

Kwantlen University College

4 November 1996
04:15 PM to 06:00 PM
Boardroom, C230, Surrey Campus

Education Council

Agenda

1. Confirmation of Agenda
2. Approval of Minutes - 7 October 1996
3. Chair's Report
 - (a) Introduction New Student Members
 - (b) Board Meeting
 - (c) Internal Communications
4. Committees
 - (a) Applicant Eligibility - Summary of Progress (deferred from October meeting, attachment with Oct. agenda)
 - (b) Subcommittee on Course Outlines
 - (c) DPAC
 - (d) Employability Skills
5. Council By-Laws (Attachment)
6. Course Outline Approval Process (Attachment)
7. New Course Outlines
 - JRPR 1272 (attachment with Oct. agenda)
 - CMHA 1275
 - ECED 2415
8. Goals - Strategic Plan (Attachment)
9. Election of Vice Chair and Executive Member

RECEIVED

OCT 30 1996

OFFICE OF THE
VICE PRESIDENT, EDUCATION

Attached For Information:

Revised Minimum Faculty Qualifications
Curriculum Committee Minutes
DPAC Minutes

Distribution:

Jim Adams
Barbara Craig
Dave Gill
T.N. Foo
Derek Francis
Jim Gunson
Balbir Gurm
Jim Jamieson

Gerry Kilcup
Michelle Veldhuizen
Sonya Kraemer
Doug Boyer
Colleen McGoff Dean
Wendy Parry
John Patterson
Don Reddick

Maureen Shaw
John Slattery
Dan Lawrence
Ann Stafford
Jacqie Thachuk
Lynda Turner

Kwantlen University College Education Council

Minutes 7 October 1996

Agenda confirmed.

Minutes of 9 September 1996 approved with the following change:

Change :vs" to "and" in "goals relevance vs liberalism"

Chair's Report

By-Laws

Moved by Jim Gunson, Seconded by Jacqie Thachuk

THAT the Education Council form a subcommittee to make recommendations to the Council with regard to by-law amendments.

CARRIED

Subcommittee members: Education Council Chair, Vice-Chair, and Maureen Shaw.

Coedco (Provincial Education Council Chairs)

At October meeting Coedco endorsed the registrars position re remedying deficiencies in the College and Institutes Act. Applied academics students will be graduating from high school as early as next year, Kwantlen University College should ensure that proper transfer occurs.

President's Advisory Council

Chair is member of council whose mandate is to discuss issues related to the college's strategic plan. It is not a decision making group.

New Course Outlines

CISY 1215

Moved by Jim Jamieson, Seconded by Balbir Gurm

THAT the Education Council recommend to the Board acceptance of CISY 1215.

CARRIED

EQUA 165

Moved by Balbir Gurm, Seconded by Lynda Turner

THAT the Education Council recommend to the Board acceptance of EQUA 165.

CARRIED

JRPR 1272

Moved by Maureen Shaw, Seconded by Lynda Turner

THAT the Education Council postpone the motion to recommend acceptance of JRPR 1272.

CARRIED

Chair to take concerns to curriculum committee.

SETA 1105, 1305

Moved by Brian Carr, Seconded by Lynda Turner

THAT the Education Council recommend to the Board acceptance of SETA 1105, 1305.

CARRIED

Program Approval - CISY

Moved by Linda Turner, Seconded by Balbir Gurm

THAT the Education Council recommend to the Board acceptance of the CISY Certificate program.

CARRIED

Revisions to Bookkeeping EAL (12 month) program

Moved by Jacie Thachuk, Seconded by Brian Carr

THAT the Education Council recommend to the Board acceptance of the revision to Bookkeeping EAL.

CARRIED

This extension from nine to twelve months is to give adequate time for both aspects of course.

Kwantlen University Studies Program (How to proceed?)

John Slattery requesting small task force to review responses to distributed report.

Moved by Balbir Gurm, Seconded by Lynda Turner

THAT a subcommittee be struck to review submission regarding the Liberal Studies component of degree programs. This subcommittee shall also prepare a report on these submissions for the Education Council in time for a November meeting.

CARRIED

Committee members: Jim Jamieson, Maureen Shaw, Don Reddick.

MISSION OF THE EDUCATION COUNCIL OF KWANTLEN UNIVERSITY COLLEGE

The Education Council is a group representative of the internal Kwantlen community.

Its mission is to guide the educational activities of the University College and provide the structure to achieve University College mission and goals.

It does this by:

- being a forum for the exploration, discussion and resolution of educational issues;
- establishing priorities, policies and procedures in consultation with peers and with external communities;
- advising the Board on a wide range of educational matters.

Recommendations on Revisions to Kwantlen Ed. Council Bylaws

Nov 1996

(from the Chair and Vice-chair, as requested.)

1. Issue of Vacancy

That the Council ask the Board to seek legal advice on the vacancy bylaws (1.05, 1.07 and 1.08).

Rationale:

There is a significant potential for members to be unable to attend Council: students may leave the College, faculty may go on leaves, etc. This brings into question the integrity of Council, if it ceases to be representative. In addition, vacancies make it harder to achieve a quorum.

2. Recorder

That Council modify bylaw 2.13 to read:

"Kwantlen University College will appoint a permanent Recorder to the Education Council. The Recorder will have no speaking or voting privileges."

3. Committees

That Council add to bylaw 2.05 the following:

"Committees of the Education Council may not assume any of the powers of the Education Council and are restricted to making recommendations to the Education Council".

4. Conflict of Interest

That Council adopt the following conflict of interest bylaw to replace bylaw 2.09

A conflict of interest arises when a Council member's private interests supersedes or competes with his/her dedication to the interests of the institution. This could arise from Real, Potential or Apparent Conflict of Interest for a Council member or related persons and may be financial or otherwise. For this purpose:

- (a) A Real Conflict of Interest occurs when a Council member exercises an official power or performs an official duty or function and at the same time, knows that in the performance of this duty or function or in the exercise of power there is the opportunity to further a private interest.**

- (b) **A Potential Conflict of Interest** occurs when there exists some private interest that could influence the performance of a member's duty or function or in the exercise of power provided that he or she has not yet exercised that duty or function.
- (c) **An Apparent Conflict of Interest** exists when there is a reasonable apprehension which reasonably well-informed persons could properly have that a **Real Conflict of Interest** exists on the part of the member.

Council members must arrange their private affairs and conduct themselves in a manner to avoid a conflict of interest. In cases where conflict cannot be avoided, a Council member has an obligation to declare a conflict of interest prior to discussion or decision of an issue. Upon declaration of a conflict the person recording the events of the meeting should duly note the declaration and the Council member must refrain from discussion or voting on that particular matter, contract or arrangement.

Where a Council member is unsure of whether he/she is in conflict that member should raise the perceived potential conflict with the Council, and the Council should determine by majority vote whether or not a conflict of interest exists. The member perceived to be in conflict should refrain from voting on the issue.

Where a conflict of interest is discovered after consideration of a matter, the conflict must be declared to the Council and appropriately recorded at first opportunity. If the Council determines that involvement of said member influenced the decision of the matter, the Council shall re-examine the matter and may rescind, vary, or confirm its decision.

Any Council member who perceives another member to be in conflict of interest in a matter under consideration must identify the perceived conflict to the Council at the first opportunity. The Council should determine by majority vote whether or not a conflict of interest exists and the member perceived to be in conflict should refrain from voting.

At its discretion, the Council may invite the member in conflict to state his or her position on the issue in question prior to absenting him/herself.

This is the wording recommended by the Ministry. It is unlikely that we can achieve a simple definition that satisfies the Ministry, and such an effort is likely to be time consuming and to little effect.

Approval of Course Outlines
Nov 1996
Jim Gunson

Last year we recognized the need for approved guidelines for course outlines. In their absence Council was in the position of making policy on the fly, with course designers finding their efforts rejected for reasons they could not have foreseen. This was time consuming for Council and alienating for course designers.

To resolve this, Council set up a sub-committee to design a processes for course and program approval and a guide to writing "outlines". In the period before this task in complete Council must still approve/disapprove new outlines. Two meetings ago Council approved a process with a committee of "experts" to preview outlines. I have not proceeded with this (yet?) as the last Council meeting led me to doubt whether "experts" would agree any more than Council does. A fundamental reason for the range of opinion is that curriculum committees have developed their own criteria over time. Practices vary considerably.

I suggest that Council agree that until guidelines are approved Council will accept outlines that conform to past practice in their area, as long as the outlines do not violate what is, by concensus, a major issue of principle.

Rationale:

1. We are seeing only the tip of the iceberg. While "fixing" the outlines we see, we are leaving unchanged many more.
2. All outlines will shortly require reconsideration, to check whether they conform to the new guidelines under development.
3. Council needs to have the time to discuss matters of principle and policy.



COURSE OUTLINE

Discipline or Programme: HUMAN SERVICES PROGRAMS - Community Mental Health Specialty
Course Number: CMHC 1275
College Credits: 2.5
Descriptive Title: Practicum I

Calendar Description

This course is a three week full time practicum which provides opportunities for students to apply skills and theory from Term 1 courses. Students will be attached to the rehabilitation department at Riverview Hospital and will follow workers into the acute assessment, long term care, geriatric and/or neuropsychiatric program areas. Emphasis is placed on gaining insight into the experience of people receiving care in an institutional setting, identifying their community support needs and gaining a greater understanding of the rehabilitation process as it is conducted within a hospital setting.

Authorization Signatures

Course Designer(s) _____ **Chairperson** _____
 Pat Storey Judith McGillivray
Department Curriculum Committee

Discipline Convenor/Prog. Coord. _____ **Vice-Pres. Education** _____
 Susan Powell Jacquie Thachuk

Date Approved by College: October, 1996 **Course to be reviewed on:** October, 1999
Implementation Date: January, 1997

Academic Information

Prerequisites: HSWC 1100, HSWC 1110, CMHC 1130, CMHC 1150, HSWC 1140 & CMNS 1110
Corequisites:

Transfer Status

Formal Articulation Date:

SFU:
UVIC:
UBC:
Other:

Required or Recommended for the following Certificates, Diplomas, Transfer Programs:

Human Service Program: Community Mental Health Worker Certificate

Instructional Methods

Format	Class Size	Hours (per week)	Duration (in weeks)
Lecture			
Seminar	15	5	3
Tutorial			
Lab or Studio			
Field Experience	8 - 10	30	3
Reality Environment			
Individualization			
Student Directed Learning			

Resource Materials/Texts

Required Textbooks/Laboratory Books/Equipment, etc.

None required.

Bibliography/Required Readings

Library/Instruction Resources

**Bibliography and list of
required readings attached?**

Adequate:

Additional requirements. See attached:

Evaluation: (list projects, essays, examinations, laboratory work, seminars, etc. and the value of each of the evaluations in percent). If evaluation is MAS/NCG or EXP/NCG, this should be indicated.

The final course grade will be MAS/NCG which includes the follow components:

Practicum Evaluation: Upon completion of the final evaluation the student must achieve a rating of satisfactory or better on all items in the rating scale (Scale: needs work/satisfactory/well done) in order to receive credit for this course.

Research Inquiry: MAS/NCG

Assignments: MAS/NCG

Each assignment must be completed at a Mastery level in order to receive credit for this course. Mastery is awarded when an assignment is completed at a standard of 80%.

Objectives

Upon successful completion of this course, the student will be able to:

1. analyze the relationship between the use of self, theory and practice;
 2. identify personal and professional goals through the process of daily reflection;
 3. demonstrate self direction in seeking and using feedback from colleagues and supervisors;
 4. analyze the effectiveness of communication skills by observing and reflecting on the content, context, style and outcome of interpersonal interactions;
 5. demonstrate effective communication skills;
 6. observe support strategies used to promote participation and development for selected individuals within the hospital/institutional setting;
 7. describe the relationship between their personal values and their observations within the practice setting;
 8. describe the role of a tertiary psychiatric facility within the overall mental health system of care;
 9. identify the major issues faced by people returning to the community from long stay institutions; and
 10. describe the processes by which people are admitted to and discharged from Riverview Hospital and the processes by which they are discharged and returned to the community.
-

Course Content

Supervised practical experience within a tertiary psychiatric setting.



A. Course / Number: CmHC 1275 Credits: 2.5
Descriptive Title: Practicum I

B. This course is being discontinued: [] Effective date: _____

C. 1. This is a new course: []
2. Is this course replacing another course or courses? No [] Yes: _____
(specify)

3. This is a Course Revision: [] Check only those components which have been revised.
Course Number: [] Calendar Description: [] Course Content: []
Course Title: [] Contact Hours: [] Reading List: []
Credits: [] Evaluation: [] Other (specify): _____

D. This (new) revised course (will) be / was implemented for the Spring / Summer / Fall Semester, 19 ____ OR Jan, 19 97.
(circle one) (circle one) (month)

E. Send this Course Outline / Revision to:

SFU No Yes
[] [] If Yes: [] to confirm existing transfer status
[] to request general evaluation for transfer credit
[] to request specific transfer credit for: _____

UBC No Yes
[] [] If Yes: [] to confirm existing transfer status
[] to request general evaluation for transfer credit
[] to request specific transfer credit for: _____

UVIC No Yes
[] [] If Yes: [] to confirm existing transfer status
[] to request general evaluation for transfer credit
[] to request specific transfer credit for: _____

Other No Yes
[] [] If Yes: [] to confirm existing transfer status
[] to request general evaluation for transfer credit
(specify) _____ [] to request specific transfer credit for: _____

Other No Yes
[] [] If Yes: [] to confirm existing transfer status
[] to request general evaluation for transfer credit
(specify) _____ [] to request specific transfer credit for: _____

Other No Yes
[] [] If Yes: [] to confirm existing transfer status
[] to request general evaluation for transfer credit
(specify) _____ [] to request specific transfer credit for: _____

AUTHORIZING SIGNATURES : McGill Director Oct 29, 96 Date _____ Vice-President _____ Date _____

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2 - canary - RECORDS SUPERVISOR 4 - goldenrod - VICE-PRESIDENT EDUCATION



COURSE OUTLINE

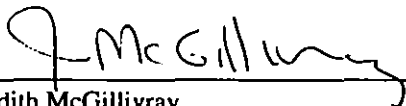
Discipline or Programme: EARLY CHILDHOOD EDUCATION
Course Number: ECED 2415
College Credits: 2.5
Descriptive Title: Program Planning for Infants and Toddlers

Calendar Description

This course provides the students with opportunities to examine the role of the caregiver in relation to guiding, caring and program planning for infants and toddlers. Developing quality learning environments and facilitating parental involvement will be emphasized.

Authorization Signatures

Course Designer(s) _____
Debbie Thompson

Chairperson  _____
Judith McGillivray
Department Curriculum Committee

Discipline Convenor/Prog. Coord. _____ **Vice-Pres. Education** _____
Eliana Tobias (Acting Co-ordinator) J. Thachuk

Date Approved by College: October, 1996

Course to be reviewed on: October, 1999

Revision Implementation Date: January, 1997

Academic Information

Prerequisites: ECED 400 with a minimum B-

Corequisites:

Transfer Status

Formal Articulation Date:

SFU:

UVIC:

UBC:

Other:

Required or Recommended for the following Certificates, Diplomas, Transfer Programs:

Citation: Infant and Toddler Specialty

Instructional Methods

Format	Class Size	Hours (per week)	Duration (in weeks)
Lecture	24 - 27	3	15
Seminar			
Tutorial			
Lab or Studio			
Field Experience			
Reality Environment			
Individualization			
Student Directed Learning			

Resource Materials/Texts

Required Textbooks/Laboratory Books/Equipment, etc.

Gonzalez-Menz, (1989) Infants, toddlers and caregivers Mountain View, CA: Mayfield Publishing Co., California.

Bibliography/Required Readings

Library/Instruction Resources

Bibliography and list of
required readings attached?

Adequate: Yes

No

Additional requirements. See attached:

Evaluation (list projects, essays, examinations, laboratory work, seminars, etc., and the value of each of the evaluations in percent. If evaluation is MAS/NCG or EXP/NCG this should be indicated).

The following four evaluation categories, with designated weightings, of which no assignment will be weighted more than 30% will be applied. Sections may resemble assignment weight for Knowledge Integration category of 2 assignments at 30% each (see Appendix 1).

Introspective Work:	5%
Skill Demonstration:	40%
Interpersonal/Professional Relations:	15%
Knowledge Integration:	40%
TOTAL:	100%

Objectives

Upon successful completions of this course, the student will be able to:

1. evaluate child guidance strategies for infants and toddlers;
 2. develop a program that incorporates physical settings, methods and strategies for creating responsive and stimulating environments for infants and toddlers;
 3. evaluate program plans that include physical settings, methods and strategies for creating responsive and stimulating environments for infants and toddlers;
 4. evaluate the role of the caregiver in relation to meeting the physical, social, emotional, cognitive, linguistic and creative needs of infants and toddlers; and
 5. describe methods for facilitating parental involvement.
-




Course Content

Module 1 Foundations for Working with Infants and Toddlers:

- history
- infant daycare
- socio-cultural issues
- teen-parent programs
- working with atypical infants and toddlers
- best practices

Module 2 Focus on the Caregiver in Relation to Planning:

- principles of caregiving
- time management: schedules and routine care
- fostering stability and consistency
- fostering attachment and communication
- understanding principles which promote trust, independence and self-esteem

-
- Module 3** **The Role of the Caregiver in Relation to Children:**
- developing a competent child through developmentally appropriate practices
 - promoting stimulation for physical and sensory development
 - promoting social development
 - implementing strategies that foster healthy emotional development
 - stimulating cognitive development
 - fostering language development
 - infant/toddler learning through daily routines
 - adapting materials for diversity and inclusion
- Module 4** **Focus on the Environment**
- planning safe, healthy and developmentally appropriate environments
 - implementing program plans
 - evaluating environments
 - designing indoor and outdoor environments from a holistic ecological perspective
 - diversity and inclusion
- Module 5:** **Involving Parents in the Program**
- needs of families with infants and toddlers
 - parent-caregiver conferences
 - gathering and sharing information
 - establishing workable relations
 - encouraging stimulation in the family setting
- 
- 
- 

Appendix I

To facilitate whole person development four categories will be used in designing evaluative assignments. Dependent upon the focus of the course, each category will have a designated weighting reflective of the importance of the category.

Note: Assignments will not be weighted more than 30%.

The four categories are:

1. **Introspective/Reflective Work**
 - examples of possible assignments: personal goal setting, personal ethics, journaling, philosophy portfolio, storytelling, early recollections.
2. **Skill Demonstration or Application Work**
 - examples of possible assignments: projects, presentations, planning, assessments or evaluations, observations, demonstrations, materials making.
3. **Interpersonal/Professional Relations**
 - examples of possible assignments: self/peer evaluations, goal setting, attending behaviours, providing constructive feedback, confirming classroom behaviours, ethical practices, in-class participation, contributions to group discussions.
4. **Knowledge Integration**
 - examples of possible assignments: quizzes/exams, research papers, demonstrations with accompanying justifications or defense.



A. Course / Number: ECED 2415 Credits: 2.5
 Descriptive Title: Program Planning for Infants & Toddlers

B. This course is being discontinued: [] Effective date: _____

C. 1. This is a new course: []
 2. Is this course replacing another course or courses? No [] Yes: _____
 (specify)

3. This is a Course Revision: [] Check only those components which have been revised.
 Course Number: [] Calendar Description: [] Course Content: []
 Course Title: [] Contact Hours: [] Reading List: []
 Credits: [] Evaluation: [] Other (specify): _____

D. This new revised course will be / was implemented for the Spring / Summer / Fall Semester, 19 ____ OR Jan., 19 97.
 (circle one) (circle one) (month)

E. Send this Course Outline / Revision to:

SFU No Yes [] [] If Yes: [] to confirm existing transfer status
 [] to request general evaluation for transfer credit
 [] to request specific transfer credit for: _____

UBC No Yes [] [] If Yes: [] to confirm existing transfer status
 [] to request general evaluation for transfer credit
 [] to request specific transfer credit for: _____

UVIC No Yes [] [] If Yes: [] to confirm existing transfer status
 [] to request general evaluation for transfer credit
 [] to request specific transfer credit for: _____

Other No Yes [] [] If Yes: [] to confirm existing transfer status
 [] to request general evaluation for transfer credit
 (specify) _____ [] to request specific transfer credit for: _____

Other No Yes [] [] If Yes: [] to confirm existing transfer status
 [] to request general evaluation for transfer credit
 (specify) _____ [] to request specific transfer credit for: _____

Other No Yes [] [] If Yes: [] to confirm existing transfer status
 [] to request general evaluation for transfer credit
 (specify) _____ [] to request specific transfer credit for: _____

AUTHORIZING SIGNATURES: J. McGilley Director Oct, 29 96 Date _____ Vice-President _____ Date _____

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**Kwantlen Education Council Strategic Plan
submitted by Jim Gunson, November 96**

The Plan

This document is not intended to be definitive, but a first attempt at describing issues for the Council: past, present and future. First we note the context of the plan, particularly the effect of the provincial strategic plan and the role of Council provide by Bill 22. Then we list various issues, describing what has happened, what is happening and what may have to be done. As time passes, the document will be amended, but will continue to serve as a guide to Council activities.

The Context

The Education Council operates under Bill 22 and its own by-laws in an environment determined by several factors, in particular the Provincial Strategic Plan .

The Strategic Plan defines a mandate of Ed. Councils as follows:

"Education councils will facilitate excellence in programming by working effectively to represent the interests of the learner in acquiring appropriate knowledge, skills, values and attitudes through well-designed courses and programs. In addition, the councils will provide a mechanism that will ensure that decisions are made following full consultation with the individuals who have responsibility for their application and implementation."

(pg 46)

Goals of the plan include:

"Student admissions, assessment credit, and placement will be based on the learner's knowledge, skills, abilities, and goals, as determined through academic advising and career counselling, followed by appropriate upgrading, if necessary" - (pg 6)

" Elimination of academic barriers and increased flexibility in decision making by faculty for such matters as course completion dates, will be initiated, so that the learner's needs are served" (pg 6)

"The classroom will be redefined to enhance learners' participation in, and acceptance of personal responsibility for the process of learning. Institutions will develop new strategies to provide quality learning alternatives that meet the varying needs of the learner. Redefinition will include the following:

Augmentation of face to face instruction with self-paced learning through computer assisted techniques;

Learning options that provide for continuous intake, flexible timetables and mixed models of distance and classroom-based learning;

Cooperative learning techniques to ensure that learner acquire necessary competencies, such as effective communication skills, conflict resolution, and the ability to work in a team" (pg 7)

"Flexible learning assessment, provided through a coordinated system-wide approach,...including prior learning assessment...

Credit Transfer agreements between post-secondary institutions.... Block transfer agreements will be developed to allow transfer of credits between institutions and eliminate the time consuming process of course by course institutional credit assessment"

(pg 9)

" Comprehensive articulation.... advanced placement in post-secondary institutions... provide learners with full credit from these courses (grade 11 and 12 math and science) for entrance into degree granting institutions.. The international Baccalaureate.. The Advanced Placement Program.. Foreign credit assessment mechanisms... Private training institutions' courses and programs will be recognized..." (pg 10-11)

" Alliances will be developed between public post-secondary institutions and labour market partners...

Workplace based training will be increased..." (pg 12)

" Support services will be implemented to increase access by non-traditional learners, and to improve performance, increase retention rates and reduced student drop-out rates." (pg 16)

Repatriation

Bill 22 gives powers to the Council that were formerly exercised by other bodies and persons. Power over:

- (a) Exams and evaluation
- (b) Withdrawal
- (c) Academic Standing, Standards, and grading
- (d) Awards for excellence
- (e) policies and procedures for appeals, and set up final appeal tribunal
- (f) set course, certificate, diploma and degree content

Potential Action

At the very least these should be formally approved by Council. However, given the Provincial Strategic Plan, it may be necessary to review the policies to determine if they are in agreement with the Plan's goals. Options would appear to be: (a) approve existing policies and review as necessary or (b) review policies as part of the approval process.

2. Advisory Powers

Bill 22 also provides an advisory role for the Council in a number of areas.

(a) evaluation of programs and educational services

The hearings last year with regard to the proposed budget cuts make clear the need for program evaluations, if the Council is to be able to offer advice.

Potential Action

The Council may consider communicating this need to the Board.

(b) Terms of affiliation with other post-secondary institutions.

The Strategic Plan calls for block transfer of programs and the articulation of courses and program from private trainers.

(c) Consultation with community and program advisory groups concerning the institution's programs.

Specific Issues

(a) Course and Program Approval Guidelines and Process

This is being considered by a sub-committee.

(b) Degree Approval Process

Council has approved a number of policies with regard to Kwantlen degrees and the process for internal approval. The course of studies is to include objectives directly related to the degree title, together with those concerned with employability skills and liberal arts. The major role in the approval process is being undertaken by DPAC, a subcommittee of Ed. Council. Ed. Council retains final approval of the curriculum.

*Issues for Council to resolve are: the size and nature of the liberal arts component, including the issue of **relevance**, and its relationship, if any, with employability skills. These must be considered in the light of the Strategic Plan.*

A second role is to monitor the effectiveness of the entire degree approval process.

(c) Skills 21

The goal of identifying employability skills predates the Strategic Plan, but corresponds with one of its major goals. Currently 3 faculty are on 1/2 release, under Geoff Dean, to identify these skills for a subset of Kwantlen offerings.

(d) Learning Outcomes

The ministry is requiring curriculum to be expressed in terms of outcomes, which closely correspond to our *objectives*.

"Establishing outcomes-based standards for general education and liberal arts programs, including measures of accountability to both the learner, the community, and the employer" - Strategic Plan II (pg5)

A group in John Slattery is working to develop materials to enable faculty to learn how to describe courses in terms of outcomes. This group is collaborating with the sub-committee on Course and Program Approval Guidelines and Process. Time releases will be granted for this work.

(e) Applicant Eligibility

A sub-committee under Derek Nanson is tackling this topic, which has been under discussion by various groups for a number of years. The central issue is the specify policies and procedures for testing students prior to admission to Kwantlen. A major issue, technically, educationally and politically, is that of English language competence. The Strategic Plan appears to require Kwantlen to provide upgrading for applicants with deficiencies.

(f) Distance (Distributed) Education

Strategic Plan encourages new delivery methods. The Council has already set some policy on this matter, encouraging innovation, but noting that new delivery methods require the amendment of course outlines. However further issues are likely to arise. There is a working group on this area plus a full-time faculty release.

(g) Prior Learning Assessment

This is a goal of the Strategic Plan and involves institutions granting credit for skills and knowledge gained outside a formal program, usually in the workplace. Council accepted, with modifications, the recommendations of a sub-committee. These were that all course outlines should provide for prior learning assessment. There may be issues arising from this in ensuring that PLA corresponds with learning outcomes. Currently there is a 3/4 time coordinator, Katherine Zmetana, working to identify where PLA is happening, who is interested, and to facilitate the development of PLA. Derek Nanson is the administrator responsible.

Province-wide policy is under development.

(h) Workplace Based Training

The Strategic Plan suggests more of this, and perhaps the granting of credits based on such study.

(j) Jurisdiction

An issue that is bound to arise as degrees are developed is what disciplines or discipline's faculty are responsible for teaching certain material. Currently some applied areas are teaching material that might be taught by service areas.

Potential Action

The Council might consider developing a policy on this before specific cases arise.

Environmental Issues

The Board has already taken a strong pro-environmental position, in the area of facilities and operations, and in supporting the inclusion of environmental issues in courses and programs. It is likely that Council will be asked to take a position on the inclusion of such material, particularly in programs.



KWANTLEN
University College

Human Resources Department
MEMORANDUM

TO: Chair, Education Council

FROM: Liz McKinlay

SUBJECT: POLICY G7 - FACULTY RECRUITMENT
'MINIMUM QUALIFICATIONS' DOCUMENT

DATE: October 28, 1996

The attached '*Minimum Qualifications - Faculty Recruitment*' document is part of Policy G7 - Faculty Recruitment. The document was previously submitted to the Education Council at their September 1995 meeting and was returned for review within the disciplines.

Deans have had an opportunity to review it with their Search Committees and amendments have been made where required. Many Search Committees felt that the document should more closely reflect the criteria they have been using. Other changes reflect new offerings.

The revised document is now submitted for your information. Changes are noted in italics. Please contact me at local 2066 if you have any questions.

cc: Deans
KCFA

A handwritten signature in black ink, appearing to be 'Liz McKinlay'.

Our Mission:

We create quality, life-long learning opportunities for people to achieve personal, social and career success.

MINIMUM QUALIFICATIONS - FACULTY POSITIONS

Discipline / Program	Academic	Professional	Teaching (Where not a requirement, it is a preference)	Experience
ASE	Master's Degree in Special Education or related field			Related work experience
Accounting	Master's preferred	Accounting designation (CA, CGA, CMA or equivalent)	Post-secondary preferred	5 years accounting experience
Applied Communications	Master's Degree	and/or appropriate professional designation	Post-secondary	3 years related work experience. Familiarity with current business communications technology.
Applied Science	Master's Degree with one degree in Engineering Physics or degrees in both Engineering & Physics	Registration as a Professional Engineer in B.C. or eligibility for same (to be achieved in a specified period)	Post-Secondary	
Academic & Career Preparation	Bachelor's Degree (Master's Preferred)		Experience required	Related work experience.
Arts	Master's Degree	and/or appropriate professional designation	Post-secondary	
Business Management	MBA or equivalent (Ph.D preferred)		Post-secondary preferred	5 years related management experience
CBS	Bachelor's Degree in Computing or Business (Master's preferred)	and/or appropriate professional designation in computing	Post-secondary preferred	3 years related work experience
CIS	Master's Degree in Computer Science or related discipline		Post-secondary preferred	Related professional experience
Community Service Worker	Bachelor's Degree (Master's preferred)			Related work experience
Co-operative Education	Bachelor's Degree (Master's Preferred)			Related work experience
Computer Science	Master's Degree in Computer Science		Post-secondary preferred	
Counsellor	Master's Degree in Counselling Psychology or equivalent			Counselling experience in a post-secondary institution or other equivalent experience
Criminology	Master's Degree	and/or appropriate professional designation		Related work experience
Drafting	Diploma			Related work experience
EASL	Bachelor's Degree (Master's preferred) in a humanities subject where English is the language of instruction and academic writing in English is required.	One-year's post-graduate training in TESL, including a supervised practicum. English native fluency at an academic level in both spoken and written language required. B.C. TEAL certification recommended.	At least 2 years full-time experience teaching academic level ESL to adults.	
ECE	Bachelor's Degree (Master's preferred)			Related work experience
EEAW EEAM EEAA	Bachelor's Degree (Master's preferred)		Post-secondary	Related work experience or equivalent combination of certification and experience
ENLT	Bachelor's Degree (Master's preferred)	TESL Training and English native fluency required. B.C. TEAL certification recommended	At least 2 years experience teaching ESL or ELT to adults	
Economics	Master's Degree in Economics		Post-secondary preferred	

Discipline/ Program	Academic	Professional	Teaching <i>(Where not a requirement, it is a preference)</i>	Experience
Environmental Protection Technology	<i>Bachelor's Degree (Master's Preferred)</i>	<i>and/or appropriate professional designation</i>		<i>Related work experience</i>
Electronics or Automation Technology	Bachelor's Degree (Master's preferred)	and/or appropriate professional designation		Related work experience
<i>Fashion Design Technology</i>	<i>Bachelor of Education or Instructor's Diploma preferred</i>		<i>Post-secondary</i>	<i>Related work experience</i>
Fine Arts	Master's Degree	and/or appropriate professional designation	Post-secondary	A major exhibit
Graphics and Visual Design	Post-secondary education		Post-secondary preferred	Considerable related and diverse work experience
Horticulture and Equine Studies - core science courses - other	Master's Degree Technology Diploma	<i>and/or professional designation</i> <i>and/or professional designation</i>	<i>Post-secondary preferred</i> <i>Post-secondary preferred</i>	<i>5 years of related work experience</i> <i>5 years of related work experience</i>
Interdisciplinary Design Studies (IDDS)	- Graduates of Art/Design Institution - Diploma in Adult Education helpful		<i>Post-secondary Design</i>	<i>Multi / Interdisciplinary design experience</i>
Interior Design	Bachelor's Degree	NCIDQ and/or eligible for professional association membership	Post-secondary desirable	Considerable related work experience
Journalism & Public Relations	Bachelor's Degree (Master's preferred)	and/or appropriate professional designation	Post-secondary	Considerable related and diverse work
Librarian	Master's Degree or equivalent in Library Science			Related work experience (preferably in an academic library)
Marketing	<i>Bachelor's Degree in Business (Master's preferred)</i>		<i>Post-secondary preferred</i>	<i>5 years experience in marketing</i>
Mathematics	Master's Degree in Mathematics, or other field if it includes at least one year equivalent of post- secondary mathematics		Post-secondary	
Music Performance	Bachelor's Degree (Master's preferred. Required in Theory & History)			Related performance or teaching experience
Nursing: • Diploma	Master's Degree	eligible for RNABC membership		Related work experience
• GNEAL	Bachelor's Degree (Master's preferred)	eligible for RNABC membership		Related work experience
• GNUR	Bachelor's Degree (Master's preferred)	eligible for RNABC membership		Related work experience
Office Administration	Bachelor's Degree		Secondary or Post- secondary	Related work experience
Public Safety Communications	Post-secondary		Post-secondary desirable	Related work experience

Cont'd. on next page

Discipline/ Program	Academic	Professional	Teaching <i>(Where not a requirement, it is a preference)</i>	Experience
Resident Care Attendant	Bachelor's Degree (Master's preferred)	<i>eligible for RNABC membership</i>		Related work experience
Science	Master's Degree in appropriate specialization	and/or appropriate professional designation	Post-secondary	
Vocational/Trades	Journeyed status or equivalent	trades qualification		Considerable related and diverse work experience

**School of Horticulture and Farrier Training
Curriculum Committee Meeting
4:00 p.m., October 2, 1996, Room 1030**

Minutes

Present:	Carol Barnett	Karin Green
	Judy Bull (recorder)	Sharon Paul
	PJ Burns	Dieter Thomas (chair)
	Donna Dallas	Kit Wallace
	David Davidson	Dave Woolley
Regrets:	Cindy Eldstrom	Susan Murray (ed. leave)
	Jim Matteoni	Michelle Nakano

1. Acceptance of Agenda

MOVED by Sharon, seconded by PJ: that the agenda be accepted, as distributed. CARRIED.

2. Acceptance of Minutes of Last Meeting (September 4/96)

MOVED by PJ, seconded by Sharon: that the minutes of the September 4, 1996 meeting be accepted, as distributed. CARRIED.

Business arising:

- Insurance for Off-Site Labs: Dieter said that the students are insured through KUC during all regularly scheduled/organized activities/classes.
- Responsibility for HRTA 095 and 096: Dieter, Kit, Carol and David attended the Faculty of Science, Mathematics and Technology Curriculum Committee meeting on September 18th. Dieter has since received a copy of the minutes from that meeting which state as follows re "HRTA (Horticulture Access) course outlines - (HRTA 095 & HRTA 096)":

"After an extended discussion regarding responsibility and ownership of the HRTA chemistry and mathematics course outlines, three options were presented by Dieter: 1) sole responsibility would be retained by horticulture; 2) shared responsibility between science and horticulture; or 3) science department has sole responsibility.

Action: Claude will take course outlines to the chemistry department for circulation and comment and get back to Dieter within a week.

David James raised the issue of greater input by the biology department in horticulture programs.

The recommendation was made that horticulture should look at the ABED mathematics course, as they may be more suitable for students taking the horticulture access courses. As well, a mathematics or chemistry faculty member will be added to the search committee when interviewing for HRTA 095 or HRTA 096.

Dieter recommended that horticulture curriculum committee retain responsibility for course outlines in HRTA 095 and HRTA 096 and that any changes will be passed through our departments to ensure we are in agreement."

Dieter later received a call from Claude Lassigne requesting a copy of the final exam and lab manual from Renee Giardini for HRTA 095. They would like to peruse the material. Dieter has contacted Renee, and she will provide these materials to him shortly.

ACTION: Renee

- Safety and Student Medical Fitness: Dieter hasn't yet had time to get clarification on how this information should be presented.

ACTION: Dieter

3. Proposed Changes to Course Outlines:

HRTA 096, 104, 105, 106 - Discussion Dieter Thomas

HRTA 096: The course outline content is considered vague by Brian's Carr's committee. Dieter recommends revising the content section so it more thoroughly reflects the level of instruction. They also thought that the textbook is outdated and should be changed. Dieter will ask Renee to work with David to revise the outline accordingly.

ACTION: Dieter/Renee/David

HRTA 104 and 105: Renee Giardini feels strongly that HRTA 104 should be taught before 105. Issue: Can 105 be organized in such a way that it can stand alone? Kit said it should only be offered once a year (in September). David will revise HRTA 105 to incorporate the most essential portion of the physical properties in the form of a brief introduction.

ACTION: David

HRTA 106: Dieter said that the outline should better reflect the level of opportunity that exists within the course for learning the safe operation of equipment. It was also agreed that the name of the course should be changed to "Workplace Safety" and that the emphasis on the safe operation of machinery should be reduced.

MOVED by Kit, seconded by David: to create an HRTA course to replace the existing HRTA 106. The new course would be seven weeks in duration, one credit and focus on workplace safety. The content should consist of instruction on first aid, WHMIS, WCB, fire safety, lifting procedures and equipment safety. CARRIED.

ACTION: David

4. Changes to Citation Program Profiles **Kit Wallace**

Kit distributed a memo containing two recommendations re "Re-thinking HRTA Citation Format."

Recommendation I was discussed.

MOVED by David, seconded by Carol: that any module comprising a core course area will become an option for any citation. CARRIED.

Other choices TABLED TO NEXT MEETING (November 20th).

(Recommendation II from Kit's memo was dealt with under item #3 "HRTA 106" above.)

5. Proposed Introduction of a New Course: **Kit Wallace**
HRTA 320

HRTA 221 will be moved from the specialty section into the option section for the landscape citation and a new course called HRTA 320 will be created which will have HRTA 220 as a prerequisite. PJ will also review the outline for HRTA 304 as to the appropriateness of the course to be offered in the landscape citation.

ACTION: PJ

6. Ergonomics and Work Processes **P.J. Burns**

PJ feels that "work processes" are not taught in Landscape Design, Installation and Maintenance. It was felt that this should be incorporated into the courses (possibly HORT 321), but that another course should not be added. Case studies were suggested as well.

7. Block Transfer of Credits **Dieter Thomas**

Dieter said Finola Findlay from Northern Lights College has accepted a secondment to the B.C. Council on Admissions and Transfer commencing October 1, 1996. She will undertake to investigate, recommend and implement matters relevant to the issues of block transfer. This issue will be addressed at the next Articulation Committee meeting on November 1st, and Finola will be invited to that meeting.

Dieter suggested postponing items 8, 9 and 10 to the next meeting. It was agreed.

8. Learning Outcomes versus Objectives **Dieter Thomas**

9. Nicola Valley **Dieter Thomas**

10. Aboriginal Content **Dieter Thomas**

Dieter suggested that the curriculum committee meet every third Wednesday through June, unless there are no items for an agenda. (A list of meeting dates will be distributed shortly.)

ACTION: Judy

MOVED by David, seconded by Carol: that the meeting adjourn at 5:40 pm. CARRIED.

Tabled:

Changes to Citation Program Profiles (Kit Wallace)

Deferred to next meeting:

Learning Outcomes versus Objectives (Dieter Thomas)

Nicola Valley (Dieter Thomas)

Aboriginal Content (Dieter Thomas)

Copies:

John Patterson

Education Council (25 copies to Penney Grylls)

Yvonne Dinelle - Langley Admissions

Robert Gore - Richmond library

Iris Goodlet - Surrey

Renee Giardini



KWANTLEN University College

TO: Curriculum Committee,
School of Horticulture and Farrier Training

FROM: Kit Wallace

DATE: October 1st, 1996

RE: Re-thinking HRTA Citation Format

As the citation concept continues to evolve, it has become necessary to make adjustments which work to resolve snags and problem areas. The concept of a 15-credit citation is based upon the objectives of accessibility, convenience and relevance. It has become increasingly evident that the "options" section of the citation format constricts accessibility and articulation, thus diminishing the student's attempt to move forward toward his or her goals.

The following changes are recommended to alleviate current as well as future problems associated with HRTA citations.

- I. **Recommendation:** To open the "options" section of the citation format for the following reasons:
 - A. Students can more easily target interest areas within a specific horticultural area (eg., the "drawers" vs. "doers" in Landscape).
 - B. Students are able to utilize their time more effectively by meshing schedule availability, financial constraints and class scheduling.
 - C. To minimize the administrative problems associated with assimilating several versions of part-time horticulture classes ("grandfathering") and citation designs.

- II. **Recommendation:** To delete HRTA 106 (Horticulture Safe Work Practices) from the "specialty" area of all citations for the following reasons:
 - A. HRTA 106 is the pre-requisite for HRTA 304 (Grounds Machinery) and for no other classes.
 - B. In addition, HRTA 304 is a requirement for the Turfgrass Specialization Citation and for no others. HRTA 304 is an "option" for Parks/Arboriculture and Landscape Maintenance.
 - C. As a result, HRTA 106 and 304 will be difficult to load on a break-even basis.
 - D. Suggestion: Revise HRTA 304 to encompass curriculum items of HRTA 106, and specify HRTA 304 (revised) as a required course for Turfgrass only. If the "options" section has been opened, then students in Landscape and Parks can register for this class to fulfill "option" credits if they desire.



CURRICULUM COMMITTEE - SOCIAL SCIENCES AND MUSIC
Minutes of Meeting -September 27, 1996 - 10:30 a.m.
Room C230 - Surrey Campus

Present: Roger Elmes (Chair)
Carol Ateah - Counselling
Seema Ahluwalia - SOCI
Tracey Kinney - HIST
Marnie McFarlane - Registrar's Office
Jane Silvius - PSYC

Regrets: Joanne Beamish - ANTH/SOC
Absent: Noemi Gal-Or - POLI SCI
Allan Sawchuk - GEOG/GEOL
Ann Stafford - MUSI

1.0 Adoption of Agenda

The Agenda was adopted as circulated with the addition of:
Item 4.4: Criminology Course Outline Revisions
Item 4.5: History Prerequisites

2.0 Approval of Minutes

The minutes of August 28, 1996, were adopted as circulated.

3.0 Business Arising from Previous Meeting

3.1 Learning Outcomes Workshop Summary

A summary of the Learning Outcomes Workshop of June 12, 1996 was forwarded to the Committee by Bo Hansen.

Where do we go from here?

- incorporate learning outcomes at the course outline level

3.2 How Would Learning Outcomes Apply to Specific Course Outlines?

- start from "what are learning outcomes" and work backwards
- guidelines for people who have put together a course?
- at the departmental level the department has to decide what the process is

ACTION: Roger will provide Jane Silvius with a copy of the procedures.

4.0 New Business

4.1 Aboriginal Content in Courses

The Committee discussed a memo from Derek Nanson regarding the inclusion of Aboriginal content in courses.

Comments:

- we need to encourage as much as possible materials related to Aboriginal content into courses
- instructors need guidance on how to respond to discriminatory attitudes in the classroom
- we need someone in a focal point for dealing with cultural issues

Suggestions

- a workshop on strategies for dealing with racism in the classroom
- send a letter of support to the PD Committee

ACTION: Jane Silvius will come back to the Committee with a specific suggestion on what the workshop will look like.

4.2 Kwantlen University Studies Program Recommendation

Comments:

- concerns about quality
- we need to leave options open
- keep flexibility in our programs
- relationship with other universities needs to be increased
- general concern around insuring courses are transferable

4.3 Degree Program Concept

Public History (B.A. in Public History)

Comment:

- Support and approval from Committee.

4.4 Course Outline Revisions

Criminology 203 - Police-Community Relations - Evaluation

- to be renamed "Community Policing"

Seema Ahluwalia moved for adoption of this revision. Motion was seconded by Jane Silvius.

Carried.

Criminology 213 - The Female Offender

- to be renamed "Women and Crime"

Tracey Kinney moved for adoption of this revision. Motion was seconded by Carol Ateah.

Carried.

Criminology 211 - Introduction to Law Enforcement

- to be renamed "Introduction to Policing"

Jane Silvius moved for adoption of this revision. Motion was seconded by Tracey Kinney. **Carried.**

Criminology 102 - Introduction to Criminal Law and Criminology 205 - Canadian Legal System

- reversing the order
- change in prerequisites

Jane Silvius moved for the adoption of these revisions. Motion was seconded by Seema Ahluwalia.

Carried.

4.5 History Prerequisites

Tracey Kinney recommended that the prerequisites for History 131 and 307 be suspended for Spring 1997. The motion was seconded by Carol Ateah. **Carried.**

5.0 Spring Meeting Schedule

Due to the absence of Committee members the Spring meeting schedule was not set.

6.0 Next Meeting

The next meeting is scheduled for Friday October 25, 1996 at 10:30 a.m. in room C230. Roger will not be attending this meeting and requested that a Committee member volunteer to chair this meeting by contacting Eva at local 2054.

**FACULTY OF SCIENCE, MATHEMATICS AND TECHNOLOGY
CURRICULUM COMMITTEE
September 18, 1996**

PRESENT: Brian Carr (Chair) Tom McMath
Jan Verster Claude Lassigne
David James Dave Verner
Carol Ateah

REGRETS: Craig Runyan
E. Harris

GUESTS: Dieter Thomas, Dean, School of Horticulture and Farrier Training
Kit Wallace, Project Co-ordinator, Horticulture and Equine Training
David Davidson, Instructor, Horticulture
Carol Barnett, Instructor, Horticulture

MEETING CAME TO ORDER AT 4:15 p.m.

1. Approval of Agenda and Minutes of May 16, 1996

Addition to the agenda:

14. Applications of Mathematics 11 and 12

The agenda and minutes of May 16 were approved by consensus.

2. Business arising from May 16 minutes

Bo Hansen has not yet been invited to come to a joint curriculum committee meeting in the Fall. Brian will pursue at the next Dean's meeting.

Degree Program Concepts feedback has been forwarded to John Slattery. No information has been received on definition of degrees, a list of degrees granted from the Canadian Council of Universities and the name of a body that does overall accreditation.

A question was raised as to how our comments are being received by DPAC? As we have no representation on the committee, it is hard to really know. John Slattery has indicated that all comments are taken seriously.

3. Announcements

There were no announcements.

4. HRTA (Horticulture Access) course outlines - (HRTA 095 & HRTA 096)

After an extended discussion regarding responsibility and ownership of the HRTA chemistry and mathematics course outlines, three options were presented by Dieter:

- 1) sole responsibility would be retained by horticulture;
- 2) shared responsibility between science and horticulture; or
- 3) science department has sole responsibility.

Action: Claude will take course outlines to the chemistry department for circulation and comment and get back to Dieter within a week.

David James raised the issue of greater input by the biology department in horticulture programs.

The recommendation was made that horticulture should look at the ABED mathematics course as they may be more suitable for students taking the horticulture access courses. As well, a mathematics or chemistry faculty member will be added to the search committee when interviewing for HRTA 095 or HRTA 096.

Dieter recommended that horticulture curriculum committee retain responsibility for course outlines in HRTA 095 and HRTA 096 and that any changes will be passed through our departments to ensure we are in agreement.

5. **Royal Roads University (RRU) - B.Sc. degree in Environmental Science**

All degrees must go to a provincial approval committee. Kwantlen has already partnered with RRU which offer entrance into their third year for our Environmental Protection Technology students. Concern was raised regarding a two year technician diploma being the equivalent to a two year university transfer associate degree. Brian has raised this issue with RRU. It is impossible to pass judgement from the degree proposal in front of the provincial degree approval committee.

6. **Safety and Student Medical Fitness Policy**

This draft policy has been discussed at a number of committees and has now gone forward after legal review. The College has an obligation to do as much as they can, "within reason", for students with handicaps and learning disabilities. Brian requested that if there were individual issues within a program that should be identified, to let him know as soon as possible, in order that they be included in the new calendar.

7. **Proposal to change algebra-based first year stream in physics - Tom McMath**

The physics department is proposing a change to the present PHYS 110/210 courses to a more life science stream with some calculus included and away from the current physical science stream. This would require an upgrading of the current PHYS 093 prep course as well. The proposal would be to call the new courses PHYS 1100, 1101, and 1102 to make them closer to both Universities' courses, but not identical to either. The Fall 1997 semester would be the proposed start date and the new calendar will carry the note "this course is under review for revision or replacement". The proposed course content lists will be sent to UBC and SFU for comment, then brought back as detailed course outlines to Curriculum Committee for proper review.

8. **Revision to requisites for CHEM 110**

Language pertaining to a change to the prerequisites was discussed. It was moved by Claude Lassigne and seconded by David James to approve the CHEM 1110 course outline as amended.

CARRIED

9. MATH 1290 & MATH 1291 course outlines

Tabled.

10. BIOL course outlines due for review

BIOL 1110/1210, 2320, 2322 and 2323 need to be reviewed. David James will distribute copies of current course outlines to faculty member responsible for the revisions.

11. Degree Program Concepts

Tabled.

12. Learning Outcomes/Employability Skills

Tabled

13. Liberal Education in Degree Programs

Tabled

14. Applications of Math 11 and 12

Tabled

15. Date of Next Meeting - Wednesday October 16, 1996, 4:15 p.m. Surrey, B202



DEGREE PROPOSAL ASSESSMENT COMMITTEE

Wednesday, May 29, 1996 - 4:00 p.m.
Surrey Campus (D-126)

MINUTES

Present: P. Bennett
D. Crisp
S. Dubas
K. Fleetwood
R. Fox
M. Klinger
J. Murphy (Chair)
D. Nanson
B. Melnyk (Recorder)

Regrets: J. Adams
B. Bailey
S. Hoffman
R. Marchuk
P. Milley
J. Thachuk

1. Approval of Agenda

Item #4: Table to Fall
Add: Item #5: Degree Proposal Deadlines
The revised agenda was confirmed. (Bennett/Crisp)

2. Approval of Minutes

May 01, 1996

Under Item #4, Evaluation of Degree Program Concepts: change *discussion* to *discussing*. On Page 2, change first point to read: This is an excellent *diploma* program. *Please be more explicit and clear as to why.*

The revised minutes were adopted. (D. Nanson/R. Fox)

May 10, 1996

On Page 2, b) Discussion of May 6th Conference, add statement: *If proposal is sent in, expect a written memo in approximately two weeks. If you do not hear back from us, please let us know.* On Page 3, under item iii) *Bachelor of Music in Music Business* - correct typo in word *through*.

The revised minutes were adopted. (D. Crisp/P. Bennett)

DEGREE PROPOSAL ASSESSMENT COMMITTEE

May 29, 1996

Page 2

May 15, 1996

On Page 1, Under 3, Review of Program Concepts: i) *Bachelor of Applied Studies in Geography*, delete entire first paragraph, and carry forward as a discussion item for a Fall DPAC meeting. On Page 3, under item 4. Follow-up: Interdisciplinary B.A. or B.Sc. in the Action statement: The Chair will inform F. Chik when they can present in *the Fall*.

The revised minutes were adopted. (D. Crisp/M. Klinger)

3. Approval of Signature of Memos and Evaluation Comments

The following draft memos and evaluation comments were distributed to DPAC members for approval. In all memos, refer to the letter of intent stage as "draft" letter of intent; in those memos where the program concept has been approved, revise the first paragraph on "Composition" to read as follows: *Please refer to the documentation on drafting your Letter of Intent. You will note that an Initial Development Team (IDT) must be established by you and will consist of an appropriate Dean, faculty members (normally, but not necessarily limited to those involved in the Program Concept Stage), and industry advisors. Over the summer months, approval of the precise composition of the IDT will be delegated to the Vice-President, Education. Please submit IDT names to Jacqie Thachuk.*

- a) *Information Design* - No further changes.
- b) *Fashion Design and Technology* - No further changes.
- c) *Professional Practices in Contemporary Visual Arts* - No further changes.
- d) *Policy Development and Public Administration* - Make into one paragraph. Substitute word "redevelop" for word "strengthen".
- e) *Bachelor of Music in Music Business and Entertainment Industries* - No further changes.
- f) *Community Studies with Specialization in Specific Areas, etc.* - No further changes.
- g) *Bachelor of Arts in Community Planning and Development* - No further changes.
- h) *Integrated Contemporary Studies for a University College Liberal Arts Core* - No further changes.
- i) *Applied Psychology Degree* - No further changes.
- j) *Bachelor of Applied Business* - No further changes.
- k) *Career Development and Planning* - In second sentence, put "in principle" in italics. Make into one paragraph. Substitute word "redevelop" for word "strengthen".
- l) *B.Sc. in Applied Information Technology* - No further changes.
- m) *Emergency Communications Management* - Make into one paragraph. Substitute word "redevelop" for word "strengthen".
- n) *Bachelor of Applied Studies in Geography* - No further changes.
- o) *America's Studies Program* - No further changes.
- p) *Human Communication Studies* - No further changes.

4. Further Discussion re: Electives Applying to Degrees

Table to fall DPAC meeting.

DEGREE PROPOSAL ASSESSMENT COMMITTEE

May 29, 1996

Page 3

5. Degree Proposal Deadlines

In order to ensure that there is sufficient time for divisions and DPAC to review degree proposals and letters of intent, the following submission deadlines were set:

Degree Proposals: January 6, 1997

Letters of Intent : January 31, 1997

Degree proposals or letters of intent received after these dates will be reviewed before June 1997, if time permits. Otherwise, they will be reviewed in the fall of 1997.

Moved by R. Fox, seconded by D. Crisp, to approve the above timelines.

Carried

6. Confirmation of Next DPAC Meeting

Members agreed to meet on the first Wednesday of the month, except in September, when we will meet on September 11, 1996.

7. Adjournment

There was no further business, and the meeting adjourned at 6:00 p.m.

FACULTY OF HUMANITIES
Curriculum Committee Meeting Minutes
Wednesday October 16, 1996, 10:00-12:00 noon
at Room 1420, Richmond Campus

Attending: Barre, Kathy Bollo, Priscilla (Chairperson) Bourgeois, Warren Cserepes, Dana Johnston, Sue Ann Porter, Rhondda Ramirez, Patricio Tritchew, Panteli Wainman, Kathy	Regrets: Morris, Susan Guests: Munro, Jane Pires-Stadler, Beatrice Zmetana, Katherine
---	--

Welcomes were extended by the Chairperson to Jane Munro and Katherine Zmetana.

1. **Approval of Agenda (Revised) of October 16 and Minutes of September 12, 1996**

Delete 4.2 Pilot in Political Science, History, Psychology

Moved by Patricio Ramirez and **seconded by** Rhondda Porter that the Agenda (Revised) and Minutes be approved with changes.

Carried

2. **OLD BUSINESS**

1. FINA 1100, 1200, 2300, 2400

Dana reported that the issue on 'creativity' was clarified with Jacqie Thachuk. There will be no changes made to the outlines originally approved by this committee on March 27, 1996.

2. MODL transfer to SFU

A handout on SFU Department of French Transfer Credit policy was distributed. SFU will grant unassigned credits and students are required to take Placement Tests. It was agreed that a group should get together to seek the assistance of B.C. Admissions and Transfer in gaining recognition for Kwantlen languages courses.

Action: Priscilla Bollo

3. Course numbering - MODL

Most second year courses were given a prefix of 2 when Kwantlen converted to 4 digit course number. Some of the second year language courses were given the prefix of 1.

3. **COURSE OUTLINES - REVISIONS**

GERM 2200, 2201

A second year course to be offered at Richmond and Surrey. Students can work at their own pace and in their own home using an interactive software 40% of the course. This mode of teaching was piloted at UBC and proven successful.

It was **moved by** Patricio Ramirez and **seconded by** Dana Cserepes that the outlines be approved as amended.

Carried

FREN 2301, 2302

The outlines were returned for editing. The course designer will be invited to attend the next meeting.

Action: Celia

COURSE OUTLINES - NEW

No discussion took place.

4. NEW BUSINESS

1. On-line Creative Writing

Jane Munro gave the background of the course and advised that a report on the pilot is available on reserve at all the Kwantlen libraries. Findings are:

- A need for technological training for students who wish to take the course. At the moment, a training program using Lotus Notes is being developed and will be a co-requisite of the on-line Creative Writing course. This program will be part of a series of short courses (half or one day) designed to equip students with the skills necessary for on-line courses. Part of a credit will be assigned to each of the training program.
- The use of voice mail, i.e. assigning a mail box for each students, is being looked into.
- Workload was heavy but for subsequent courses it is expected to be lighter.
- Conference time should be set when students can contact the instructor on-line.
- The course started with 22 students and 10 completed. It was suspected that drop-outs were caused by students unaccustomed to the technology.

Jane can answer questions regarding on-line courses but will not be teaching the course for the coming term. Her telephone local and voice mail is 2141.

3. PLA policy - what it means to instructor

Katherine Zmetana distributed a handout and briefed the committee on the current status of the PLA policy. With the exception of UVic and SFU, institutions throughout B.C. will be recognizing PLA. This policy has been approved by Ed Council and the Board and pilot projects are underway. Kwantlen is hoping to include an itemized section of programs recognizing PLA in the Fall 1997 calendar. Departments are requested to set out their standards and equivalency for PLA.

To evaluate PLA, Kwantlen will use methods such as portfolio challenge, recognizing provincial or countries' standardized tests, assessment of workside experience. The extensions 'PLA' are being included on students' transcripts for B.C. only. The PLA group is actively working with universities to omit the term 'PLA' from transcripts. Emphasis was placed on the following points from the PLA policy statements: No. 1 - Only faculty in the area on which the PLA is requested will be solicited for opinion. No. 10 - Kwantlen maximum of 75% of total work credited for transfer and PLA. No. 12 - A team of experts in the area being reviewed will review appeals.

Specialty workshops will be conducted for various areas and general workshops are scheduled for the Spring of 1997.

Departments are requested to a) discuss in groups, b) set up lists of courses which could give PLA and c) produce written statements of standards.

Action: All

Katherine can be contacted at Local 2624, Voice Mail 9353 at Richmond.

5. Adjournment

Due to time constraint, the committee adjourned the meeting with a consensus to continue the discussions on Wednesday, October 23, 1996 from 10:00-12:00 noon at Room 1420 of the Richmond Campus.

Moved by Rhondda Porter and seconded by Warren Bourgeois that the meeting be adjourned.



DEGREE PROPOSAL ASSESSMENT COMMITTEE
(DPAC)

Wednesday, September 11, 1996 - 4:15 p.m.
Surrey Campus - (C230)

MINUTES

<u>Present:</u>	J. Adams	<u>Regrets:</u>	B. Bailey
	D. Crisp		P. Bennett
	G. Fisher		K. Fleetwood
	R. Fox		R. Marchuk
	S. Hoffman		
	M. Klinger		
	P. Milley		
	J. Murphy (Chair)		
	D. Nanson		
	B. Melnyk (Recorder)		
	J. Slattery		
	J. Thachuk		

1. **Call to Order**

The meeting was called to order at 4:20 p.m.

2. **Confirmation of Agenda**

The agenda was approved with the following revisions: Add: 3(b) Rep. on Education Council to report back; 5(b) I.D.T. (MSC/J. Adams/D. Crisp)

3. **Approval of Minutes** (May 29, 1996)

The minutes were approved as distributed. (MSC/S. Hoffman/D. Nanson)

4. **Election of Chair**

J. Murphy is unable to chair the DPAC past December, therefore, a new chair will be elected. This item will be carried forward to the next meeting. It was suggested that a vice-chair be elected for the next three months, who would then be appointed as chair in January.

5. **Notice of Deadlines for Degree Proposals and Letters of Intent**

J. Murphy affirmed that Education Council had accepted the deadline dates for receipt of degree program concepts and letters of intent.

DPAC members went on to discuss how proposals would be prioritized and how we would proceed to rank proposals. Is this DPAC's mandate? As no consensus could be reached, it was suggested this item be discussed with J. Thachuk.

ACTION: J. Murphy will take this to the next Education Council meeting for discussion and will provide feedback. Carry forward to next DPAC Meeting.

6. Discussion of Liberal Arts Requirements

This agenda item is referenced by the document Recommendations to the Education Council for the Creation of a Kwantlen University Studies Program (KUSP), written by John Slattery, September 2, 1996. A submission on where the committee stands on this issue is to be forwarded to the Education Council by October 18, 1996. All comments will be included in a separate appendix for DPAC reference only.

7. Feedback on Letters of Intent

Regarding IDT's, our task is to approve and to be certain that all internal/external representatives are there. Approval of the team will be withheld until all necessary people are in place.

Geography - Will wait until the rest of the team is identified. Suggest that this group carry on - will re-visit once the team is identified.

Fashion - The advisory committee is somewhat insular. Need more industry representatives on the external IDT. Suggest including someone from Marketing and a faculty member from another discipline related to liberal arts study.

Members agreed to carry forward this agenda item to next meeting.

8. Follow-up to *Interdisciplinary B.A. or B.Sc.* re Fall Presentation

In a memo to J. Murphy, dated May 13, 1996, F. Chik indicated that since both S. Triplett and L. Turner were out of town until the end of May, the presentation would be postponed to September. It was agreed subsequently that J. Murphy would inform F. Chik of a date when they could present in the Fall, but not specifically September.

ACTION: Carry forward to next DPAC meeting to discuss suitable date.

9. Adjournment

The meeting was adjourned at 6:05 p.m. (MSC/D. Nanson/J. Adam)