



EDUCATION COUNCIL

October 5, 1998 – 4:15 p.m.
Surrey Campus Boardroom (C230)

A G E N D A

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- | | |
|--|---------|
| 1. Confirmation of Agenda | 2 min. |
| 2. Approval of Minutes (<i>September 14, 1998</i>) | 3 min. |
| 3. Chair's Report (<i>verbal</i>) | 5 min. |
| 4. Committee Reports | 5 min. |
| 4.1 Student Applicant Eligibility | |
| 4.2 Degree Proposal Assessment (<i>Minutes - June 10, 1998 attach..</i>) | |
| 4.3 Employability Skills (<i>Agenda Item # 10</i>) | |
| 4.4 Curriculum Approval (<i>to be reviewed by Curriculum Approval Sub-committee prior to Education Council meeting</i>) | |
| • PHYS 2330 – Intermediate Mechanics | |
| • ECED 1211 – Field Experience: Application | |
| • ECED 1213 – Guiding Children's Behavior | |
| • ECED 1219 – Block Practicum I | |
| • ECED 1252 – Curriculum Design for Language Development | |
| • ECED 1253 – Curriculum Design for Psychosocial Development | |
| • ECED 1254 – Curriculum Design for Cognitive Development | |
| • ECED 1255 – Curriculum Design for Physical Development | |
| 4.5 Grant Applications Review (<i>no report</i>) | |
| 4.6 Liberal Education Curriculum Committee (<i>no report</i>) | |
| 4.7 International Education (<i>no report</i>) | |
| 4.8 Prior Learning Assessment (<i>no report</i>) | |
| 5. Student Eligibility Committee (<i>attach.</i>) | 20 min. |
| 6. Name Change: Automotive Mechanics to Automotive Service Technician (<i>deferred from September 14th meeting</i>) | 5 min. |

Moved & carried
People not in contact with
Lenequa
Power / Student #

7. Policy B.12: Program Review (*deferred from September 14th meeting*) 15 min.
8. For Approval: Base Requirements for a Bachelor of Science (B.Sc.) (*deferred from September 14th meeting*) 15 min.
9. Changes to the Music Curriculum (*B/F from September 14th meeting*) 10 min.
10. Kwantlen/UBC Real Estate Diploma and Degree Collaboration Project (*attach.*) 15 min.
11. Skills21 Task Force Report (*attach.*) 15 min.
12. Early Childhood Education Program – Admissions Requirements (September 1999) (*attach.*) 10 min.
13. Next Meeting: November 2, 1998 – 4:15 p.m. – Surrey Campus Boardroom (C230)
14. Adjournment

Attached for Information

Degree Proposal Assessment Committee Minutes

Proposed Degree Approval Process (August 25, 1998)

Skills21 Task Force – Meeting Notes

Newsletter: BCCAT (September 1998)

Learning Quarterly (September 1998)

Report from the Executive to Education Council on the Applicant Eligibility Committee

The Executive met with three members of the Applicant Eligibility Committee and received feedback from some others. Most appear willing to continue to serve, providing the committee has a clear mandate.

Based on our discussions, the ~~Executive~~^{Council} recommends the following:

That the committee be reconstituted with approximately four ~~executive~~^{Council} members, the members of the former committee who are willing to serve, and some additional members to make the committee representative of the various divisions.

That the mandate be to:

- (a) Design an implementation plan for the policy approved at Council's last meeting and the Kwantlen policy on comprehensiveness.
- (b) Guide the design of the research project on the relationship between English language skills and performance in Kwantlen courses.
- (c) Identify the resources ~~available~~^{required} to support students who lack English language skills or others necessary to enter programs

Note from the chair

As we have struggle for some years with the name of the committee and this is intended to be a fresh start, I would suggest we devise a new name.



MEETING DATE: October 5, 1998

AGENDA #: 2

PREPARED BY: Barbara Melnyk

EDUCATION COUNCIL

ISSUE:

MINUTES

ACTION:

THAT the Minutes of the meeting held on September 14, 1998, be approved.



EDUCATION COUNCIL

September 14, 1998 - 4:15 p.m.
Surrey Campus Boardroom (C230)

MINUTES

Present Larry Anderson
 Derek Francis
 Charon Graham
 Jim Gunson (Chair)
 Julie Hobart
 Jim Jamieson
 Wayne Jeffrey (Member-at-Large)
 Judith McGillivray
 Robin Russell (Vice-Chair)
 Ron Shay
 Barb Smith
 Dieter Thomas
 Skip Triplett
 Newton Wainman
 Barbara Melnyk (Recorder)

Absent Dave Hardy
 T.N. Foo (Ex-Officio)
 Gerry Kilcup (Ex-Officio)

1. Confirmation of Agenda

Add: Notice of Motions (Skip Triplett)

The September 14, 1998 agenda was confirmed.

2. Approval of Minutes

**Moved by D. Francis/seconded by S. Triplett;
THAT the June 1 and 15, 1998 Minutes be approved.
CARRIED**

The Education Council Recorder received a request from Jane Hayes (Music). On page 1, of the June 15, 1998 minutes, under Changes to the Music Curriculum, delete words "University Transfer" and add "non-music".

After a brief discussion, Council agreed to bring this forward at the next meeting on October 5, 1998.

3. Chair's Report

It appears from a recent legal opinion that Kwantlen's Education Council Bylaws conform to the Act. The Chair will report back on this at the next meeting.

Following the June 15th Education Council meeting, the Executive was asked to consider waiving the need for the Chemistry 11 prerequisite for Horticulture, and permitting students to take HRTA 0096 (Chemistry Upgrading for Horticulture) concurrently with the first semester of the program. HRTA 0096 must be completed with a minimum grade of C. Students with a lower grade will not be permitted to register as a full-time student in the second semester but may continue their studies on a part-time basis. As there are issues worthy of a full Council discussion, this change is made on a trial basis for one year. Council will reconsider the matter in early 1999, when data is available showing the performance of students who take this option. At this time, other issues may be raised such as student workload and the equivalence of Chemistry 11 and HRTA 0096.

Following the last Education Council meeting, the Recorder was asked to poll Council members to inquire if they would be in agreement to have the Council Chair sit on the Presidential Search Committee, or if they would prefer to appoint a member from Council in September. The majority of Council members stated their preference for the Chair to represent Council on their behalf. The Chair stated he has been to one Presidential Search Committee meeting to date. Search criteria are being developed, and will be circulated around the University College for comments. The University College community will have an opportunity to meet finalists on the short list. The deadline for choosing a candidate is March.

The Recorder has distributed binders to all new Education Council members. Information on sub-committees and policies/reports will be updated. Senior Council members will be provided with updates to add to their current binders.

Council is continuing to explore educational initiatives, such as Prior Learning Assessment (PLA), Learning Outcomes, Employability Skills, etc. PLA should be fully implemented by next summer. All degree programs will teach the complete list of Employability Skills. Diploma programs will teach the pertinent skills. How should faculty and students be held accountable for incorporating and learning employability skills? Learning Outcomes is a more complex issue. It allows course designers to express what students are trying to achieve in a course. An attempt was made to incorporate the latter in the Course Outline Manual. This section needs to be clarified before a significant number of designers begin to use it. There is a plan to initiate a proposal to set-up a one-day retreat to discuss how to integrate what already has been done.

The Registrar, John Patterson, has announced that elections will be called Monday, September 21st for a Council member from Community and Health Studies, and for four student representatives. Elections will take place on October 21, 1998.

4. Committee Reports

4.1 Student Applicant Eligibility (see Agenda Item #7)

4.2 Degree Proposal Assessment Committee (DPAC)

At its meeting on September 9th, Jim Gunson asked DPAC to consider reviewing non-degree programs as well as degree programs, as it would make sense for all programs to be reviewed by the same committee. Committee members expressed some concern regarding potential workload, however agreed that they would review all programs, including certificate and diploma programs on a one-year trial basis.

The Chair called for a motion.

**Moved by L. Anderson/seconded by J. Hobart;
THAT DPAC review non-degree programs that lead to certificates and diplomas on a one-year trial basis.
CARRIED**

4.3 Employability Skills - No report

4.4 Curriculum Approval

**Moved by S. Triplett/seconded by L. Anderson;
THAT the following courses, subject to revisions, be recommended for approval to the Board:**

**ENVI 2425 - Health and Safety on Contaminated Sites
HRTT 1305 - Ergonomics, Safety & Productivity
HRTT 1306 - Greenhouse Systems
HORT 1265 - Nursery Experience II
HORT 2364 - Nursery Production of Trees & Shrubs in the Field
HORT 2412 - Landscape Estimating & Contract Administration
HORT 2436 - Golf Course Management
HORT 2464 - Nursery Production of Plants in Containers
HORT 2477 - Production Horticulture Management
HORT 2483 - Nursery & Garden Centre Management
FINA 1270 - Photography II
CARRIED**

**Moved by D. Thomas/seconded by B. Smith;
THAT Robin Russell, Skip Triplett, Jim Gunson and Marnie McFarlane form the 1998/99 Curriculum Approval Sub-committee that recommends approval to Education Council of all new course outlines. Barb Melnyk will continue to provide administrative support.
CARRIED**

4.5 Grant Applications Review - No report

4.6 Liberal Education Curriculum - No report

4.7 Prior Learning Assessment - No report

5. Election: Member-at-Large

The Chair called for nominations for the position of Member-at-Large. Wayne Jeffrey was nominated. Hearing no further nominations, the Chair called for a motion.

**Moved by J. Hobart/seconded by S. Triplett;
THAT Wayne Jeffrey be elected by acclamation.
CARRIED**

6. Degree Program Concept: Bachelor of Accountancy

Skip Triplett provided Council with some background on the formation of this degree. He stated that it is a 3-year degree, and that he is currently exploring with Ministry on whether a 3-year degree is acceptable. The name of the degree will likely be amended to, Bachelor of Business Administration with a Major in Accountancy. The Degree Program Review Committee (DPRC) at Ministry level has provided additional guidelines in order to provide an element of standardization to degree nomenclature, and the name "Bachelor of Accountancy" will likely not be acceptable.

Gordon Fisher stated that the CGA and CMA are very supportive of this 3-year degree. CMA will require their students to have a degree within the next few years. As well, the proposal meets the general requirement for an applied degree.

Although there are several issues that still must be addressed, the proposal is only at the program concept stage.

**Moved by S. Triplett/seconded by D. Francis;
THAT Council recommend approval of the Degree Program Concept for a Bachelor of
Accountancy.
CARRIED**

7. Student Applicant Eligibility Committee

Robin Russell requested that this item be delayed until the next Education Council meeting so that the co-chairs of the sub-committee could attend.

**Moved by R. Russell/seconded by J. Jamieson;
THAT Council postpone discussion of the Draft Policy until the October 5, 1998 meeting, when
the co-chairs of the Student Applicant Eligibility Sub-Committee can attend.
DEFEATED**

The Chair suggested that Council review all principles of the policy except #1, which states: *As English is the language of instruction at Kwantlen University College, all applicants, regardless of country of origin or of citizenship status, will be required to provide evidence of their competence in the English language. It is the responsibility of the department, discipline, school or program to recommend specific levels of competence in the English language for specific programs and courses.* The Chair stated that one of the reasons for the delay in approval of the policy was that it was felt more research is necessary on compulsory English language testing and the effect this could have on our ability to provide ESL instruction.

Derek Francis stated that research is proceeding to examine the issues involved in English language assessment testing. He noted that this is more complicated than first thought. He suggested that Council might like to review two memos from Adrienne Olnick that were distributed at today's meeting as a follow-up on what has been done to date.

Moved by S. Triplett/seconded by W. Jeffrey;
THAT Council approve the draft policy on *Assessment of Student Eligibility*, except #1, which states: "*As English is the language of instruction at Kwantlen University College all applicants, regardless of country of origin or of citizenship status, will be required to provide evidence of their competence in the English language. It is the responsibility of the department, discipline, school or program to recommend specific levels of competence in the English language for specific programs and courses.*"
CARRIED

At this time, Skip Triplett asked for an amendment to the motion. He distributed copies of the Kwantlen policy on *Comprehensiveness*, and suggested that paragraph 1 of the draft policy on *Assessment of Student Eligibility* be replaced by paragraph 4 and 5 of the policy on *Comprehensiveness*.

Moved by S. Triplett/seconded by W. Jeffrey;
THAT paragraph 1 in the draft policy *Assessment of Student Eligibility* be replaced by paragraphs 4 and 5 of the Kwantlen policy on *Comprehensiveness*.
CARRIED

In their review of the policy, Council agreed by consensus on the following points:

- Under "Procedures", #2, delete the word "Departmental" and replace with "Divisional". Add sentence: "The Divisional Curriculum Committees will recommend requirements to Education Council."
- Under "Procedures", #3, delete the word "department" and replace with "division". Council discussed this further, and believes the onus should be on individual departments to show that entrance requirements are valid and appropriate.
- On page 2, under "Definitions", suggest definitions for "Corequisite" and "Prerequisite" conform to those found in the Kwantlen Calendar.

The approved document appears as follows:

Draft Policy on Assessment of Student Eligibility

POLICY

Kwantlen University College welcomes all students, but reserves the right to place students in courses or programs, according to reasonable, fair and appropriate guidelines, or criteria linked to the initial performance expectations of the course or program. We recognize that learning may be acquired by both formal and informal means. Some students may need upgrading before or concurrent with their course or program in order to ensure success and progress.

Admission criteria to programs will be to ensure that students have a reasonable chance of success. Students meeting these threshold criteria will be admitted to the program based on their dates of application.

To this end, the University College has established program entry requirements, course prerequisites and corequisites and assessment practices to evaluate the knowledge, skills and preparedness of applicants to the University College, its programs and its courses. The University College recognizes that applicants have life and work experience and the University College will, upon request, assess, and, if appropriate, formally recognize such prior learning.

The following principles will apply to all assessments:

1. In order to ensure applicant assessment meets with commonly accepted standards and complies with relevant legislation, assessment tools used by the University College must be of demonstrable reliability, validity and relevance. This includes non-standardized assessment tools administered by departments, disciplines, schools or programs. The criteria for non-standardized assessments must be clearly stated and demonstrably linked to student success in the course or program to which the non-standardized assessments apply.
2. Where appropriate, assessment tools should be standardized across disciplines, programs and courses.
3. The University College will inform applicants of assessment results by a date specified in advance. Kwantlen University College will endeavour to provide advice and outline options for applicants who do not meet program entrance requirements. The University College will endeavour to provide programs and courses, which will assist applicants in meeting those entrance requirements.

PROCEDURES

1. Entrance requirements for specific programs will be included in the University College calendar, program information, brochures, etc. Prerequisites and corequisites for individual courses will be specified in the course outlines and in the course description included in the calendar.
2. Under the direction of the Dean, entrance requirements for programs and courses will be recommended, reviewed and, when necessary, revised by Divisional Curriculum Committees through the curriculum review process. The Divisional Curriculum Committees will recommend requirements to Education Council.
3. Program entrance requirements and the assessment tools used to ensure those requirements are met will be reviewed, and, if required, revised during the program review process in consultation with an individual with expertise in assessment from outside the division.

DEFINITIONS

Entrance requirement (for a program): the minimum skills, knowledge and preparedness necessary for success in a program of studies. These may be defined in terms of standardized test scores, prior course work, prior work experience, high school grades, a non-standardized assessment (e.g. interview, role-play, portfolio review), etc.

Assessment: the process by which the University College determines student knowledge, skills and preparedness in relation to established and documented entrance requirements.

Non-standardized Assessment: informal assessments of knowledge, skills and preparedness administered on a non-uniform basis. These could include personal interviews, letters of interest, prior work experience, etc.

Standardized Assessment: assessments of knowledge, skills and preparedness administered in a uniform way to allow comparisons within a large group over a period of time.

Corequisite: a specific course, or courses, which must be taken at the same time as, or previous to, a registered course.

Prerequisite (for a course): a specific course, or courses, (or other requirements), that must be successfully completed with a *minimum grade of C* unless otherwise specified prior to registration.

Relevance: the degree to which the attributes and characteristics being assessed are linked in practice to student success in particular programs or courses.

Reliability: the degree to which an assessment instrument provides consistent measures over time.

Validity: the degree to which an assessment instrument/practice measures what it is purported to measure.

Following discussion of the policy, it was suggested that Adrienne Olnick be invited to attend the next Education Council meeting on October 5, for information and to see if there is any feedback from Council members on the two memos distributed at the meeting today.

8. Name Change – Automotive Mechanics to Automotive Service Technician – Defer
9. Policy B.12: Program Review – Defer
10. For Approval: Base Requirements for a Bachelor of Science (B.Sc.) – Defer
11. Notice of Motions

Skip Triplett declared two Notice of Motions for November 2, 1998:

Be it resolve that Education Council recommend the following policies to the Kwantlen University Board of Governors (under Article 23(1)(i) of "The Act"):

1. Be it resolved that Kwantlen University College recognizes a responsibility to develop qualified University College faculty. To this end, our faculty qualification criteria will always enable functionally qualified candidates to begin their teaching careers at Kwantlen.
 2. Be it resolved that, where necessary, existing faculty qualification criteria must be modified to enable functionally qualified candidates to begin their teaching careers at Kwantlen.
12. Next Meeting: October 5, 1998 – 4:15 p.m. – Surrey Campus Boardroom (C230)
13. Adjournment: The meeting adjourned at 6:20 p.m.



MEETING DATE: **October 5, 1998**
AGENDA #: **5**

PREPARED BY: **Jim Gunson**

EDUCATION COUNCIL

ISSUE FOR DISCUSSION:

Student Applicant Eligibility Committee

Chair, Education Council

TO: **Education Council**

C:

FROM: Jim Gunson

DATE: September 30, 1998

SUBJECT: Applicant Eligibility Committee

Two things have happened since Council's last meeting. Firstly, the co-chairs, Margaret Beresford and Rhondda Porter, have resigned. Secondly, the Executive decided to meet with the Committee to get feedback to assist Council in deciding how to proceed. When you read this, the meeting will have taken place.

My suggestion is that Council consider two issues:

1. What work needs to be done with regard to admissions requirements and how should this be done?
 Do we need a new or revised committee?
2. What role, if any, will Council play with regard to the research project on English language skills and performance in Kwantlen courses?

It would be helpful if you could think about these issues. After the meeting with the Committee, the Executive will try to prepare a statement and will e-mail this as soon as possible.



MEETING DATE: October 5, 1998
AGENDA #: 11

PREPARED BY: John Slattery

EDUCATION COUNCIL

FOR INFORMATION:

Skills21 Task Force Report

APPROVAL:

This report sets out goals for the Task Force. Council may wish to approve these goals or amend them.

SKILLS 21 TASK FORCE REPORT TO THE EDUCATION COUNCIL

SEPTEMBER 28, 1998

At its September 21, 1998 meeting the Task Force members present reviewed the 1998-99 task list that it discussed last Spring. After much careful consideration and weighing of alternatives, the Task Force has prepared several observations and recommendations. Members of the Task Force who were not present at this meeting were subsequently polled by e-mail, reinforced by a voice-mail reminder. Those who replied as of this writing unanimously concur with these observations and recommendations, which are as follows:

The Skills 21 Task Force has considered its accomplishments to date, the major of which include:

- The development of an employability skills list that all Kwantlen programs must now incorporate into their curriculums;
- The development of a more detailed list of descriptors under each Skill area to assist faculty in this process;
- The inclusion of an employability skills section in the revised course outline form and associated instructions;
- Assistance in the development of ES workshops for faculty, coupled in some cases with informal presentations by Task Force members to various faculty groups, including orientation workshops by David Ingre for new faculty.

In view of these, the Task Force believes that it has more than completed its original mandate, and it therefore recommends that it be dissolved.

The Task Force recognizes that there is still unfinished business that should be addressed. Because of the special nature of these items, the Task Force believes that the Council should create other bodies/mechanisms to deal with them. These items include:

- clarifying the similarities and differences among employability skills, occupational & employability skills, student success skills, personal skills, life skills, generic skills etc. A related question:
 - do we need to change what we call them here at Kwantlen?
- revisiting (and revising, as necessary) the ES's list and various competencies listed under each; related issues include:
 - incorporation of ES's into a learning outcomes taxonomy, defining (if desired) levels of attainment for each ES;
- identifying, developing and sharing ideas about learning activities that can promote the development and assessment of ES's; a related issue:
 - integration of ES assessment into the regular assessment process;

- tracking and recording of successful ES attainment by students; related issues include:
 - recording and certification of skills learned - for whom and by whom?
 - the legalities and formatting of released information;
- validation and revision processes for all of the above.

The Task Force recommends that these matters be brought to the attention of the planning group that will be looking at ways to better integrate the interdependent areas of: Employability Skills, PLA, & Learning Outcomes, and to study their impact on course outline development.

Although some Sept. 21 meeting time was spent on brainstorming ideas about how the above tasks might be carried out, we suggest that they be brought to the planning meeting by the Skills 21 representatives so they can be better integrated into their proposals.

John Slattery, Chair

**PROPOSED DEGREE APPROVAL PROCESS
(25 August 1998)**

<i>ACTION</i>	<i>RESPONSIBILITY</i>
Program Concept (Stage 1)	
<ul style="list-style-type: none"> • <i>Notifies Secretary, DPAC, of intent to develop a program Concept.</i> 	<i>Initiators</i>
<ul style="list-style-type: none"> • Distributes Development Kits and provides other resources to Initiators as available; • Notifies VP, Education of the need to appoint a Dean to work with the Initiators and to collect resource & space impact estimates. 	Secretary, DPAC
<ul style="list-style-type: none"> • Appoints Dean. 	VP, Education
<ul style="list-style-type: none"> • Works with the Initiating group and with various support areas to identify potential personnel, space & service requirements for the suggested program; 	Designated Dean
<ul style="list-style-type: none"> • Receives Concept from Initiators plus impact report from designated Dean, and acknowledges both; • Forwards Concept & designated Dean's report (as an attachment) to VP Education. 	Secretary, DPAC
<ul style="list-style-type: none"> • Distributes Concept to DPAC members; • Invites Initiators and Dean to attend DPAC meeting. 	Secretary, DPAC
<ul style="list-style-type: none"> • <i>Reviews Concept and prepares recommendation for Ed Council.</i> 	<i>DPAC</i>
<ul style="list-style-type: none"> • Memo's DPAC's recommendation and rationale to the Initiators' contact person, with copies to: <ul style="list-style-type: none"> ➢ the secretary, Ed Council (for DPAC Report), ➢ the VP, Education (information), ➢ the designated Dean, ➢ The Dean, Ed Planning (information) 	Secretary, DPAC
<i>If DPAC recommends approval:</i>	
<ul style="list-style-type: none"> • Makes changes as required by DPAC; 	Initiators

Program Concept (Stage 1) – *continued*

- Forwards clean, re-dated copy to the DPAC secretary Initiators
- Cross-references revised, *recommended* copy against DPAC's list of required changes; Secretary, DPAC
- Forwards copies of *recommended* Concept to the Ed Council secretary and to the Dean, Ed Planning (information)
- Distributes *recommended* Concept & DPAC Memo to Ed Council members; Secretary, Ed Council
- Invites Initiators to attend Ed Council meeting.
- *Reviews recommended Concept and decides on what action should be taken with it.* Ed Council
- Memo's Ed Council's decision and rationale to the Initiator's contact person with copies to: Secretary, Ed Council
 - the secretary, Board (for Board Report),
 - the secretary, DPAC (for information),
 - the VP, Education (for information),
 - the designated Dean,
 - the Dean, Ed Planning (for information)

If approved by Ed Council:

- Makes changes as required by the Ed Council; Initiators
- Forwards a clean, re-dated copy to the Council secretary.
- Cross-references the revised, *approved* copy against Council's list of required changes; Secretary, Ed Council
- Sends copies of the *approved* Concept to:
 - the VP, Education (for action – see below)
 - the Dean, Ed Planning (for information)
 - the Curriculum Committee Chairpersons (with instructions regarding their input at the Letter of Intent stage).
 - the Secretary, DPAC

Letter of Intent (Stage 2)

- Create Initial Development Team (IDT) DPAC
- Appoints Dean(s) to IDT. VP Education
- Sends request(s) for faculty time release to the Dean, Ed Planning Appointed Dean(s)
- Receives & reviews release time requests from Dean(s); Dean, Ed Planning
- Notifies Dean(s) & VP Education of release time allocations.

Letter of Intent (State 2) – *continued*

- Sends memos containing comments, questions and suggestions to the IDT contact person and the Secretary, DPAC Curriculum Committee Chairs

 - Works with other IDT members and with various support areas to identify personnel, space & service requirements for the suggested program; Appointed Dean(s)

 - Receives and acknowledges comments from Curriculum Committees; Secretary, DPAC
 - Receives and acknowledges the *draft* Letter of Intent from IDT and the Dean's impact report;
 - Forwards *draft* Letter of Intent plus Curriculum Committee comments and the Dean's report to:
 - the VP Education (for possible action)

 - Distributes *draft* Letter of Intent and comments to DPAC members; Secretary, DPAC
 - Invites IDT spokesperson to attend DPAC meeting.

 - ***Reviews draft Letter of Intent and prepares recommendation for Ed Council.*** **DPAC**

 - Memos DPAC's recommendation with rationale to the IDT contact person with copies to:
 - the secretary, Ed Council (for DPAC report),
 - the VP Education (information)
 - the Dean, Ed Planning (information)Secretary, DPAC
- If DPAC recommends approval:*
- Makes changes as required by DPAC, and forwards a clean, re-dated copy to the DPAC secretary. IDT

 - Cross-references the revised, *recommended* copy against DPAC's list of required changes; Secretary, DPAC
 - Forwards copies of the *recommended* Letter of Intent to the Ed Council secretary and to the Dean, Ed Planning.

 - Distributes *recommended* Letter of Intent to Ed Council members; Secretary, Ed Council
 - Invites IDT spokesperson to attend Ed Council meeting.

 - ***Reviews recommended Letter of Intent and decides on action to be taken with it.*** **Ed Council**

Letter of Intent (Stage 2) – *continued*

- Memos Ed Council's decision with rationale to the IDT contact person and to:
 - the secretary, Board (for Board Report)
 - the secretary, DPAC (for information)
 - the VP, Education (for information)
 - the Dean, Ed Planning (for information)Secretary, Ed Council

- If approved by Ed Council:*

- Makes changes as required by the Ed Council IDT
- Forwards a clean, re-dated copy to the Council secretary.

- Cross-references the revised, *approved* copy against Council's list of required changes; Secretary, Ed Council
- Sends copy of the *approved* Letter of Intent to the VP Education.

- *Provides final administrative review of the Letter of Intent, taking into account the impact on Kwantlen's resources.* VP, Education

- Prepares covering letter to the Ministry for signature by the VP, Education Secretary, VP Education
- Forwards signed package to the Ministry, copies (for information) to:
 - the President,
 - the secretary of the Board,
 - the IDT spokesperson (covering memo only),
 - the secretary, Ed Council (covering memo only),
 - the secretary, DPAC,
 - the Curriculum Committee Chairpersons.

- *Reviews recommended Letter of Intent and decides on action to be taken with it.* Ministry

- Notifies (for information) all relevant parties of the Ministry's decision: VP, Education
 - the President,
 - the Board,
 - the Chairperson, Ed Council,
 - the Chairperson, DPAC,
 - the Dean, Educational Planning
 - the IDT members
 - (covering memo only), other interested parties.

Full Program Proposal (Stage 3)

If Letter of Intent is Approved:

Full Program Proposal (Stage 3) – *continued*

- Sends recommendations for membership in the Program Development Group (PDG) to the Ed Council secretary. Initial Development Team
- Sends recommendations for membership of the Validation Team (VT) to the Ed Council secretary. VP, Education
- Acknowledges PDG and VT membership recommendations, and distributes these to the Ed Council members. Secretary, Ed Council
- Appoints the PDG and VT members. Ed Council
- Communicates (for information) Ed Council's decisions to:
 - the IDT spokesperson,
 - the VP Education
 - the DPAC chair and DPAC secretary
 - the Dean, Ed Planning;
 Secretary, Ed Council
- Informs PDG and VT members of their appointments in writing, and copies the Dean, Educational Planning.
- Sends request(s) for faculty time release to the Dean, Ed Planning. Appointed Dean(s)
- Receives & reviews release time requests from Dean(s) serving on the PDG; Dean, Ed Planning
- Notifies Dean(s) & VP Education of release time allocations.
- Works with other PDG members and with various support areas to identify personnel, space & service requirements for the suggested program; Appointed Dean(s)
- *Prepares draft Program Proposal and sends it to the Secretary, DPAC* Program Development Group
- Sends draft Program Proposal to Validation members Secretary, DPAC
- *Critiques draft Proposal and prepares report, sending it to the Secretary, DPAC* Validation Team
- Receives the *draft* Program Proposal, the Validation Team report, and the Dean's impact report and acknowledges receipt of same; Secretary, DPAC
- Forwards *draft* Proposal and reports to VP Education;
- Distributes the *draft* Proposal and the reports to DPAC members;
- Invites PDG spokesperson & Dean to attend the DPAC meeting.
- *Reviews draft Proposal and the Validation Team's report, and prepares recommendation for Ed Council.* DPAC

Full Program Proposal (Stage 3) – continued

- Memos DPAC's recommendation with rationale to the PDG and VT contact persons with copies to:
 - the secretary, Ed Council (for DPAC report).
 - the VP Education (information)
 - the Dean, Ed Planning (information)

Secretary, DPAC

If DPAC recommends approval:

- Makes changes to the Full Program Proposal as required by DPAC
 - Forwards a clean, re-dated copy to the DPAC secretary.
- PDG
- Makes changes to the VT report (if necessary)
 - Forwards a clean, re-dated copy to the DPAC secretary.
- VT
- Cross-references the revised, *approved* copy of the Full Program Proposal against DPAC's list of required changes;
 - Sends copy of the *approved* Full Program Proposal and the updated VT report to the VP Education & Secretary, Ed Council.
- Secretary, DPAC
- Distributes package to Ed Council members;
 - Invites PDG spokesperson & Dean to attend Ed Council meeting.
- Secretary, Ed Council
- ***Reviews recommended Proposal & the VT report, and decides on action to be taken with this package.***
- Ed Council**
- Memos Ed Council's decision with rationale to the PDG & contact persons and to:
 - the secretary, Board (for Board Report)
 - the secretary, DPAC (for information),
 - the VP, Education (for information)

Secretary, Ed Council

If approved by Ed Council:

- Makes changes to the Full Program Proposal as required by Council;
 - Forwards a clean, re-dated copy to the Council secretary.
- PDG
- Makes changes to the VT report (if necessary),.
 - Forwards a clean, re-dated copy to the Council secretary.
- VT
- Cross-references the revised, *approved* copy of the Full Program Proposal against Council's list of required changes;
 - Sends copies of the *approved* Proposal (with the revised VT report included as an appendix) to the VP Education.
- Secretary, Ed Council
- ***Provides final administrative review of the Full Program Proposal, taking into account the Dean(s) resources impact report.***
- VP Education**

Full Program Proposal (Stage 3) - *continued*

- **Forwards Full Program Proposal to Board Secretary for Board approval** Secretary, VP Education
- **Conveys Board approval to Secretary, VP Education** Secretary, Board of Governors
- **Prepares covering letter to the Ministry for signature by President, with copies of this letter to go to the PDG and VT spokespersons;** Secretary, VP Education
- **Forwards signed package to the Ministry, and sends the Executive Summary section and covering letter (only) to:**
 - **the President (for information)**
 - **the secretary of the Board (for information)**
 - **the secretary, Ed Council (for Board Report),**
 - **the secretary, DPAC (for information)**
 - **the Curriculum Committee Chairpersons (for information).**
- ***Reviews recommended Proposal and decides on action to be taken with it.*** Ministry
- **Notifies (for information) all relevant parties of the Ministry's decision:** VP, Education
 - **the President,**
 - **the Board,**
 - **the Chairperson, Ed Council,**
 - **the Chairperson, DPAC,**
 - **the Dean, Educational Planning,**
 - **the PDG and VT members,**
 - **other interested parties.**

If Proposal is approved by the Ministry

- ***Initiates Program Development phase.*** VP, Education

SKILLS 21 TASK FORCE

Sep 21, 1998 Meeting Notes

Present: Carla Furlong, Geoff Dean, John Slattery, Sue Ann Johnson, David Ingre, and Skip Triplett

Four members sent in regrets, two of who were ill.

With the small number of people who were in attendance today, we departed from the planned agenda. Instead we stepped back to reexamine the future of the Task Force itself. After considering a couple of options intended to revitalize the Task Force, we took another look at the work ahead. Given that these are really follow-up activities that might be better addressed by other means, we drew up several recommendations – first to the people on the current Task Force membership list, and then to the Education Council.

Recommendations:

1. That I prepare a brief report to the Education Council summarizing the major work that the Task Force has accomplished. This list includes:
 - development of an employability skills list that all Kwantlen programs must now incorporate into their curriculums;
 - development of a more detailed list of descriptors under each Skill area to assist faculty in this process;
 - inclusion of an employability skills section in the revised course outline form and associated instructions;
 - assistance in the development of ES workshops for faculty, coupled in some cases with informal presentations by Task Force members to various faculty groups, including orientation workshops by David Ingre for new faculty.
2. That I inform Council that in the view of its members the Skills 21 Task force has more than completed its original mandate, and that it should therefore be dissolved.
3. That the Council consider creating other bodies/mechanisms to deal with various follow-up matters. These include all the items that were on our proposed task list for the coming year, namely:
 - clarifying the similarities and differences among employability skills, student success skills, personal skills, life skills, generic skills etc. A related question:
 - do we need to change what we call them here at Kwantlen?
 - revisiting (and revising, as necessary) the ES's list and various competencies listed under each; related issues include:
 - incorporation of ES's into a learning outcomes taxonomy,
 - defining (if desired) levels of attainment for each ES;

- identifying, developing and sharing ideas about learning activities that can promote the development and assessment of ES's; a related issue:
 - integration of ES assessment into the regular assessment process;
- tracking and recording of successful ES attainment by students; related issues include:
 - recording and certification of skills learned - for whom and by whom?
 - the legalities and formatting of released information;
- validation and revision processes for all of the above.

My report to Council would also include a recommendation that these matters be initially incorporated into the meeting being planned to look at integrating a number of related areas: E Skills, PLA, Learning Outcomes, and course outline manual development. (Representatives from each of these areas – including from this committee – will participate. Hopefully, some of you will be available to attend. More on this later.)

Some ideas about how some of the above tasks might be carried out were also generated, but I think we should save these for the meeting. I will not include them among the recommendations to the Ed. Council at this point. So we don't forget them, however, here are the ideas we came up with:

- designing "capstone" experiences for students during which they would be expected to demonstrate ES skills to the appropriate standard;
- using pd days or otherwise providing opportunities for faculty to do some show-and-tell to their colleagues (including those from other disciplines);
- creating small, focused action groups to address various of these issues.

The next meeting of the Education Council is set for Monday, October 5. This means that I have to get a report into Council by the beginning of next week. Although this is short notice, can you please get back to me with your reactions to these notes not later than 9:00 a.m. Tuesday, September 28? A voice-mail (3252) or e-mail (johns) message will do.

John Slattery

If there are sufficient funds remaining, Automotive Upgrade for Applied Technology, Trades & Vocational should be approved for \$8,768.

4.6 Liberal Education Curriculum Committee

Please see Agenda Item #6.

4.7 International Education Curriculum Committee – No report

4.8 Arts Degree Framework Committee – No report

4.9 Prior Learning Assessment

In a recent PLA meeting, a vote was taken on whether or not to transcript PLA. The result of the motion was 8-6 for PLA transcribing. A letter of confirmation will be sent from the Provincial Steering Committee on PLA.

5. Education Council Representative to Sit on the Consultative Committee on Educational Technology

This committee makes recommendations about the use of technology and the allocation of funds for faculty computers. As well, members discuss other issues such as access labs and specialized labs. Membership is primarily faculty, and Education Council has received an invitation to have one member sit on the CCET.

Moved by D. Francis/seconded by D. Boyer,
THAT Education Council declines the invitation to send a representative at this time.
CARRIED

6. Guidelines for Liberal Education Course Developers

Council referred to Liberal Education Curriculum Meeting Minutes (April 8th) – Item #5. The Committee has recommended guidelines to assist Liberal Education course designers as follows:

1. All liberal education courses should go beyond western traditions and incorporate the knowledge and insights of other cultures;
2. Employability Skills should be integral to all liberal education courses;
3. Course outline developers append an outline/schedule of the course content.

Council suggested that the word “all” in #1 be deleted.

ACTION: Postpone discussion of this issue to September 14, 1998 Education Council meeting.

7. Degree Proposal: Bachelor of Applied Design in Fashion Design and Technology

Council reviewed the full degree proposal for a Bachelor of Applied Design in Fashion Design and Technology Program.

Moved by J. Adams/seconded by B. Carr,
THAT Council recommends that the Board approve the full degree proposal, as recommended by the Validation Team and approved by the Degree Proposal Assessment Committee.
CARRIED

8. Block Transfer Agreement – Horticulture Core Curriculum

Withdraw

9. Internally Funded Curriculum Development Proposal – Architectural-Industrial Drafting/CADD

Council questioned the inclusion of Math 1120 in the "Preliminary Curriculum", as the pass rate for this course is very low (approximately 55%).

Moved by J. Adams/Seconded by B. Gurm;
THAT Education Council approve in principle the Architectural-Industrial Drafting/CADD Program Concept, but suggest the developers seek further consultation and return to Education Council with a more detailed proposal.
CARRIED

10. Approval of Existing Programs in Continuing Education

Council has the duty to examine CE courses after the fact. This has not been happening, but was on a "to-do" list. Recent external decisions on financial aid to students require Education Council approval of programs before students are eligible for such aid. Council and the Dean of CE were faced with an urgent need to process the current programs, one which required us to balance the needs of students with the need to properly validate the programs.

Council received detailed information and was prepared to approve the programs in-principle, which means that the details at the course outline level have still to be considered. Dean Gillis informed Council that this would be sufficient to allow financial aid to flow.

Moved by B. Carr/Seconded by J. Adams;
THAT Education Council approves in principle the following programs:
Travel Industry Training
Hospitality Operations Management
Nursing Unit Coordinator Program
Geriatric Activity Coordinator Program
Microcomputer Application Specialist: Course C451
Information Technology and Computer Support Specialist: Course C453
Internet and Media Online Specialist: Course C452