs for People with Disabilities** – The site visit is scheduled for June 7, 2010.

- **Diploma of Technology in Environmental Protection** – Alumni survey will be distributed soon.

- **Modern Languages** – The self-study team is currently reviewing their student and faculty survey data and is developing the initial draft of the self-study report. The next meeting is planned for early Fall 2010 to arrange details for the external review.

- **Special Education Teacher Assistant Certificate** – Student and faculty surveys are currently running. The alumni survey is also being developed. The self-study team is meeting in early June to revisit the timeline for the review.

- **Bachelor of Arts in Community Criminal Justice and the Bachelor of Arts, Major in Criminology** – Data from faculty and student surveys has been sent. A meeting to review data and start the self-study writing process occurred at the end of May 2010.

- **Adult Basic Education** – An alumni survey has been sent. Further analysis of the student data is occurring. The faculty intends to write the self-study by the end of June 2010.

- **Horticulture Diplomas** – The faculty and student surveys are completed and the industry survey will go when recipient list received. Horticulture is aiming for September 2, 2010 external site visit.
• **Graphic Design for Marketing** – Faculty and student surveys have been prepared for distribution in the Fall. Release time has been secured for report writing in Spring 2011.

• **Bachelor of Business Administration in Accounting** – The team is planning to complete their review by this time next year. A planning session is scheduled for June 18, 2010.

• **Bachelor of Technology - Information Technology** – The faculty will have their planning session on Sept. 17, 2010.

• **Political Science** – A preliminary meeting was held with the outgoing and incoming department chairs. An introductory workshop will be held in early June 2010 with Rob Adamoski in attendance.

**Other items**

The APPD and the Psychology Action Plans were approved and the external review team for APPD was selected. Other items for discussion included definitions of faculty currency, both internally and externally; the SSCPR membership, given the changes to the Enrolment and Registrar’s Office; and the need to have students in their first and second years to declare their program of study in order to capture them in the review process.

The Program Review Coordinator’s position has been changed to a 10 month repeating term in order to align with the work required for programs undergoing review.

The committee also approved the funding of a speaker series for Philosophy through the Program Review Action Plan Follow-Up Fund. A second call for funds will be held in November 2010, for this year only.
Issue: Action plan arising from the program review of Psychology department programs.

For approval: That Senate receive the action plan arising from the program review of the Psychology department programs.
To: Senate
From: Carolyn Robertson – Chair SSCPR
Date: June 28, 2010
Re: Psychology Program Review Action Plan

Program Review Psychology: Action Plan

The following action plan is based on information collected from a program review involving students, faculty, two department chairs, the Dean of Social Sciences and an external program review team consisting of Roger Blackman, PhD (Department of Psychology - Simon Fraser University), Michael Masson, PhD (Department of Psychology - University of Victoria) and Nathalie Gagnon, LLB, PhD (Department of Criminology - Kwantlen Polytechnic University). A summary of the information collected from the program review is contained in the Self Study document produced by the Psychology Department and in the 2010 Program Review document compiled by the external review team. This action plan presents recommendations from the program review and corresponding actions.

Context:

Psychology is a dynamic and very successful academic department at Kwantlen. It is one of the largest with 26 full-time faculty, 61 courses, 3 four- year bachelor degrees and a separate Honours program. The department is at the forefront of institutional growth as Kwantlen transitions to university status. Psychology hosts national and international conferences on student research and teaching. Many Psychology graduates have continued on to graduate schools across the country and the applied degree, in particular, has been successful at facilitating meaningful employment for many who have decided to enter the workforce following graduation.

Kwantlen Psychology currently hosts 189 classes per year and faculty typically teach four courses over two semesters. Faculty teach courses ranging from introductory 1st year psychology to advanced 4th year seminars, in addition to providing Honours thesis supervision. Class size is predominately 35 students, with some 25 student 3rd and 4th year seminar courses and a few smaller classes including our practicum course and Honours program. Faculty are responsible for all marking and they serve on several committees within the department to support the
infrastructure of three degree programs. Faculty also sit on committees within the university but outside the department, for example, Faculty Council, Senate and the institutional Research Ethics Board. Approximately 20% of Psychology faculty are regularly engaged in scholarly work and research above and beyond their teaching obligations.

Regular employment for Psychology faculty consists of teaching, service and professional development that may include scholarly work and research. However, Faculty workload and compensation remain rooted in a two-year college teaching model that has limited applicability to the actual work going on in the department. Faculty evaluation is based almost exclusively on teaching feedback from students and peers.

The following is an action plan arising from the Psychology Department Review. The self-study was completed on December 1, 2009 and the external review happened on January 26, 2010. Programs which have been reviewed include: Bachelor of Applied Arts in Psychology; Bachelor of Arts Psychology Major; Bachelor of Arts Minor in Psychology; and the Associate of Arts Degree in Psychology.

PSYCHOLOGY ACTION PLAN

1) **Recommendations and corresponding actions** that can be implemented within the next few years using existing resources:

- **Recommendation**: Improve program flow - department should work with the dean’s office to facilitate the flow of students through the degree programs in the 3rd and 4th years by improving the frequency, timing and predictability (advanced timetabling) of course offerings both needed and wanted for degree completion
  
  **Actions (years one and two)**: Work with dean’s office to better design curriculum and program flow
  
  Work with dean’s office towards more effective ed planning
  
  Work with dean’s office to generate education plans a minimum of one year in advance **See external recommendation 3.1**

- **Recommendation (year one)**: Develop a strategic plan to identify the future pedagogical directions and goals of the department
  
  **Action (year one)**: Initiate strategic planning process. **See external recommendation 6.1 and self-study recommendation A1**

- **Recommendation**: Develop a model to improve online offerings to facilitate student access
Action (years one and two): Develop an online course model as a way to incrementally introduce additional online courses to service required 1st and 2nd year core areas and eventually select required 3rd and 4th year courses for degree programs. See self-study recommendation B.1 and external recommendation 4.1

- **Recommendation**: Continue efforts to enhance BAA enrolment
  
  **Actions (years one and continuing)**: Reduce prerequisites in many of the BAA 3rd and 4th year courses; reduce the number of required 3rd and 4th year courses in the BAA; change the name of the BAA; provide a better description of the BAA degree attributes and the relationship between this and other degrees offered by the department. See self-study recommendations A2,3,4 and 5

- **Recommendation**: Reconfigure the BA and BAA Honours to allow them to be completed within 120 credits
  
  **Action (year two and continuing)**: Research existing Honours formats at other institutions and look at possible changes to the number of required courses in the BA and BAA as a way of providing the flexibility needed for students to complete the Honours program within the 120 courses required by each of these degrees. See self-study recommendations A2,3,4 and 5

- **Recommendation**: Review course areas for possible curriculum compression / expansion and identify areas for future curriculum growth and to inform succession planning
  
  **Action (years one and two)**: Examine thematic areas into which our various courses fit as a foundation for informing curriculum revisions and succession planning. See self-study recommendations A2,3,4 and 5 and D1

- **Recommendation**: Address student related concerns expressed in the Self Study about:
  
  - The level and type of experience students seek in software applications
  - The kinds of concerns students have with seminar courses
  - Why students report making infrequent use of library resources

  **Action (year one)**: Survey students to obtain more detailed information on these three issues, generate recommendations and determine appropriate actions. See self-study recommendations A6 and B1

- **Recommendation**: Provide more support for the Kwantlen Psychology Society (KPS) and Psychology Alumni – they are among our most significant assets
  
  **Action (years one and two)**: Discuss with the KPS and Alumni ways in which our department can most effectively support initiatives of mutual benefit to the student association, Alumni and the department. See self-study recommendation C-2

- **Recommendation**: Investigate workload distribution
**Action (year one):** Document faculty time spent on teaching, service (e.g. committee work) and scholarship

Discuss what service work needs to be done by faculty and how to best distribute it among members of the department. **See self-study recommendations D5, E2**

2) **Recommendations for which corresponding actions could be developed and implemented within the next few years pending additional resources:**

- Improve degree marketing – print, media, alumni testimonials, etc. **See self-study recommendation D4**
- Re-establish the advisory committee for our applied programs **See self-study recommendation D3 and external recommendation 5.1**
- Course and degree coordination support for the new BSc in Applied Psychology **See self-study recommendation A5**
- Ongoing enrolment and curriculum monitoring as well as corresponding curriculum maintenance support for the BAA and BA degrees **See self-study recommendations A2,3,4 and 5**
- Identify approaches internal to the department to better support faculty / student research initiatives **See self-study recommendation C2**
- Identify the resources that would be needed to support a graduate program in Psychology **See external recommendation 2.2**
- Improve the department website **See self-study recommendation D4**
- More effective monitoring and maintenance of the Psychology research participant pool **See self-study recommendation C2**
APPENDIX A

The following a summary of the recommendations on which the action plan is based (from the self-study and the external review).

Self-Study Recommendations:

While the program review utilizes data derived from less than optimum participant response rates, the general pattern of results appears to concur with observations made by the department during recent years and the review conveys a consistent and coherent portrayal of Kwantlen Psychology. Future program reviews must ensure that mechanisms are in place to encourage high levels of student and faculty engagement and that surveys are designed to capture all variables of anticipated interest. The Psychology Department makes the following recommendations, based upon the outcome of the present program review:

A) Quality of Educational Design
   1. Develop a formal statement of program purpose
   2. Review admission requirements for the BAA
   3. Review and revise required and elective courses for the BAA degree to increase flexibility
   4. Review and revise the hierarchy of prerequisites that currently exist in the BAA
   5. Examine the relationship between the BAA, BA and BSC
   6. Further assess student concerns about skill development in the use of spreadsheets, statistical software and possibly other types of computer applications

B) Quality of Educational Experience
   1. Develop more student-centered timetabling, especially for students in 3rd and 4th year in order to provide better access to upper level courses
   2. Work with the university to revise the timetabling matrix, to achieve consistency across all levels of the program and in the length of meeting time for our courses
   3. Make the education plan available to students so they can plan their courses several semesters in advance

C) Quality of Services, Resources and Facilities
   1. While students seem satisfied with the availability of resources such as the library, they make limited use of the library, possibly because they are not entirely aware of these resources. This should be further examined. Students need to be better informed and the psychology curriculum should better integrate use of institutional resources.
   2. Develop an expanded Departmental Centre to support faculty work environment, faculty-student interaction, and faculty research

D) Quality of Program Relationships and Connections
   1. Take steps to avoid unnecessary duplication in course content between core and breadth courses in Psychology degree programs
   2. Work with the appropriate student support departments towards an efficient, streamlined procedure for the granting of transfer credit
   3. Find the necessary support to revive the Psychology Advisory Committee
   4. Find ways to improve the marketing of our programs in Psychology
   5. Work within the department to address workload inequities between faculty members
E) Means by which the university can best support the Psychology Department in the future

1. Revise the university wide timetabling matrix to achieve consistency between upper and lower level courses by making all courses a consistent length
2. The faculty workload and evaluation models must reflect our university mandate, balancing teaching, research and service, with flexibility which allows individual faculty to make significant contributions in any of these areas. For Psychology, it is crucial that these models evolve in order to support the changing demands on Psychology faculty arising from multiple, maturing degree programs, and an increasing number of research-active faculty members.
3. Provide appropriate compensation for university level faculty work

**External Review Recommendations**

**Recommendation 2.1** The department should continue its efforts to enhance enrolments in the Bachelor of Applied Arts program through the following means: reduced prerequisites, fewer required courses, a name change that reduces the salience of the term “applied” in the degree title, and enhanced advertising to prospective students.

**Recommendation 2.2** The department should maintain its position that it would be premature to establish a graduate program in Psychology.

**Recommendation 3.1** The department should work with the administration to facilitate the flow of students through their degree programs in the 3rd and 4th years by improving the frequency, timing and predictability (advance timetabling) of course offerings both needed and wanted for degree completion.

**Recommendation 4.1** The department should examine ways in which offering more courses and sections using distance education formats could help improve course access for students and in the long-term reduce faculty workload.

**Recommendation 5.1** The Bachelor of Applied Arts Advisory Committee should be reestablished.

**Recommendation 6.1** The department should develop a strategic plan, one that not only charts a course for the future, but also establishes the administrative structures and processes that will support the department in the many decisions needed to realize its potential.

Prepared by Kevin Hamilton, Chair
May, 2010
**Issue:** Action plan arising from the program review of the English Language Studies program.

**For approval:** That Senate receive the action plan arising from the program review of the English Language Studies program.
To: Senate
From: Carolyn Robertson – Chair SSCPR
Date: June 28, 2010
Re: Program Review Action Plan – English Language Studies Program

The following set of recommendations and action items arise from the English Language Studies (ELST) program review process conducted in 2009 and are based on the self-study results and the findings of the external review team.

**Recommendation 1:**

Develop a three-year plan in consultation with all stakeholders in order to provide a mechanism for input to ongoing changes.

**Actions:**

- **Already implemented**
  - The Department recruited a faculty member to specifically address the recommendations of the External Program Review Committee to develop a three-year plan for program renewal. This faculty member is working closely with all faculty, particularly the Curriculum and Educational Planning Committees and will identify and be responsive to other stakeholders, such as ELS faculty and students, International Education and the School of Business.
  - Resources obtained: .25 time release position for one semester

- **Short-term deliverable: 1 - 6 months**
  - The program renewal plan will be presented to the department in Fall 2010.

- **Long-term deliverable: 6 – 36 months**
  - The department chairs will monitor the program renewal plan semi-annually to ensure that goals and timelines are being met.

**Recommendation 2:**

Review ways of dealing with pre-foundation level students (ELST 0020, 0031, & 0033) since they have drained essential resources away from the core and elective offerings of the Diploma Program.

**Actions:**

- **Long-term deliverable: 1 – 24 months**
  - The faculty member responsible for the Program Renewal Plan is currently engaged in consultations and discussions with ELS faculty, administration & International Education representatives. She will present to the department a proposal for the renewal of the pre-foundation levels, focusing on the development of a
comprehensive full-time program, with appropriate courses, for pre-foundation level international students.

- The department will lobby for sharing the revenue generated from pre-foundation level international students in order to enhance this proposed new program and the existing Diploma Program.

Resources desired: .25 time release position for one semester for pre-foundation program development.

**Recommendation 3:**

Improve student success and retention which has been undermined by the changes in credit requirements (from 15 to 9 credits per semester) by reviewing the current program’s educational design.

**Actions:**

- **Short – term deliverable: 1 – 12 months**
  - The faculty member responsible for the Program Renewal Plan is currently engaged in research, consultations and discussions with ELS faculty, the Curriculum and Ed. Planning Committees regarding
    - the feasibility of implementing a co-requisite course for ELST 0281
    - the revision of course outlines, beginning with Level 3
    - the analysis of extensive faculty and student surveys and focus groups pertaining to curriculum revision
    - the input from other divisional curriculum committees, such as Business, in order to make the revised ELS courses more relevant to university courses
    - the feasibility of developing adjunct courses to those UG courses popular with ELST students and ELST graduates
    - the completion of electives courses currently under-development which will provide more elective options for students

- **Long –term deliverable: 12 – 36 months**
  - Depending on the outcomes from the consultations and research regarding adjunct courses, adjunct courses will be developed.

  Resources desired: Appropriate time release for adjunct course development.

**Recommendation 4:**

Revitalize the career stream to complement the academic stream.

**Actions:**

- **Already implemented**
  - A program for internationally educated health professionals has been implemented.

- **Short – term deliverables: 1 – 12 months**
  - The department will submit a proposal to teach a specialized 12-week English for Engineers program.

- **Long – term deliverables: 1 – 36 months**
  - Investigate the possibility of developing other professional programs, such as English for International English Teachers.
  - Continue to examine the feasibility of developing a career stream in addition to developing specialized, customized professional programs.
Resources desired: Release time for program development and coordination as needed.

Recommendation 5:

Increase communication between International Education and the ELS Department to ensure continuous consultation and joint-decision making, particularly in curricular and pedagogical matters, and student recruitment initiatives, given the expertise of ELST faculty.

Actions:

a. Already implemented

- Monthly meetings have been held with International Education personnel in order to strengthen consultation and joint decision-making.
- Meetings have been held once a semester with International Education and ELS Admissions staff in order to improve registration mechanisms and ensure the needs of both domestic and international students are met.
- The Co-Chairs met with the Executive Director of Strategic Enrolment Management in order to present the External Reviewers’ recommendations and discuss future faculty collaboration, particularly in the area of student recruitment.
- A Fuyang-Kwantlen Advisory Committee, consisting of the Dean of Business, an ELS faculty member and three senior administrators from Fuyang No. 2 High School, has been established. The function of the committee is to review the partnership, its programs and make recommendations to the Kwantlen’s Director, International Programs and her Fuyang counterpart.

b. Short – term deliverables: 1 – 12 months

- The Co-Chairs will present an overview of the ELS Diploma Program to International recruiters, advisors, and admissions staff in order to better understand the program’s strengths and pedagogical underpinnings.
- The Co-Chairs will collaborate with International personnel on redesigning the program and course information guide so that it is more student-friendly.
- The Co-Chairs will meet with the Associate VP, Strategic Enrolment Management to discuss the continued involvement of the ELST department under the new structure for International Education.

Recommendation 6:

Investigate the potential for community-focused initiatives.

Actions:

a. Short – term deliverables: 1 – 12 months

- Kwantlen Polytechnic University, Richmond Public Library and Immigrant Services Society of British Columbia will establish an 18-week peer-tutor program in the Richmond Public Library-Main Branch. Peer-tutors will assist ESL community members and immigrants to develop English language skills and find information related to their previous or desired employment goals.

Resources obtained: $704.00 from .6% Kwantlen Funding Grant to provide tutor training in addition to the $5,000.00 Richmond Community Literacy grant that will pay the tutors and tutor mentor.

- Two in-service learning courses that require students to volunteer in the community are under-development.
Resources obtained: .25 release time position for one semester

b. Long – term deliverables: 1 – 36 months
   • Future initiatives include collaborating with colleagues in ACP & ABE on community outreach programs.

**Recommendation 7:**

Take positive steps to stabilize the educational environment.

**Actions:**

a. **Already implemented**
   • 7 faculty have received an increase in their appointment levels from 50% to 100%
   • 2 faculty have been regularized at 50%

b. **Long – term deliverables: 1 – 24 months**
   • The Assessment committee is currently investigating the feasibility of off-shore testing of internationally-recruited ESL students. It is piloting an alternative placement test which could possibly be used for this purpose. Such an initiative is likely to contribute significantly to stabilizing the department by facilitating long-term planning, and enabling courses to be assigned to faculty earlier.

   Resources desired: .25 time release position to investigate alternative placement tests, targeted primarily at off-shore or remote testing.

**Recommendation 8:**

Maintain the excellent working relationship and rapport that currently exists between the ELS Department, Learning Centre, Library, Counselling and Educational Advising.

**Actions:**

a. **Already implemented:**
   • The Co-Chairs of ELST met with Student Services in order to discuss the impact of current restructuring initiatives on the Learning Centre. This remains an ongoing concern and is being monitored.
   • ELST A/V materials have been moved to the Library, where they will now be administered.
   • Faculty from Counselling regularly visit ELST classrooms and department meetings to facilitate communication between departments.

**Recommendation 9:**

Upgrade the educational technology.

**Actions:**

a. **Already implemented:**
   • The outdated Sony lab. has been discontinued
   • The lab. and resource committees have been combined and streamlined under the Multimedia Committee
   • The .50 lab. coordinator position has been reassigned to 2 X .25 Multimedia coordinator positions.

b. **Short – term deliverables: 1 – 12 months**
• A state-of-the art virtual multimedia system, the CAN – 8 will be implemented
• All ELS faculty will be trained by the Coordinators of the Multimedia Committee and their peers on using the CAN - 8 system.

**Recommendation 10:**

Investigate ways of resolving office space limitations.

**Actions:**

a. **Short – term deliverables: 1 – 12 months**
   - Two faculty have formed a committee to investigate ways of improving the current office space situation, especially in large open offices. They have consulted with faculty and facilities and will make recommendations.

b. **Long – term deliverables: 1 – 36 months**
   - Continue to investigate the possibility of a departmental wing of ELST offices at the Richmond and Surrey campuses, permanent year-round faculty desks and ESL designated classrooms.

**Recommendation 11:**

Collaborate and promote programming within KPU, in the local community and in the global community.

**Actions:**

a. **Short – term deliverables: 1 – 12 months**
   - Richmond Public Library initiative (See Recommendation 6)
   - ELS faculty currently collaborate with the LCOM department in the Fuyang Boost Camp, an intensive university-readiness program for international graduates from Fuyang No. 2 High School.
   - Further future collaboration in course design and delivery is under discussion.

b. **Long – term deliverables: 1 – 36 months**
   - Collaborate with EDST department in the design and delivery of a B.Ed. degree.
   - Collaborate with colleagues in ACP & ABE on community outreach programs.
   - Continue to investigate language programming opportunities at other campuses, such as Langley.

Resources desired: .25% release time for degree/program development and coordination.

Prepared by: Wendy Royal, Co-chair, ELST
May, 2010
Issue: The Senate Task Force on Academic Rank and Advancement held its inaugural meeting on June 18, 2010.

For Information: M. Androsiuk and T. Sato attended as incoming and outgoing Senate Vice Chairs to facilitate the first meeting. Among the discussions were the Task force's mandate and meeting schedule and work plan. The Task Force seeks clarification on its mandate from Senate (please see motion #2 below). The task force elected Don Reddick as its Chair.

For approval: Motion #1: THAT Senate approve Don Reddick as the Chair of the Senate Task Force on Academic Rank and Advancement.

Motion #2: THAT Senate confirms that the mandate of the committee is to discuss, investigate and determine the rationale for Rank and Advancement, and based on that rationale, to develop a framework.
SENATE

MEETING DATE: June 28, 2010
AGENDA #: 16
PREPARED BY: Takashi Sato

**Issue:** Extended Reading Break Variance Review Panel final report

**For Information:** Formed in 2008 to review requests for variances to the regular academic schedule

**For approval:** That Senate dissolve the Extended Reading Break Variance Review Panel
In April 2008, following a period of consultation undertaken by its members, Education Council, in accordance with College and Institute Act 23(1)h, University Act 35.2 (6)h and Policy B.1, approved the academic schedule for 2009/2010 that accommodates a 10 day break to coincide with the Vancouver 2010 Olympic Winter Games.

As part of this approval, Education Council resolved to establish a panel to review requests for variance from this schedule so specific programs that have legitimate academic reasons can apply to continue instruction during the period in question.

The Extended Reading Break Variance Review Panel was established by Senate in March 2009 with the following members: D. Goedbloed, J. Nicolson-Church and T. Sato (chair). [Please see attached for details.]

Upon recommendation of the panel, Senate has approved variances from the following programs:
- Special Education Teacher Assistant certificate program
- Public Safety Communications certificate program
- Critical Care Nursing post-baccalaureate certificate
- Automotive Service Technician – Foundation
- Parts and Warehousing – Foundation
- Welding – Levels C, B, A, and ACE IT
- Metal Fabrication – Foundation
- Appliance Service Repair – Apprenticeship
- Millwright – Foundation and ACE IT
- Plumbing - Foundation and ACE IT
- Electrical – Apprenticeship
- Masonry – Foundation
- Carpentry – Apprenticeship, and
- Programs with co-operative education components.

The natures of the variances were previously reported to Senate accompanying the original requests.

In addition, the panel and its chair received a number of inquiries that did not ultimately result in applications for variance.

On behalf of the panel, I recommend that the panel now be dissolved, having completed its assigned task.
Extended Reading Break Variance Review Panel

(Approved by Senate, March 30, 2009)

- On behalf of Senate, the panel will review applications for variance from the academic schedule established for the period approved by Education Council.
- The panel reports to Senate of its decisions and other activities.
- The panel reviews requests on the basis of academic merit. Once approved by Senate, operational issues may require resolution in other forums.
- Requests for variance are to be made to the Olympic Break Variance Review Panel in writing through the University Secretariat and will include:
  - The specifics of the variance such as exact dates and reasons why variance is required
  - Signatures of the program chair/coordinator & administrator supporting the request.
- The panel reviews requests on a regular basis.
- Each request will be reviewed for its own merit, independently of others.
- Requests will not be denied without an opportunity for the requestor to meet with the panel to present her case.
- The panel will make recommendations for approval by Senate.
- The panel will establish and publish deadlines.
- The panel will make a final report to Senate in 2010 after the conclusion of Olympic related activities and related discussion.

- Membership:
  - D. Goedbloed Senator
  - J. Nicolson-Church
  - T. Sato Senator
SENATE

MEETING DATE: June 28, 2010
AGENDA #: 17
PRESENTED BY: Jody Gordon

**Issue:** Approval of graduates to June 28, 2010.

**For approval:** That Senate approve the graduates to June 28, 2010.
Graduates for Senate Approval

**SENATE MEETING:** Monday, 28-Jun-2010

**Graduates from the Faculty of Business**

**Post Baccalaureate Diploma**

- Post Baccalaureate Diploma in Human Resources Management
  - Harsimran Kaur Kahlon
  - Shyam Sunder Logani

**Baccalaureate Degree**

- Bachelor of Technology in Information Technology
  - William Douglas Puckering

**Diploma**

- Diploma in Accounting
  - Fawad Ahmad
  - Ramneet Kaur Bal
  - Kevraj Singh Dhillon
  - Najia Razi Kirmanı
  - Jun Jie Li
  - Kim Phuong An Nguyen
  - Carrie Rose Roberts
  - Gurpreet Kaur Sanghera
  - Christopher Anthony Smith
  - Richard Tarsem Singh Sran
  - Zi Ya Wu
  - Ao Zhang

- Diploma in Business Administration
  - Jesse William Chezenko

- Diploma in Business Management
  - Guzal R Baikova
  - Shaun Martin Booth
  - Erik Kurt Landert
  - Matthew Scott Lisson
  - Megan Martinez Quinto
  - George David Tymchuk

- Diploma in Computer Information Systems
  - Ka Yin Wong
  - Michael Thean Ming Yap

- Diploma in Computer Information Systems, Cooperative Education Option
  - Robin Cailen Balabanov
  - Tieu Yen Chau

- Diploma in General Business Studies
  - Theresa Wong

- Diploma in Marketing Management
  - Sajid Desai
  - Maria Regina Silverio Diego
  - Simerjit Kaur Malhi
  - Mark James Wilson

- Diploma in Marketing Management, Cooperative Education Option
  - Sydney Elyse Roberts
Certificate
Certificate in Accounting
Guanghua Stephanie Long  Joshua Marc Plamondon

Certificate in Business Management
Michelle Nancy Adams  Nowell Thomas Eduard Albrecht

Certificate in Computer Information Systems
Balraj Singh Bachu  Manbir Singh Natt
Reby Michael Cabael Banez  Amrik Singh
John Bui

Certificate in Legal Administrative Studies
Jennifer Ryaanne Aubie
Kristal Anne Denis
With Distinction
Robyn Sara Wheeler

Graduates from the Faculty of Community and Health Studies
Post Baccalaureate Certificate
Post Baccalaureate Certificate in Critical Care Nursing
Peternella Kerkhoff  Bonnie Renee Van Laar
With Distinction  With Distinction
Sean Roy Tinney  Mandy Yan Lui Wu
With Distinction  With Distinction

Baccalaureate Degree
Bachelor of Psychiatric Nursing
Holly Lorraine Genereux  With Distinction

Certificate
Certificate in Gerontology-Based Therapeutic Recreation
Melissa May Bates  Aubrey Brooke Morrison
Brandi-lee Ashley Boone  With Distinction
Andrea Victoria Campbell  Shalendiri Vijeta Naidu
With Distinction  With Distinction
Patricia Anne Dorsett  Eladio Panes Jr
With Distinction  Nubia Miralda Pelayo
Russell Bradley Fuller  Miralda Reyes Retana
Nicole Giorgio  Jennifer Sarah Scott
Wendy Rae Matthews  With Distinction
With Distinction  Wendy Jane Scott
Patricia Louise McLean  With Distinction
With Distinction  Trina Janine Umali
Dorota Anna Mioduszewska  With Distinction
Certificate in Health Unit Coordinator

Mandeep Kaur Bains
   With Distinction
Sarabjit Kaur Chahal
   With Distinction
Cara Lee Cochlin
   With Distinction
Brittany Anne Easey
   With Distinction
Ramandeep Grewal
   With Distinction
Kaitlyn Gay Holland
   With Distinction
Jessica Mary-Grace Johnston
   With Distinction
Caitlyn Erin Jones
   With Distinction
Tara Maria Keigher
   With Distinction
Khushbu Khatri
   With Distinction
Mandeep Mandy Mann
   With Distinction
Karissa Frances Roberta McGill
   With Distinction
Jessica Pambid
Nicole Leanne Sanderson
   With Distinction
Ashley Artie Sang
   With Distinction
Rona Schroeder
   With Distinction
Alisha Noori Shafique
Avinash Kaur Sidhu
Patricia Andrea Steinigans
   With Distinction
Ashley Jessica Stevenson
   With Distinction
Leanne Ying Tam
Indira Devi Thendal
Kimberly Michelle Toth
   With Distinction
Nga Tran
   With Distinction

Certificate in Home Support/Resident Care Attendant

Reynaldo Dionis Cruz
   With Distinction
Angelo Romano Dela Fuente
   With Distinction
Maria De Fatima Herrera Acevedo
   With Distinction

Certificate in Special Education Teacher Assistant

Kimberly Taylor Ainsworth
   With Distinction
Stephanie Marie Alvernaz
   With Distinction
Sarah Joanne Anderson
   With Distinction
Babita Kaur Bahd
   With Distinction
Melissa Marie Bell
   With Distinction
Rebecca Billman
   With Distinction
Beth Miriam Birkin
   With Distinction
Calle Branner
   With Distinction
Kristin Melissa Bryan
   With Distinction
Gulsan Fikrat Burakaz
   With Distinction
Alecia Zoe Carlson
   With Distinction
Maureen Kim Cheung
   With Distinction
Lorena Cordero Cordoba
   With Distinction
Julie Curtis
   With Distinction
Sylvia Damgaard
   With Distinction
Lisa Michelle Davey
Jeanette Hilda Davies
   With Distinction
Christine Mary de Bulnes
   With Distinction
Esther Lydia Doerksen
Doina Gabriela Dragomir
   With Distinction
Kristine Elizabeth C Dufrane
Sarah Jean Louise Edwards
   With Distinction
Chelsey Nadine Gilliland
Sara Cristine Gomes
Elizabeth Rose Gordon
Kathleen Dawn Gyorgy
Sharon Heath
   With Distinction
Tara Liane Helps
   With Distinction
Shannon Nadine Houweling
   With Distinction
Lynda Marie Janson
   With Distinction
Roseva Tannetta Klop
   With Distinction
Lisa Beverly Kwan
   With Distinction
Catherine Zoe Laskoski
   With Distinction
Tina M Lee
   With Distinction
Darlene Lohnes
   With Distinction
Lollita Mishel Lore
   With Distinction
Nancy Susan Lynch
   With Distinction
Meghan Richelle Macdonald
Kellie Leanne Marquet
   With Distinction
Wendy Diane Marquis
   With Distinction
Tina Lise McAllister
Sharon McInnes
   With Distinction
Jocelyn Vanessa Mercer
   With Distinction
Deborah Micke
   With Distinction
Kimberley Anne Montgomery
   With Distinction
Tanya Lee Parsons  
With Distinction  
Carolyn Frances Partington  
With Distinction  
Lisa Margaret Peppard  
With Distinction  
Casey Effie Pruden  
Karla Vanessa Puac  
With Distinction  
Amy Maria Rogers  
With Distinction  
Anureet Kaur Sanghera  
With Distinction  
Kayla-Ann Stephanie Schmidt  
With Distinction  
Amanda Jody Schurz  
Jessica Lynae Scott  
With Distinction  
Shannon Elizabeth Seriani  
With Distinction  
Heather Diana Sharp  
With Distinction  
Esha Kaur Shoker  
Joanne Michelle Sinclair  
With Distinction  
Virginia Smart  
With Distinction  
Lisa Sugihara  
With Distinction  
Dong Tang  
With Distinction  
Carmela Taylor  
With Distinction  
Gloria Ter Haar  
Annette Eva Thompson  
Sherri Roxanne Van De Poll  
With Distinction  
Dawn Dorothy Vanderzwan  
Lea Anne Wallingford  
With Distinction  
Kaitlin Tiara Dawn Williams  
Jennifer Ann Williamson  
With Distinction  
Kim Wright  
With Distinction  
Sara Wynne  

Graduates from the Faculty of Design  
Baccalaureate Degree  
Bachelor of Applied Design in Interior Design  
Erika Hiromi Kasuga  
With Distinction
Diploma
Diploma in Fashion Design and Technology
Hannah Tess Willetts

Certificate
Certificate in Interdisciplinary Design Studies
Alejandra Horsley
Kali Lyn McAndless

Graduates from the Faculty of Humanities
Diploma
Diploma in Fine Arts
Carly Elizabeth Norton

Diploma in Music - General Studies
Joshua Alexandre Denny-Keys
Richard Marcel Vokes
Yi-Chin Huang

Certificate
Certificate in Fine Arts
Kathryn Rose Callaghan
XiaoBei Wang

Certificate in Music
Alicia Lynn Emery

Graduates from the Faculty of Science and Horticulture
Diploma
Diploma in Horticulture Technology - Landscape Design and Installation
Emily Jane Balzer
With Distinction

Certificate
Certificate in Applied Science
Stanley Siu Chung Chan

Certificate in Engineering
Vitaly Yuryevich Dmitrenko

Graduates from the Faculty of Social Sciences
Baccalaureate Degree
Bachelor of Arts - Double Minor in History and Sociology
Jung-Whan Cho

Bachelor of Arts - Major in Psychology
Kristi Noelle Mandin
Ofir Vaisman

Bachelor of Arts - Major in Psychology, Minor in History
Maryke Westervelt
Bachelor of Arts in Community Criminal Justice
Corrin Anne Scialdone

Associate Degree
Associate of Arts Degree in Criminology
Corrin Anne Scialdone
Von Ronald Torres

Associate of Arts Degree in General Studies
Emily So

Associate of Arts Degree in Psychology
Christopher Wayne Bath
Yi-Lin Lin
Suad Hassan Mohamed
Olivia Gai Yin Yeung

Associate of Arts Degree in Sociology
Rosalyn Kaur Dhillon

Diploma
Diploma in Arts
Andrea Christine Harvey

Diploma in Criminology
Shamsher Singh Mangat

Diploma in Journalism
Justin Michael Langille
With Distinction

Graduates from the Faculty of Trades and Technology
Certificate
Certificate in Automotive Service Technician
Mohammed Ishtiaq Dean
Thomas Christopher DeWolff
Sahil Kalra
Alex Philippe Lagasse
Cole Alfredo Manansala
With Distinction
Karnveer Singh Mander
Joseph Alexander Marcoux
Sean T McCarney
With Distinction
Michael John Minett
Ryan Muller
Ginno Paul Narcelles
Daniel Richard Senger
Bradley Dennis Warren
Kyle Walter Wegner
With Distinction
Colton Jaymes Whelan

Certificate in Welding - Level C
George Caouette
James Wayne Cunningham
With Distinction
Gurbir Singh Grewal
With Distinction
Kaelen Alexander McGuire  
With Distinction  
Jonathan Harry Mintern  
With Distinction  
Douglas Moon  
Dana Marion Snell  
With Distinction  
Dexter Thomas Staples  
With Distinction  
Kevin Peter Summerton  
With Distinction  
Sundeep Thandi  

Citation  
Citation in Computer Aided Design and Drafting  
Khoa Dang Nguyen  

Citation in Parts and Warehousing  
Ramir Cacho Cabansag  
Michael Macintyre French  
With Distinction  
Darin Galasso  
With Distinction  
Bhawanjot Singh Grewal  
Amit Kalsi  
Scott Willian Matich  
With Distinction  
Gerald Donald Redman  
With Distinction  
Lance Jubal Stevens  
Jude Whitford  
With Distinction  
Richard Alexander Wong  
With Distinction
For Information: Presentation of the Dean’s Honour Roll recipients for the Spring semester 2010

As per Policy L.3 Dean’s Honour Roll

Principles
1. A student in a semester-based or term-based program who meets all of the following conditions will be placed on the Dean’s Honour Roll: a. The student has completed fifteen (15) or more semester credit hours at Kwantlen Polytechnic University.

b. The student has a CGPA of 3.75 or greater.

c. The student has a TGPA of 3.5 or greater for the semester being evaluated.

Assessment for determining placement on the Dean’s Honour Roll will occur at the end of each semester or term, as appropriate.

2. A student in a program for which only grades of MAS and NCG are assigned (e.g. trades, vocational, health sciences, adult basic education) will be placed on the Dean’s Honour Roll at the completion of her/his program upon the recommendation of the program coordinator/instructor in recognition of outstanding achievement or performance.

Procedure
1. Names will be recommended to the dean for approval.

2. The official transcript of a student placed on the Dean’s Honour Roll will include the phrase DEAN’S HONOUR ROLL immediately following the entry for each enrolment period in which this distinction was earned.

3. Each student placed on the Dean’s Honour Roll will receive a letter of commendation from the dean.

4. In addition, a list of the names of those honoured may be presented to the University Senate and published on the University web site.
Dean's Honour Roll

Dean's Honour Roll for 2010

Faculty of Business

Bachelor of Business Administration in Accounting

Arnie Nicola Cardenas Aquino
Ka Lee Chan
Mandy Lai-Mun Chan
Muhammad Amad Chaudhry
Matthew Clayton
Andrew William Code
Craig Anthony Cook
Jagjit Singh Dhesi
Katherine Amy Fisher
Anne-Marie Elizabeth Fuller
Amman Gill
Sarah Joy Hewlett
Jonathan Hubele

Kirsten Marie Klemke
Cameron Timothy Nichol
Baldeep Randhawa
Sarah Catherine Reader
Janna Rudetsky
Samuel Ronald Schafhauser
Alyssa Victoria Seney
Amerjot Kaur Sidhu
Tabassum Mohammed Syed
Harpreet Virk
Anita Yunmeng Ying
Lucy Ran Zhao

Bachelor of Business Administration in Entrepreneurial Leadership

Nikita Louise Iggulden
Thomas Connor Johnston
Cindy E Wern Kok

Ryan Patrick McCutcheon
Sidney Spencer Dy Tan

Bachelor of Business Administration in Entrepreneurial Leadership, Cooperative Education Option

Kunal Sharma

Bachelor of Business Administration in Human Resources Management

Veronica Carolyn Miller
Ka Yee Ng

Alison Michelle Sung
Leanne Michelle Thiessen

Bachelor of Technology in Information Technology

Asad Khan
Ramin Kholoussi

Jason Navarro

Diploma in Accounting

Ali Asghar
Vikram Singh Brar
Jayson Claude Brown
Jian Hong Chang
Lijie Chen
Lixiao Du
Charna Erlichman
Shannon Nicole Fleming
Leann Flichel
Sohaib Khader
Wai Fong Irene Lam

Jin Fen Li
Fei Liu
James Patrick Macvey
Tejpreet Kaur Rehal
Kristina Joy Na Sampang
Qianli Shi
Stephanie Lee Ann Smith
Huan Xu
Jing Hua Yu
Xin Zou
Diploma in Business Administration

Dongni Chen
Kathrene Genosa
Stella Hartley
Daeun Kim
Chi Kwong Ng

Wajahat Hussain Syed
Erik Andrew Tammpere
Xiaomeng Wang
Le Zhang

Diploma in Business Management

Phoabi Ashley Bambury
Richard Frederick Bosma
Natalia Iakovleva
Keya Danielle Milaire

John Robertshaw-Frazer
Alan James Saw
Justin Frederick Taylor

Diploma in General Business Studies

Beatrix Chua Atienza

Nicholas Lee

Diploma in Marketing Management

Laura Jane Davis
Amy Dykman

Tsu Ta Lee

Diploma in Marketing Management, Cooperative Education Option

Samantha Bryanne Lowe

Certificate in Accounting

Elmer Ignacio Portacio

Certificate in Business Management

Matthew Harris

Certificate in Computer Information Systems

Alex Thomas Brenzinger
Certificate in Legal Administrative Studies

Nikki Lynn Colson
Kristal Anne Denis
Laura Lesley Martin
Shelley Ann Nicholls
Tabatha Shannon Seddon
Melanie J. Simpson
Alexa Rose Suter
Grace Jane Toy

Faculty of Community and Health Studies
Post Baccalaureate Certificate in Critical Care Nursing

Peternella Kerkhoff
Sean Roy Tinney
Mandy Yan Lui Wu

Bachelor of Psychiatric Nursing

Nicole Denise Barnwell
Bailey Camille Borden
Erin Melissa Chapin
Mark Danielle Salamanca Garcia
Stacy Christine Mayo Hanson
Kristin Ann Jagt
Kimberly Joan Mullett
Shirl Kristiane Mejia Santos
Danielle Thebaud
Lee M.K. Van Paassen
Jennifer Ann Whitehurst

Bachelor of Science in Nursing

Sarah Alasaly
Amie Lynn Arrieta
Raquel Dawn Baloun
Dayle Rene Beatty
Louise Ann Benoit
Indpreet Bhatoa
Jagdeep Kaur Biln
Dennis Carl Briggs
Susan Butler
Marylee Hazel Chu
Nathene De Bruin
Michelle Deanne Deboersap
Diane Raquel Eder
Jennifer Alexandra Fast
Elyse Marie Frost
Kathleen Holly Giesbrecht
Inderdeep Kaur Gill
Sarah Joan Greenfield
Harjothe Kaur Grewal
Melanie Lyne Guindon
Ravneet Kaur Jaura
Simratpal Kaur Johal
Zahra Khoddam
Karen Patricia Konings
Reena Kaur Kullar
Jessica Paige Kyle
Sheena Marit Main
Cassandra Kelsy Marshall
Carissa Anne Milaney
Annie Carole Elizabet Parry
Karishma Patel
Isabella Peggi
Shine Mary Philip
Shannon Donna Prear
Amanda Lise Reimer
Sharon Catherine Roeder
Larissa Sotto
Brianne Ashley Southcott
Colleen Elizabeth Tims
Sylwia Patrycja Tomczyk
Rosieni Nina Velasco
Laura Joy Villaruel
Megan Colleen Wiebe

Certificate in Gerontology-Based Therapeutic Recreation

Andrea Victoria Campbell
Patricia Anne Dorsett
Wendy Rae Matthews
Patricia Louise McLean
Dorota Anna Mioduszewska
Aubrey Brooke Morrison
Shalendiri Vijeta Naidu
Jennifer Lynn Remillard
Wendy Jane Scott
Certificate in Graduate Nurse, Internationally Educated Re-entry
Gagandeep Kaur Bhullar
Aleza Ellen Cabang Corpuz
Sherry Ras Dayrit
Yeong-Yi Kao
Gurmeet Kaur Lail
Xiao Mei Liu
Aisa Camille Bicomong Nacorda
Haleh Rahman-Setayesh
Martina Tekelova
Pei Hong Xu

Certificate in Health Unit Coordinator
Sarabjit Kaur Chahal
Cara Lee Cochlin
Gina Luree Deacon
Ramandeep Grewal
Kaitlyn Gay Holland
Jessica Mary-Grace Johnston
Caitlyn Erin Jones
Khushbu Khatri
Mandeep Mandy Mann
Karissa Frances Roberta McGill
Nicole Leanne Sanderson
Ashley Artie Sang
Rona Schroeder
Patricia Andrea Steinigans
Ashley Jessica Stevenson
Leanne Ying Tam
Nga Tran

Certificate in Special Education Teacher Assistant
Melissa Marie Bell
Beth Miriam Birkin
Gulsan Fikrat Burakaz
Alecia Zoe Carlson
Julie Curtis
Jeanette Hilda Davies
Christine Mary de Bulnes
Doina Gabriela Dragomir
Sarah Jean Louise Edwards
Kathleen Dawn Gyorgy
Lindsay Michael Hans
Sharon Heath
Shannon Nadine Houweling
Kiranpreet Kaur Jammu
Lynda Marie Janson
Roseva Tannetta Klop
Lisa Beverly Kwan
Shelley Ruth Laird
Pui Kei Lau
Tina M Lee
Darlene Lohnes
Lollita Mishel Lore
James Callum Lynch
Nancy Susan Lynch
Deborah Dianna Mahon
Kellie Leanne Marquet
Williamson
Kim Wright
Wendy Diane Marquis
Juliana Erika Mattiazzo
Sharon Mclnnes
Jocelyn Vanessa Mercer
Deborah Micke
Kimberley Anne Montgomery
Doris Panovic
Tanya Lee Parsons
Carolyn Lee Parsons
Lisa Margaret Peppard
Karla Vanessa Puac
Anureet Kaur Sanghera
Kayla-Ann Stephanie Schmidt
Jessica Lynae Scott
Heather Diana Sharp
Joanne Michelle Sinclair
Virginia Smart
Chao Yueh Su
Lisa Sugihara
Dong Tang
Carmela Taylor
Jennifer Lynne Thiel
Sherri Roxanne Van De Poll
Lea Anne Wallingford
Jennifer Ann
Faculty of Design

Bachelor of Applied Design in Fashion Design and Technology

Tanya Rose Ens
Mikki Genevieve Fox
Jordana Caisley Kokoszka

Bria Alexandra Lear
Rheanne Elizabeth Segstro
Jacqueline Danielle Smith

Bachelor of Applied Design in Graphic Design for Marketing

Yu Shih Chang
Candace Zee May Cheung
Erica Lee Craig
Johanna Caitlin Devitt
Vivian Winnie Hui
Vanessa Rae Klassen
Madeline Laura Koeberling
Tianna Nidia Kwong
Mitzi Chantalle Lacsamana

Joann Ting Lee
Katherine Michelle Lee
Alicia Millham
Terri Ng
Andrew Glenn Passas
Romina Luz Puno
Nathalie Vivian Uribe
Davidson Yeap
Yekaterina Yelizarov

Bachelor of Applied Design in Interior Design

Coralynn Marie Buss
Beatrice Chin-Muschol
Danielle Ann Evans
Katherine Jaclyn Gauley
Nicole Christine Gomes
Amy Hagedorn
Ho Man Ho
Austin Lee Lidstone

Jessica Lynne McGillivray
Lucas H Nightingale
Roselyne Marie Rheaume
Hailee Alana Rogerson
Amanda Joy Schafer
Kaylie Marie Seeton
Lisa Melanie Yip

Bachelor of Design, Graphic Design for Marketing

Michael Chung
Nichola Paige Forshaw
Lucie Elisabeth Radcliffe

Emily Tuyet Mai Tang
Jessalynn Jia-Ying Tran

Bachelor of Interior Design

Jessica Lynn Little

Cara Nicole Seeton

Certificate in Fashion Marketing

Jaclyn Diane Keene
Sara May Louden

Nicole Michiko Von Szombathy

Certificate in Interdisciplinary Design Studies

Siu Kwan Chan
Katlin Mavis Ann Date
Mary Jean Domagala
Tord Andreas Eiken
Lynn Marie Fingerwos
Margarita Martinez

Lia Jamie Kimiko McMillan
Jenney Shi
Larissa Alexandra Thornton
Jenny E. Vasilopoulos
Kieran Wallace
Faculty of Humanities

Bachelor of Arts - Double Minor in Creative Writing and English
Taryn MacLeod Pearcey

Bachelor of Arts - Double Minor in English and Mathematics

   Peter Daniel Sawatzky                        Nathaniel Ho Truong

Bachelor of Arts - Major in English

   Sean Chris Bradshaw                        Natalie Jean Rousseau
   Janet Elizabeth Eastwood                  Manabu Seki

Bachelor of Arts - Major in English, Minor in Creative Writing
Gillian Jane Dunks

Associate of Arts Degree in Creative Writing
Claire Suzanne Munro

Associate of Arts Degree in English

   Macaela Naomi MacWilliams                  Alina Kathleen McClement

Associate of Arts Degree in Music
Kevin Elliott Young

Diploma in Fine Arts
Elizabeth Jacob

Diploma in Music - General Studies

   Blake Albert Noel Gervais                 Donna Elena Reimchen
   Sylvie Martineau                          Jessica Rae Taylor
   Katie Amelia Miller

Certificate in Fine Arts

   Sean Jerome Thomas Cox                   Nathaniel Judah Paras
   Heather Diane Main

Certificate in Music

   Margaret Head                           Kaelan Wong
   Nicholas Jordan Wilson

Faculty of Science and Horticulture

Associate of Science Degree in Biology

   Yung Hsing Huang                         Nathaniel Judah Paras
   Jennifer Joyce McLay                    Kaelan Wong
Associate of Science Degree in Business Administration

Bo Yu Ge
Laura Matha
Tze Ying Siu

Associate of Science Degree in General Science

Erica Kirsten Ayers
Deepak Bhangu
Arminder Kaur Chandi
Jillian Dawn Charlton
Veronika Dikoun
Samantha Ronece Lewis
Ka Wing Wong

Associate of Science Degree in Mathematics

Benjamin David Mullins

Diploma in Horticulture Technology

Tiffany Ellen Willis

Diploma in Horticulture Technology - Greenhouse/Nursery Production

Muhammad Amin
Fraser John Campbell
Kimberley Dahl
Brian William Michels
Julia Ratcliffe
Arnold Steven Sterkenburg
Rebecca Ann-Lori Stevenson

Diploma in Horticulture Technology - Landscape Design and Installation

Emily Jane Balzer
Jenelle Leah Cassidy
Jason Micheal Ducharme Lussier
Sheena J Fisher
Megan Deanna Mcdonald
Dana Walli Simpson
Cahlie Rhiannon St. Pierre
Karen Thompson
Alexis Raeann Wiessler
Jesse Gordon Zaitsoff

Diploma in Horticulture Technology - Turf Management

Daniel Jay Allen
Jared Nightingale

Diploma of Technology in Environmental Protection, Cooperative Education Option

Yvonne Fung Yue Lam
Erin Michelle Nielsen

Certificate in Engineering

Daniel Byron Gray
Nazeer Mojaab

Faculty of Social Sciences

Bachelor of Applied Arts in Psychology

Carly Marie Borden
Cyrus Siao Ming Lee
Bobbi Lusic
Bachelor of Applied Arts in Psychology - Honours
Louise Rita Meilleur
Alexander Maurice Wilson

Bachelor of Applied Journalism
Jessica Gail Bell
Sandy Michele Buemann
Nathalie Heiberg-Harrison
Sarah Elisabeth Jackson

Justin Michael Langille
Stephan Andre Struve
Leslie Mitchell Thompson
Jacob Paul Zinn

Bachelor of Applied Journalism - Concentration in Public Relations
Anastasia Lynn Kirk

Bachelor of Arts - Double Minor in Anthropology and Mathematics
Lesli Janine Maclean

Bachelor of Arts - Double Minor in Criminology and Psychology
Michael Donavan Singh Finch

Bachelor of Arts - Double Minor in History and Psychology
Amanda Jean Whiteford

Bachelor of Arts - General Studies
Elaine Rae Bridger
Alison Mary-Elizabeth Cartmel
Andrea Maria Danyluk
Samuel Paul Drinovz
Adam Kyle Fourchalk
Carla Joan Garcia
Marlena Christina Ginocchio
Timothy Steven Goertzen
Stefanie Marie Kapka
Jaskirn Kaur Mangat

Shannon Denise Mcdonald
Brittany Christine McNeil
Virginia Eleanor Sayre
Sapalo Shafoooli
Jessica Sobolewske
Katrina Nicole Tucker
Danielle Nicole Vallee
Keri Lynn van Gerven
Kelsey Diane Vass
Nicole Denise Wittenberg

Bachelor of Arts - Major in Criminology
Sean Gordon Barber
Corey William Braddick
Michela Vittoria Fiorido
Artyom Khachaturou
Harpreet Kaur Lalli
Musarrat Sheerin Malawiya

Alex Pang
Zena Rossouw
Preetika Sohpaul
Kelsey Corrine Thumath
Paige Angelina Wallace

Bachelor of Arts - Major in Criminology - Honours
Natasha Marie Leech

Bachelor of Arts - Major in History
Richard Aaron Copeland
Anthony Clive Roberts

Kajra Verma
Bachelor of Arts - Major in History, Minor in Psychology
Rachel Anne Kimber

Bachelor of Arts - Major in Psychology
Jaskaran Kaur Bola
Christina Michelle Briggs
Allison Jessica Brock
Jerrica Anne Burr
Jordan Chanel Deppiesse
Jaspinder Kaur Dhatt
Leslie Jeanette Gordon
Tannys Cheryl Gray
Michele Lana Gruenhage
Christine Ashleigh Kwan
Justin Edward McGregor
Jamie Rich

Bachelor of Arts - Major in Psychology - Honours
Hayley Renee Leveque

Bachelor of Arts in Community Criminal Justice
Stefanie Michelle Leonard

Bachelor of Journalism
Miranda Gathercole
Matt Law
Amanda Punshon
Hayley Marguerite Woodin
Jeffrey Adam Yip

Associate of Arts Degree in Criminology
Andrea Pilgrim
Anurag Saini
Kim Melissa Yong

Associate of Arts Degree in Economics
Yu Cheng Shen

Associate of Arts Degree in General Studies
Bai Qing Chen
Jessica Michelle Christopherson
Lison Daubigeon
Charles Michael Goodwin
Yimin Guo
Nicole Lee Hollinson
Ahmed Tariq Joyia
Tania Maria Leiva
Erica Li-Leger
Stephanie Ann MacKay
Ryan Thomas Matheuszik
Stephanie Evelyne McDonald
Julia Katharine McInnis
Fabio Malcolm McLeod
Brandon Andrew Morton
Bethany Grace Neufeld
Ryan Gary Nordal
Vivian Maria Pencz
Bianca Erika Pencz
Ardavan Razavi
Devon Bryce Richards
Isabel Megan Sarah Scheuneman Scott
Jason Chun Kuen Siu

Associate of Arts Degree in Geography
Liza Jayne Bodie
Associate of Arts Degree in Psychology

Amanda Robin Champion
Carlyn Fabbro
Seyed Saeid Haeri
Brooke Jacwelyn Knowlton
Hang Ying Lee

Jenesse Danielle Macdonald
Chelsea Rui Ying Ng
Bertrand Sager
Kristina Lee Uyeda
Tierney Nicole Wisniewski

Diploma in Criminology

Matthew Clayton Hutchinson
Adrian Martin Jelic

Viktoriia Kovalska

Faculty of Trades and Technology
Diploma in Computer Aided Design and Drafting

Sameer Bilkhu
Khen Van Luu

Bernie Ragudo Macalanda
Kyle David Vanderveen

Diploma in Computer Aided Design and Drafting - Structural

Jordan Carl Galbraith-Hamilton
David Matthew Gray

Colleen Deborah Pue

Certificate in Public Safety Communications

Danielle Marie Bourget
Bradley Campbell
Elaine Kit Ling Cho
Kalie Rachelle Delmonico
Amanda Marie Dibblee
Amanda Marie Dutton
Ryan Alexander Grisedale
Kelsey Laine Harris
Kelly James Lee Hluchman
Dana Jane Lalley
Sandra Jane Lau

Shawn Gordon McDonald
Cassandra Marie McLean-Bideshi
Brenda Caroline Meikle
James Leelynde Nordstrom
Katherine Diane Schiebler
Jessica Marie Slater
Ryan J Tierney
Tara Loreen Vernon
Brittany Michelle Wingenbach
Janine Allana Yaremy