



EDUCATION COUNCIL

November 16, 1998 – 4:15 p.m.
Surrey Campus Boardroom (C230)

AGENDA

1. Confirmation of Agenda
2. Chair's Report (*verbal*)
3. Committee Reports
 - 4.1 Degree Proposal Assessment
 - 4.2 Curriculum Approval
(*to be reviewed by Curriculum Approval Sub-committee prior to meeting*)
 - PHYS 2335 – Modern Laboratory Practice
 - HIST 2360 – Origins of Modern India
 - 4.3 Grant Applications Review
 - 4.4 Liberal Education Curriculum Committee
 - 4.5 International Education
 - 4.6 Prior Learning Assessment
 - 4.7 Intake Testing and Assessment
4. Prerequisite Changes for English 0099, 1100 and 1110 (*previously distributed in Nov. 2nd Council package*)
5. Policy on Transfer of Courses into Kwantlen (*previously distributed in Nov. 2nd Council package*)
6. Next Meeting: December 7, 1998 – Surrey Campus Boardroom (C230)
7. Adjournment

① skip must have input on priority courses impact [running + other?] + transfer] ② The research

delay to next mtg.

① External review other institutional standards
② Internal effort - prerequisites - update based on English

Attached for Information
Curriculum Committee Minutes
(Revised) List – Education Council Members



EDUCATION COUNCIL

November 2, 1998 – 4:15 p.m.
Surrey Campus Boardroom (C230)

AGENDA

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- | | |
|---|---------|
| 1. Confirmation of Agenda | 2 min. |
| 2. Approval of Minutes (<i>October 5, 1998</i>) | 3 min. |
| 3. Chair's Report (<i>verbal</i>) | 10 min. |
| • Memo from Humanities Curriculum Committee (<i>att'd.</i>) | |
| • New student members: Shane Cooke and Keith Lowe | |
| 4. Committee Reports | |
| 4.1 Degree Proposal Assessment (<i>no report</i>) | |
| 4.2 Curriculum Approval | 5 min. |
| (<i>to be reviewed by Curriculum Approval Sub-committee prior to meeting</i>) | |
| • ENTR 3110 – Advanced Organizational Behaviour | |
| • ENTR 3120 – Managerial Accounting for Entrepreneurs | |
| • ENTR 3130 – Production and Operations Management | |
| • ENTR 3140 – Entrepreneurial Marketing | |
| • ENTR 3150 – Business Economics | |
| • ENTR 3170 – Entrepreneurial Finance | |
| • INFO 3110 – Professional Communications in Information Technology | |
| • INFO 3210 – Distributed Systems | |
| • INFO 3220 – Multimedia Systems | |
| • INFO 3230 – Object-Oriented Software Development | |
| • INFO 4210 – Human Factors and Computer Interface Design | |
| • INFO 4340 – Integration Project | |
| • LBED 3130 – Critical Thinking, Logic and Scientific Reasoning | |
| • NRSB 3210 – Health 4: Health Promotion and Community Development | |
| • NRSB 3235 – Healing/Professional Growth: Bridge Out | |
| • NRSB 3240 – Nursing Practice 5 | |
| 4.3 Grant Applications Review (<i>no report</i>) | |
| 4.4 Liberal Education Curriculum Committee (<i>no report</i>) | |
| 4.5 International Education (<i>no report</i>) | |
| 4.6 Prior Learning Assessment (<i>no report</i>) | |
| 4.7 Intake Testing and Assessment (<i>no report</i>) | |
| 5. Base Requirements for a Bachelor of Science (B.Sc.) (<i>att'd.</i>) | 15 min. |

Rob Russell
by Nov 16

6. Motions Regarding Policies on Faculty Member Qualifications 25 min.
7. Music Diploma Nomenclature (*att'd.*) 15 min.
8. Degree Program Concept: *Bachelor of Applied Arts in Psychology (att'd.)* 15 min.
9. Prerequisite Changes for English 0099, 1100 and 1110 (*att'd.*) 25 min.
10. Policy on Transfer of Courses into Kwantlen (*att'd.*) 15 min.
11. Student Representative for DPAC 5 min.
12. Next Meeting: December 7, 1998 – Surrey Campus Boardroom (C230)
13. Adjournment

Attached for Information
Curriculum Committee Minutes
Degree Proposal Assessment Committee Minutes
(Revised List) Education Council Members

Kwantlen University College
ESL Department

TO: Robin Russell, Humanities Representative on Education Council

C: Members of Education Council, the Faculty Association Table Officers and Faculty Representatives, and Priscilla Bollo, Dean of Humanities

FROM: Rhondda Porter, ESL Department Chair

DATE: November 2, 1998

RE: The motion to prevent search committees from using teaching experience as a criterion for hiring

The following motion has been proposed by the College Administration.

Be it resolved that Education Council recommend the following policies to the Kwantlen University College Board of Governors (under Article 12 (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.*

I am writing on behalf of the ESL Department to express our grave concerns with the proposed motion. Our concerns are as follows:

- 1) The policy is badly written and ill-conceived. It is unclear who will decide what "functionally qualified" means, who will determine if an applicant is "functionally qualified" and who will modify the criteria. It is also unclear what is intended by the words "will always" and "must be modified".
- 2) The policy would seem to violate both the Collective Agreement and Policy G.7 - Faculty Recruitment (revised June 23, 1998). Please refer to the memorandum from the Humanities Chairs.
- 3) The policy seems to be designed specifically to force the ESL Department to accept a laid-off instructor from another department who does not fulfill the minimum qualifications for ESL instructors. The document Minimum Qualifications - Policy G.7 - Faculty Recruitment lists the minimum requirements for 43 disciplines and programs. Only three of these 43 disciplines and programs list teaching experience as one of the minimum requirements: Academic and Career Preparation, English Language Training and English as a Second Language.

The following chronology documents the ESL Department's on-going dispute with the Faculty Association and the College Administration regarding the proposed reassignment of a laid-off instructor from another department. The dispute began in the Fall of 1995.

The Chronology of Events:

- Fall 1995: John Yates, the ESL Department Chair, was phoned by Maureen Shaw, the President of the Faculty Association, and informed that a French instructor who was going to be laid off would be joining the ESL department. The ESL Department Search Committee informed the Faculty Association of the Department's minimum requirements. (See Appendix 1)
- Spring 1996: Rhondda Porter (a member of the ESL Department Search Committee) sent a letter to Maureen Shaw expressing the Department's concern about the proposed reassignment and informing Maureen Shaw of the qualifications and experience expected of instructors in the ESL Department. (A copy of the letter is available on request.)
- Fall 1996: Despite the fact that the French instructor did not have the necessary qualifications or experience, the search committee were told that they had to interview him/her. (This would seem to be in violation of both the Collective Agreement and Policy G.7 - Faculty Recruitment.) At the time there were no posted vacancies in the Department. Prior to the interview, the ESL Department Search Committee, John Yates and Robin Russell, again informed both the Administration and the Faculty Association of the Department's minimum requirements for ESL instructors. (Please note that other colleges have similar requirements. For Kwantlen's, see Appendix 1. For other colleges', see Appendix 2.)
- April 1998: A memo was sent from the office of the Academic Vice-President - Education, Skip Triplett, to Priscilla Bollo, Dean of Humanities, which apparently indicated that 120 hours of classroom observation ("job shadowing") in the ESL Department could be considered the equivalent of two years full-time experience teaching academic level ESL to adults. The Faculty Association had apparently informed the Administration that in their opinion 12 hours of classroom observation would be more appropriate. No one informed the ESL Department Search Committee that the Administration and the Faculty Association had decided to change the department's minimum qualifications.
- Fall 1998: On September 8th / 9th Martyn Williams and Ann Talbot received voice mail messages from the instructor indicating that he/she would like to begin "job shadowing" on Friday 11th. This was the first time anyone in the Department had heard of the proposed "job shadowing".
- On September 8th, the first day of classes, Doug Fletcher phoned Joanna Daley twenty minutes before her first class and told her that arrangements had been made for someone to do some "job shadowing". He and the instructor then arrived at the office door five minutes later. Joanna indicated that the timing of the proposed visit was inconvenient.
- On September 11th, the ESL Department held a meeting to which Priscilla Bollo was invited. Priscilla indicated that to her knowledge, the "120 hours of job shadowing" was first mentioned in a memo from Skip Triplett in April 1998. A motion was passed by the Department indicating that the Department would not participate in the proposed "job shadowing". In the Department's professional opinion, 120 hours of classroom observation is not equivalent to two years of full-time experience teaching academic ESL. (A copy of the motion is available on request.)

On September 14th, Rhondda Porter, the Chair of the ESL Department, met with Priscilla Bollo, Dean of Humanities. Priscilla said that, according to an e-mail message she had just received from Skip Triplett, Ed Council and the Board had disallowed the ESL Department's requirement of two years of full-time teaching experience. We were unable to find any record of such a decision.

*At the night
I might
have to
protect
Priscilla
from
Skip.*

On September 23, 1998 the ESL Department sent a copy of the motion passed at the September 11th meeting to the Kwantlen University College Faculty Association and Skip Triplett, Academic Vice-President.

On September 30th, the ESL faculty received a memo from Jim Jamieson of the KCFA. This memo was the first written communication of any kind on this issue from either the Administration or the KCFA. (A copy of the memo is available on request.)

On October 2nd, Jack Finnbogason met with the members of the ESL Department.

On October 5th, the motion to remove teaching experience as a criterion for hiring was presented to Ed Council.

On October 15th, the ESL Department send a memo to the Faculty Association Table Officers and Faculty Representatives, and to the Academic Vice-President inquiring as to which sections of the collective agreement and Policy G.7 would allow the Administration to override the minimum qualifications as set out by the ESL Department Search Committee. (A copy of the memo is available on request.) To date there has been no response.

Appendix 1: Kwantlen College's Minimum Qualifications (as per Policy G.7)

"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. BC TEAL certification recommended. At least 2 years full-time experience teaching academic level ESL to adults."

Appendix 2: Minimum Requirements at other Colleges

Note: These criteria were supplied by the Chairs of Academic Prep / College Prep ESL.

- 1) Douglas College:
 1. M.A. in ESL or a related subject,
 2. an ESL qualification if the M.A. was not in TESL, and
 3. several years of experience teaching ESL at the adult, college prep level
- 2) Vancouver Community College's ESL Division (includes College Prep English)
 1. B.A. (M.A. preferred),
 2. TESL certificate with a supervised practicum
 3. two years full-time ESL teaching experience
- 3) Camosum College:
 1. M.A in Linguistics, English or related field
 2. TESL or TEFL certificate or diploma, and
 3. minimum three years ESL teaching experience

FACULTY OF HUMANITIES

TO: Educational Council
C: Humanities Curriculum Committee members
FROM: Priscilla Bollo, Chair, Humanities Curriculum Committee
DATE: 5-Oct-98
SUBJECT: STUDENT ELIGIBILITY REPORT

P.B.

OCT 19 1998
OFFICE OF THE
VICE PRESIDENT, EDUCATION

I have been directed by the Humanities Curriculum Committee to express its support for the proposal put forward on Student Eligibility. The component of principle #1, rejected by Ed Council, directly impacts upon the instructors' and the departments' ability to deliver courses effectively.

The Committee is therefore respectfully requesting clarification from Ed Council regarding the Council's concerns around Principle #1.

- Distribution
- Attridge, Bob
- Bleter, Wendy
- Ling, Arthur
- Ramirez, Patricio
- Smith, Barb
- Smolkin, Doran
- Talbot, Ann
- Vernon, Roger
- Wayman, Tom
- Wiens, David

DF. cost
SES resources would
have to be reallocated
to be reallocated
space issues

stop doing the thing
in order to do something
John Slattery
work at problem / solutions

I explain prob across
the college. The Humanities
Dept.

What action
has been taken
or needs to
be taken?

When asked:
Faculty
Constit. file

Loss of student count
Course completion
rates: fallow
at all campuses
only slight increase
at Richmond
campus

Timeline: not
in separation a overlap
of Curriculum
Flow through of students
into parents / govt in preparation
include ESL / DEP /
transfer

Jenni Reporting on Checking a New Course

Causes:

- Format : problem 7 old one being used.
- An attention to Justin Clarke:
- (a) New form to be used to when revised

MINIMUM FACULTY REQUIREMENTS / DEFINITIONS
(From minutes of March 10, 1997.)

Moved by Maureen Shaw, Seconded by Balbir Gurm

THAT the Education Council accept the following definition of minimum faculty qualifications:

Minimum qualifications are the threshold criteria in terms of credentials and experience that are necessary for a faculty member to perform competently in a position. These criteria should be objective and reasonably related to the present requirements of the position. They should be neither arbitrary, discriminatory nor unreasonable. The criteria may vary from one subject or discipline area to another.

CARRIED

(This is advice to the Board under section 14.1(I) of the 1994 Act: "policies on faculty member qualifications".

Letter from the Ministry on the Bachelor Of Applied Psychology Degree

Bachelor of Applied Psychology

The Ministry is unable to recommend that Kwantlen proceed to develop a full proposal for the Bachelor of Applied Psychology program. Several other lower mainland institutions, including the University College of the Fraser Valley, offer psychology programs with similar study and work experience options. It appears that both the student and labour market demand are adequately being served by existing programs and, therefore the Ministry cannot support this proposal.

In accordance with the new degree program approval process, Kwantlen may still wish to proceed further with a full proposal for a Bachelor of Applied Music degree and/or a Bachelor of Applied Psychology degree. However, unless circumstances change greatly, an eventual positive recommendation from Ministry staff to the Minister is unlikely.

**HUMANITIES CHAIRS'
COMMITTEE**

TO: **Robin Russell**

C: Jim Gunson, Educational Council, all Deans, Jack Finnbogason, Jim Jamieson

FROM: Humanities Chairs: Bill Barthelemy, Dana Cserepes, Moira de Silva, Rhondda Porter, Christiane Richards, Panteli Tritchew

DATE: 23-Oct-98

SUBJECT: ED COUNCIL MOTION

After reviewing the motion dealing with minimal qualifications for hiring criteria at the Humanities Chairs' meeting, we request that you address the following concerns to Ed Council at the next meeting:

- What is meant by "functionally qualified"?
- Who will determine whether a candidate is "functionally qualified" or not?
- We are concerned that this policy will undermine the role of the Search Committees as defined in Sections 4.09(a) and 4.02 of the Collective Agreement and Kwantlen University College's policy G.7 dealing with faculty agreement.

Attachments:

Pages from Collective Agreement for Articles 4.09(a) and 4.02
Text from Kwantlen University College's policy G.7

4.09 TRIAL PERIOD

- (a) Post-probationary faculty members may apply to the Employer to change disciplines/programs where a posted vacancy exists. Such faculty members will be given preference over other applicants providing the qualifications, abilities and experience of the faculty member meet the requirements of the position as determined by the appropriate Search Committee.

4.02 SEARCH FOR REGULAR AND TEMPORARY FACULTY MEMBERS

Preamble:

Whenever a vacancy arises, as determined by the Employer, it shall be filled by the following process:

- (a) The Search Committee shall consist of three (3) members: two elected annually by the discipline/program and one designated by the University College President or his/her designate. The parties will consider variations to the standard committee format when positions for service courses are involved or in unusual situations that may arise. In the event faculty members have not been elected or the faculty member(s) elected declines to participate in the search process for any reason, the Faculty Association shall appoint a replacement to the Search Committee. }

The Administrative designate will be responsible for providing institutional support; the faculty members will provide expertise on subject/instructional matters.

- (b) Where the appointment is in a new discipline or program field the Search Committee shall be appointed by the University College President or his/her designate after consultation with the Association.
- (c) All regular and temporary (Article 1.04(d)) faculty members who are part of the discipline(s) or closest related discipline(s) shall be eligible for membership on the Search Committee, unless a conflict of interest is deemed to occur.
- (d) If a candidate has any concerns relating to bias or conflict of interest on the part of a Search Committee member, those concerns should be brought to the Employer's attention by the Faculty Association before the commencement of the interview process. Otherwise, the Employer will assume that the composition of the Search Committee is acceptable to the candidates and to the Faculty Association.
- (e) Representative(s) designated by the Search Committee shall conduct all interviews. The Search Committee shall review all written applications and supporting material, including the applicant's personnel file and shall compile the interview list. Representative(s) designated by the Search Committee shall conduct all interviews.
- (f) The Search Committee shall prepare a short list of qualified candidates with rationale and specific recommendations for the University College President or his/her designate. In the event that a member of the Committee does not concur with the list(s) submitted by the other 2 (two) members of the Committee, that member may submit a separate short list of qualified candidates with rationale and specific recommendations for the University College President or his/her designate.
- (g) In the event that more than one list is submitted to the University College President or his/her designate or he/she does not wish to follow the Committee's recommendation when making the appointment he/she will meet with the Committee to provide his/her rationale, and attempt

to resolve the matter before taking action. The University College President or his/her designate may decide on any one of the following:

- (i) make an appointment from any list submitted by member(s) of the search committee;
 - (ii) not make an appointment and direct that the search process recommence or cancel the vacancy. However, a vacancy shall not be cancelled solely as a result of the search process.
- (h) In the event that the short list is exhausted, and the Employer still intends to fill the position, the search process shall recommence.
- (i) In the event a regular position is advertised and the position has been filled by an Article 1.04(d) temporary faculty member for two or more years, the temporary faculty member who has been filling the position will be given preference over other applicants providing the qualifications, abilities, and experience of the temporary faculty member are equal to the other applicant(s).
- (j) When a new position is proposed, the job description and the job advertisement will be drawn up in consultation with the appropriate discipline/program Search Committee.
- (k) Copies of advertisements for positions will be posted on each campus for a minimum of two (2) weeks and, where appropriate, will be publicized in in-house publications.
- (l) All applications for posted positions shall be in writing and shall be reviewed by the Search Committee or its designate(s).
- (m) In the event a temporary faculty member has satisfactorily filled an appointment under Article 1.04(d) and if the temporary position continues to exist and is filled by the Employer, the temporary faculty member who has been filling the position will be offered the appointment. In the event the position becomes a regular position and is filled by the Employer Article 1.04(f) applies.
- (n) Contract faculty members who have two (2) or more years FTE service as per Article 1.04(j) and who have successfully taught in the discipline/program will be given preference over other applicants for temporary positions, providing their qualifications, abilities and experience are equal to the other applicants for the temporary position created under Article 1.04(d).

G.7 Faculty Recruitment

Search Committee Mandate and Process

2. Criteria

1. The education, knowledge, experience, abilities/skills and traits necessary for the job are developed by the Dean in consultation with the Search Committee and include the criteria identified in the document "Criteria for Selection of Instructors".

EDUCATION COUNCIL

ISSUE: **Motions Regarding Policies on Faculty Member Qualifications**

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

1. THAT Kwantlen University College recognizes a responsibility to develop qualified University College faculty. To this end, our faculty ^{recruitment} qualification ~~criteria~~ will ~~always~~ enable functionally qualified candidates to begin their teaching career at Kwantlen.

- Train our
- Gov / take
our share
- Concerns
about said
on other inst. / institution
- no pub. of teaching
exp. preferred.

2. THAT where necessary, existing faculty qualification criteria must be modified to enable functionally qualified candidates to begin their teaching careers at Kwantlen.

- input or opinion
processes: search / selection
- consultation with
affected departments
- possible questionnaire
- as well see ESL
document.



MEETING DATE: November 2, 1998
AGENDA #: 2

PREPARED BY: Barbara Melnyk

EDUCATION COUNCIL

ISSUE: Minutes

APPROVAL: THAT the Minutes of the meeting held on October 5, 1998, be approved.



EDUCATION COUNCIL

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

MINUTES

Present Larry Anderson
 Derek Francis
 Jim Gunson (Chair)
 Dave Hardy
 Julie Hobart
 Jim Jamieson
 Wayne Jeffrey
 Judith McGillivray
 Robin Russell (Vice-Chair)
 Ron Shay
 Barb Smith
 Dieter Thomas
 Newton Wainman

Absent T.N. Foo (Ex-Officio)
 Charon Graham
 Gerry Kilcup (Ex-Officio)
 Skip Triplett

Guests Jim Gillis
 Derwyn Owen
 Graham McIntosh
 Roger Elmes
 Katherine Zmetana
 John Slattery
 Jim Urquhart

1. Confirmation of Agenda

Add: Re-submission of Bachelor of Applied Arts in Geography (6.a)
The revised agenda was confirmed as distributed.

2. Approval of Minutes

The Minutes of September 14, 1998, were approved as distributed. (Newton/Hobart)
CARRIED

3. Chair's Report

- Roni Clubb, from Community and Health Studies, was elected by acclamation to sit on Education Council. There are no student candidates. Another attempt to solicit students for Education Council will be made.

- The English Curriculum Committee has approved a new course, ENGL 0098, designed to have lower entrance requirements than 0099. The idea is that the new course will require the prerequisites for 0099 and above to be increased. It is the Chair's view that this change must come to Education Council, as changes to prerequisites are substantive changes. This may have substantial implications for students and for the allocation of resources.
- Course Outline: We have received the first course revision on the new form. In the normal course of events, these are approved by curriculum committees, and not seen by Council. Because the Chair of Education Council's signature is required, the outlines are submitted to the Recorder. The question is whether we should ignore any problems we see or whether we should scrutinize the outlines. If curriculum committees and course developers are to be educated, feedback on perceived problems is necessary. Suggestions are: a) a bulletin on the outlines, with commentary on continuing problems; or b) a PD session to alert deans and/or dean's assistants.
- Provincial Initiatives: C2T2 asked for requests for funds to further learning outcomes, for institutional and inter-institutional projects. The institutional proposal submitted by the Vice President, Education, after consultations, was for a one-day retreat to brainstorm on how learning outcomes, ESkills, PLA and other initiatives might proceed. The idea is to look for an integrated approach. Issues for the retreat would include priorities, administrative structures, and sources of funding. Invitations would go to those involved in these projects and others to be determined. This has been approved by C2T2. Planning will await the Vice President, Education's return. In view of this, we may wish to postpone discussion on how to implement the ESkills committee's report.
- Learning Outcomes Meeting: A recent meeting was held and attended by your Chair. Due to loss of funding, Kwantlen no longer has a Learning Outcomes Coordinator. Apart from discussing institutional projects, initiatives of provincial interest were also discussed.
- Education Council PD: Judith McGillivray suggested at Council's last meeting that the alternate dates for the EdCo meeting could be used for informal discussions on topics of interest. It was suggested that those interested should meet on October 19th for a PD session on the provincial initiatives – PLA, learning outcomes and ESkills. (Agreed)

4. Committee Reports

- 4.1 Student Applicant Eligibility (*see #5*)
- 4.2 Degree Proposal Assessment (*no report*)
- 4.3 Employability Skills (*see #11*)
- 4.4 Curriculum Approval

Moved by D. Francis/seconded by R. Russell;
THAT the following courses be recommended for approval, subject to revisions:
PHYS 2330 – Intermediate Physics
ECED 1211 – Field Experience: Application
ECED 1213 – Guiding Children's Behaviour
ECED 1217 – Health and Safety
ECED 1219 – Block Practicum I
ECED 1240 – Child Growth and Development
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
CARRIED

- 4.5 Grant Applications Review (*no report*)
- 4.6 Liberal Education Curriculum Committee (*no report*)
- 4.7 International Education Committee (*no report*)
- 4.8 Prior Learning Assessment (*no report*)

5. Student Eligibility Committee

The Chair informed Council that the co-chairs of the Committee, have resigned. Council 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.

Moved by D. Francis/seconded by J. Hobart;

THAT a new committee, to be called *Intake Testing and Assessment*, be formed with approximately four Council members, former Student Eligibility Committee members who are willing to serve, and others to make the committee representative of various Kwantlen divisions; and

THAT the mandate of the Committee be to:

- a) Design an implementation plan for the *Policy on Assessment of Student Eligibility*, approved at Council's last meeting, and the *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 to support students who lack English language skills or others necessary to enter programs.

CARRIED

The Chair asked for volunteers to sit on the Committee.

Moved by R. Shay, seconded by J. Hobart;

THAT Derek Francis, Barb Smith, Skip Triplett and Wayne Jeffrey represent Council on the *Intake Testing and Assessment* committee.

CARRIED

6. Name Change: Automotive Mechanics to Automotive Service Technician

The name Automotive Service Technician instead of "Mechanic" has been adopted by industry at-large. Therefore, the Automotive Mechanic Programs at both Newton and Langley campuses have been renamed to reflect this trend in industry. The name "Mechanic" has been around for a long time, and it is no longer reflective of an industry that is as technologically advanced as the automotive industry. At this time, there will be no changes to the curriculum. Education Council received the above name change as information.

6.a Bachelor of Applied Arts in Geography – Re-submission

Background: In a letter dated June 16, 1997, Ministry suggested that Kwantlen collaborate with BCIT on a Geographic Information Systems program, rather than each institution having a specialized program in the same area. Subsequently, Kwantlen consulted with BCIT and UCFV. Included in the re-submission are letters of support from BCIT and UCFV, noting that Kwantlen's degree is quite different and needed. The re-submission is regarded as a two plus two program, rather than a four-year program. It is flexible, so it will draw on a wide range of student entry at the third year level.

Roger Elmes stated that this degree proposal is coming to Council with DPAC's recommendation for acceptance. The outcome of the match-up to the BCIT and UCFV programs is that our students are provided with more flexibility. The program is more attractive and marketable.

Moved by L. Anderson, seconded by N. Wainman;

THAT Council recommend approval of the Bachelor of Applied Arts in Geography degree.

CARRIED

7. Policy B.12: Program Review

John Slattery provided background information to Council. He explained that program assessment and program review are two separate entities. Most of the elements in the former policy are incorporated into the new policy. Language has been updated; however, the review process that existed previously is now less intensive and provides a reasonable alternative to Kwantlen's institutional review process.

On page 2, under Procedure, #2 Administrative Coordinating Committee, first line, change to:
The Vice-President, Education and the Vice-President, Educational Services will meet . . . etc.

Moved by D. Francis/seconded by B. Smith;
THAT Policy B.12: Program Review, be approved, subject to revisions.
CARRIED

8. Base Requirements for a Bachelor of Science (B.Sc.)

Deferred. The Chair will invite the Dean of Science, Mathematics and Technology to Council's next meeting on November 2, 1998.

9. Changes to the Music Curriculum

Deferred, pending further information from the Music Department.

10. Kwantlen/UBC Real Estate Diploma and Degree Collaboration Project

Jim Gillis and Derwyn Owen (Kwantlen) and Graham McIntosh (UBC) presented the Real Estate Diploma/Degree collaboration project as an information item for Council. During the past four years, Kwantlen has been working to develop real estate courses under Continuing Education and the School of Business. Funding was provided through a \$50,000 grant from the Real Estate Foundation of BC. Under this grant, research was undertaken to determine real estate educational needs and an available market for real estate courses. This was done with the support of the Fraser Valley Real Estate Board (FVRB) with whom we have an existing partnership to provide computer and related training for their members. The outcome of the research was a proposal to create two Diplomas in *Property Management* and in *Real Estate Development and Feasibility Studies*. The outlines for these diplomas were developed in liaison with the School of Business curriculum committee.

In response to requests from the FVRB, Kwantlen approached UBC and negotiated a block transfer agreement in December 1997, that would allow a Kwantlen student to transfer credit for these two year diplomas to the new *Degree in Applied Real Estate Studies* at UBC. This degree will also be offered through the Open University. Students would also be able to apply the Real Estate Diploma credits to the Bachelor of Business Administration (BBA) at Kwantlen to complete this degree with a major or concentration of courses in Real Estate.

With support from Gerry Kilcup, Skip Triplett, Jim Gillis and Gordon Lee at Kwantlen, and Robert Laing and Graham McIntosh at UBC, Kwantlen and UBC have received an additional grant of \$300,000 to develop 15 credit hours of course material toward a Bachelor of Business Administration in Real Estate Studies.

Jim and Derwyn asked Council for feedback/questions.

Question: Will this be part of the base funding at Kwantlen?

Reply: These courses will be self supporting. There are already a number of existing courses, so a marrying of real estate courses (45 credits of existing courses) will make up a two-year package. We have about \$20,000 per course for development.

Jim stated that they propose a start-up for September 1999.

The Chair thanked the group for taking time to provide information to Council.

11. Skills21 Task Force

On behalf of the Skills21 Task Force, Council received a report from its Chair, John Slattery.

Moved by L. Anderson, seconded by R. Shay,
THAT the Skills21 Task Force be dissolved with thanks, and that discussion of the recommendations be postponed until after the retreat on provincial initiatives.
CARRIED

ACTION: Jim Gunson will send letters of thanks to members of the Skills21 Task Force.

12. Early Childhood Education Program – Admissions Requirements

Council was asked to approve changes to admission requirements for the Early Childhood Education Program, which will be effective in September 1999. Judith McGillivray stated that the changes make the English requirements more apparent and that volunteer hours are more clearly delineated.

Derek Francis suggested that the *Intake Testing and Assessment Committee* would more suitably review the changes. He anticipates that this would be looked at in terms of research study. ↗

Should be consulted?

Moved by J. Jamieson, seconded by D. Thomas;
THAT Council approve the changes to admission requirements for the Early Childhood Education Program, effective September 1999.
CARRIED

13. Next Meeting: The next meeting of Education Council will be held on November 2, 1998 – 4:15 p.m. in the Surrey Campus Boardroom (C230)

14. Adjournment: There being no further business, the meeting was adjourned at 6:05 p.m.

EDUCATION COUNCIL

ISSUE: **Prerequisite Changes for English 0099, 1100 and 1110**

APPROVAL

Council is asked to consider a request from the English Department for changes to prerequisites for English 0099, 1100 and 1110. A new course, English 0098, (see att'd.) is designed for students who have taken courses in basic grammar and paragraph structure but require more exposure to written and idiomatic English before they enroll in the more challenging university transfer English courses. Editing changes for the latter course have yet to be reviewed at the Humanities Curriculum Committee and as such, the course is provided for information only, not for approval. Attached also is information from the 1998/99 Kwantlen Calendar regarding prerequisite/admission requirements, transfer and course descriptions for English 0099, 1100 and 1110.

Postponed

Key issues: John Slattery Committee
could take a look at this

Harmonizing of services offered
at Kwantlen.

Memo

To: Jim Gunson, Chair, Education Council
From: Robert Attridge, English Rep. on Humanities Cur. Com.
Date: 24 October 1998
Re: English courses and the Nov. 2, 1998, Ed. Council meeting

Thank you for putting the English 0098 course outline and the changes to prerequisites for English 0099, 1100, and 1110 on the agenda for the Ed. Council meeting on November 2. Moira Langley, who designed the 0098 course, and I will attend the meeting. In the meantime, I will, at your request, try to explain the English Department's rationale for wanting the new course and the changes to prerequisites, both of which should, according to members of the English Department and the Humanities Curriculum Committee, help students without adversely affecting other departments.

Kwantlen presently has the lowest prerequisites for entry to university-transfer English courses of any college or university in the lower mainland. The experiences of English faculty teaching our courses, as well as the statistics compiled by Adrienne Olnick for Priscilla Bollo and me last spring, indicate that a C in grade-twelve English is not a reliable predictor of success in university-transfer English courses. Even though the statistics do not include those students who withdrew from the classes (in my estimation probably more than 25% of those students who enter), they reveal that 87.1% of students who came into English 1110 with an English 12 grade of B received at least a C, while only 59.9% of those with an English 12 grade of C received a C in 1110, so 40.1% are unable to do satisfactory work. The high withdrawal rate, coupled with this 27.2% difference in success rates, reveals that we have a problem with our entrance standards. This problem is affecting those students who are registered in the classes but are not ready to be there, those students who are ready to benefit from the courses, and the instructors teaching the classes. The new course and the changes to prerequisites reflect our desire to make the movement through the various levels of English offered at Kwantlen as smooth and rewarding as possible for all concerned.

I do not believe that the changes we propose will have strong effects on other departments at Kwantlen: those students who would have failed English 1100 or 1110, or who would have withdrawn because of failing grades, will not lose any time in whatever programs they may be in; instead, they will be redirected into courses suitable for their level of skills, and they will have the opportunity to take a new course, English 0098, which is designed to meet some of their needs. Perhaps some students will have to wait to get into college-prep courses, and perhaps EASL, ELT, and ACP will be oversubscribed, but, in any case, allowing students into classes where they do not belong, as we have been doing, is not a viable answer.

Memo to: Jim Gunson
from: Robert Attridge

24 October 1998
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For me, the process of reconsidering the structure of remedial courses in English and revising the prerequisites began early in 1998, when several instructors came to me in despair about their 0099, 1100, and 1110 classes. These instructors had also gone to Priscilla Bollo with their concerns, and Priscilla organized a meeting with representatives from English, ELT, and EASL. At that meeting, members of all these departments expressed their support for any attempts to make sure the placement process would function in a way that allows students to take classes that they have at least a reasonable hope of being able to complete successfully. The changes that are now being brought forward to you, which the English Department and the Humanities Curriculum Committee have strongly endorsed, arose from these circumstances.

I emphasize that these changes will help, not hinder, students trying to get through the various programs at Kwantlen. The English Department is in no way intending to exclude students from taking courses; we simply want to make sure that students who enter the courses have the skills that will allow them to benefit from course work and be contributing members of the classes. The 0098 course is designed for students who have taken courses in basic grammar and paragraph structure but who need more exposure to written and idiomatic English before they confront the challenges of analyzing the readings in university-transfer English courses. Raising the prerequisites for 1100 and 1110 from a high-school English grade of C to a grade of B does not mean that all students with a grade lower than B will be prevented from entering these courses; it does mean that they will have to take the English Placement Test, so that we can place them where they will benefit the most.

This step, at worst a rather minor inconvenience for those students it affects, will have a positive influence, for students and faculty, on the way English classes are conducted. Nor are we, in asking these students to take the step of writing the placement test, undermining the integrity of the high-school English teachers. Last spring, Mary Stager, the high-school English teachers' representative at English articulation meetings, expressed surprise that Kwantlen would accept a C as a prerequisite for university-transfer English courses, and she said that in her view high-school English teachers would not expect a student with a C in English to use that grade to enter university-level English courses. As I have said, English departments at other colleges and universities do not accept a C in high-school English as a prerequisite for university-transfer English.

Although the changes we propose in no way prevent students from studying English, all of us in the English Department worry about losing university-transfer sections, even though most of our classes are now oversubscribed; however, we believe that the

Memo to: Jim Gunson
from: Robert Attridge

24 October 1998
Page 3

students and the integrity of the courses themselves should be put before our own concerns and that any loss, if it does occur, would be short term. Our classes and the reputation of Kwantlen as a whole would be better served if we could place students at their proper levels.

I look forward to discussing these matters on November 2. If you have any questions before then, please do not hesitate to call me at local 2579 (voice mail 9503).

CHANGES PER BOB ATTRIDGE

Underscoring - new entries

Striked out. - previous versions

**COURSE OUTLINE****Department: ENGLISH AND CREATIVE WRITING****Course Number: ENGL 0098****Former Course Number: N/A****Credits: 3****Descriptive Title: College Preparatory Reading Comprehension****Calendar Description**

This is a preparatory level course in aural and reading comprehension. Students will be exposed to a variety of texts, and classes will focus on comprehension, vocabulary building, recognizing organizational patterns, reading strategies, drawing inferences, and recognizing tone. Evaluation will be primarily through paraphrasing, summarizing, and producing short responses to the readings, both orally and in writing. This course is recommended for students who have already taken preparatory level courses which stress paragraph structure and grammar, but who need more exposure to idiom and syntax, and more practice comprehending written language. Both ESL students and native speakers of English can benefit from this course.

Required for the following credentials:**Recommended for the following credentials:**

PREREQUISITES: An English 12 grade C or higher
or COM 12 grade of C or higher
or KUC English Assessment Test placement
or ~~EASL 0097/0098~~ as exit grade of B- or higher from ~~EASL 0097/0098~~
or LPI score 21-23, or 24+ EU 1-5
or an exit grade of Grade B or higher from ABED 0080
or an exit grade of Grade C- or higher from ABED 0090

Corequisites: None**Transfer Status: n/a****Institution or Agency:****Implementation date: September 1999****Course to be reviewed by (mth/yr): September 2000**

LEARNING OBJECTIVES/OUTCOMES

A student who successfully completes the course will have reliably demonstrated the ability to:

1. show a ~~reasonable~~ mastery of English syntax and idiom adequate to enter ENGL1100 or 1110
2. understand oral and written materials at the preparatory level by summarizing, paraphrasing, and responding to them concisely and accurately
3. intuit the meaning of unfamiliar words from context
4. draw and support inferences from readings
5. distinguish between paraphrase, summary, and original expression
6. use language skills at a level adequate to enter ENGL1100 or 1110
7. acknowledge sources by distinguishing between the author's voice and the student's own voice

CONTENT

Content will include, but is not restricted to, the following:

- identifying main ideas
- paraphrasing
- summarizing
- drawing inferences
- recognizing patterns of organization
- separating fact from opinion
- identifying tone, purpose
- recognizing and evaluating bias

EMPLOYABILITY SKILLS

A student who successfully completes the course will have reliably demonstrated the following employability skills: (PROVIDE SPECIFIC EXAMPLES)

- Creative thinking and problem solving skills (constructing meaning from texts; making decisions about how to present their ideas)
- Oral Skills (responding orally to readings)
- Interpersonal skills
- Teamwork and leadership skills
- Personal management and entrepreneurial skills
- Writing skills (writing summaries and paragraphs)
- Reading skills (reading the texts they will write about)
- Visual literacy
- Mathematical skills
- Intercultural skills (many texts are culturally situated; understanding them can be an intercultural process)
- Technological skills
- Citizenship and global perspective

LEARNING ACTIVITIES

Activities may include, but are not restricted to, the following:

- lecture
- workshop
- workbook exercises

- oral dictation
- In-class writing

ASSESSMENT METHODS

Grading system used LETTER GRADE MAS EXP

Assessment plans comply with Kwantlen policy and resemble the following:

Paraphrases (minimum 2)	15%
Summaries (minimum 2)	20%
Responses- Interpretive writing (minimum 2)	30%
Quizzes, exercises	15%
Final exam	20%
Total	100%

At least 50% of the assessment will be in-class writing.

METHODS FOR PRIOR LEARNING ASSESSMENT

The following PLA methods will be used:

- Challenge exam
- Standardized test
- Products/portfolio
- Demonstration
- Interview
- Worksite assessment
- Self-assessment
- External evaluation

TEACHING MODES

	Total Student Contact Hours	Class Size	Duration (In weeks)
Classroom-Related Instruction (Lecture)	X80	17	15
Simulated Learning Environment (Lab)			
Individual Learning Environment (Lab)			
Practicum Supervision/Field Experience			
Reality Learning Environment			

LEARNING RESOURCES

Required Textbooks, Lab or Shop Manuals, Equipment, etc.

A preparatory level reader such as
 Trant, Shella. *Shape Up Your Reading.*
 or
 Fleming, Laraine. *Reading for Thinking.*

Recommended Textbooks, Lab or Shop Manuals, Equipment, etc.

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Course: ENGL0098

No

Yes

BIBLIOGRAPHY ATTACHED?

APPROVAL PROCESS SIGNATURES

This Course Outline complies with the relevant Kwantlen policies. It follows the guidelines set out in the Kwantlen Course Outline Manual. Department or program learning objectives/outcomes and employability skills that have been identified in this Course Outline can be reasonably achieved through this Course.

Course developer(s): Molra Langley Date:

Department chair: Priscilla Bollo Date:

Dean, for the Divisional Curriculum Committee: Priscilla Bollo Date:

This course does not duplicate another course or courses at Kwantlen. It fits appropriately into an approved program of studies at the College:

Chair, Education Council: Date:

Date approved by Kwantlen Board of Governors:

Preparatory Course - Writing Skills

English 0099 is a course offered primarily as a workshop and is designed to help the student learn to write effective sentences and paragraphs. The course concludes with an introduction to essay writing.

First Semester Writing Courses

1. The actual format of each class, whether lecture, seminar, group activities or a mixture of these, will be the prerogative of the instructor.
2. The reading and writing requirements of both these first semester courses will be approximately equal.
3. Both first semester courses will require at least five evaluated written assignments. Other types of assignments such as oral presentations, independent library research, seminars and examinations may be used.
4. Students are responsible for keeping themselves informed of the short-term and long-term requirements of the course, and formatting those obligations.

Both English 1100 and English 1110 introduce students to the demands of academic reading, thinking, and writing. Students are recommended to plan their studies so that they begin with either English 1100 or English 1110 and complete their first year of study in English with a first year literature course (ENGL 1201-1206). Students interested in completing a BA or a BEd may prefer to take English 1110, while students intending to complete a BSc or a Business Degree may prefer to begin their studies with English 1100.

Prerequisite/Admission Requirements

All students who intend to enrol in an English course at Kwantlen University College must present one of the following at registration:

- English 12 or Literature 12 grade.
- Results of the Kwantlen English assessment test or the Language Proficiency Index (LPI).

This information will not be used to determine eligibility to enter Kwantlen University College, but rather to direct students to the courses best suited to their ability. Students with an identified serious weakness in writing will be directed to ENGL 0099 or other appropriate writing courses or to EASL courses.

The TOEFL test does not assess a person's ability to do an English literature or composition course. International students, who do not meet the English 12 or Literature 12 requirement, are required to write the LPI or Kwantlen University College's English assessment test.

Transfer

UBC

Students who want transfer credit for first-year English at UBC will normally require six Kwantlen University College credits: that is, two courses selected from the following: ENGL 1201, 1202, 1203, 1205, 1206, ENGL 1100, 1110 or 1200. (Students may not take both ENGL 1100 and ENGL 1200 for first-year equivalency.) Students should consult with UBC regarding specific faculty requirements for first-year English.

Students who want general transfer credit for second-year English Literature at UBC (six units of UBC second-year English Literature, unassigned) will require six Kwantlen University College credits; that is, two courses selected from ENGL 2309, 2310, 2313, 2315, 2316, 2317 and 2319.

Students who want specific transfer credit to English 1201 (students wishing to major in English for example) should select Kwantlen University College courses ENGL 2316 and ENGL 2317.

Only certain UBC faculties require the completion of ENGL 1201 or its equivalent. In many faculties the general 6 units of the second-year English Literature, unassigned, will satisfy the literature requirement. See UBC calendar for the literature requirement of a specific faculty.

SFU

Consult counsellors, educational advisors or SFU calendar for the literature requirement of a specific faculty. Both Kwantlen's ENGL 1100 and 1110 transfers as ENGL (3) Writing. See the Transfer Guide for details.

ENGL 0099 (credits 3)

Writing Skills

This course is designed to help the student write effective sentences and paragraphs. It begins with such basics as grammar, diction, spelling, punctuation and sentence structure, examines various types of paragraph development, and then concludes with an introduction to essay writing. The course is conducted mainly as a workshop.

Prerequisites: An English 12 grade of P or C- or higher or COM 12 grade of P or C- or higher or KWAN English Assessment Test placement or an exit grade of B- or higher from EASL 0097/0098 or LPI score 21-23, or 24 + EU 1-5 or an exit grade of Grade B or higher from ACPE 0080 or an exit grade of C- or higher from ACPE 0090

ENGL 1100 (credits 3)

Writing, Reading and Thinking: an Introduction

This course integrates the studies of reading, thinking, and composition. Students will apply principles of rhetoric, analysis, and academic writing in oral and written responses to selected readings. The course introduces students to both formal and expressive writing and provides them with opportunities to develop their writing skills.

Certain sections of ENGL 1100 will be recommended for students in specific programs and the reading and writing assignments in those sections will relate to the content of these programs.

Prerequisites: An English 12 grade of C or higher or an exit grade of C or higher from ENGL 0099 or an ABED 0090 grade of C or higher or KWAN English Assessment Test placement or LPI Essay 25-35 or LPI Essay 24 + EU #6.

Transfer credit information

Note: Students should not take both ENGL 1100 for credit with ENGL 1110 when transferring to SFU

ENGL 1110 (credits 3)

Writing and Literature: An Introduction

This course integrates the studies of composition and literature. Students will apply principles of rhetoric, literary analysis, and academic writing in oral and written responses to selected works of literature. The course introduces students to short stories, essays, and poetry and provides them with an opportunity to develop their writing skills.

Prerequisites: An English 12 grade of C or higher or an exit grade of C or higher from ENGL 0099 or an ACPE 0090 grade of C or higher or KWAN English Assessment Test placement or LPI Essay 25-35 or LPI Essay 24 + EU #6.

See note on placement under English in the Program section of this calendar.

Transfer credit information

Note: Students should not take both ENGL 1100 for credit with ENGL 1110 when transferring to SFU

MEETING DATE: November 2, 1998
AGENDA #: 10

PREPARED BY: Roger Elmes

EDUCATION COUNCIL

ISSUE: **Policy on Transfer of Articulated Courses into Kwantlen**

BACKGROUND: The attached policy in an earlier draft was forwarded to Council for information in March 1998. Prior to that, the Report of the ECCO Sub-Committee on Transfer Policy and Processes was forwarded to Council for information in November 1997. This is the final version as approved by ECCO.

RECOMMENDATION: THAT Education Council recommend approval of the policy, *Transfer of Articulated Courses from Other Post-Secondary Institutions to Kwantlen University College.*

POLICY

DRAFT

TITLE: TRANSFER OF ARTICULATED COURSES FROM OTHER POST-SECONDARY INSTITUTIONS TO KWANTLEN UNIVERSITY COLLEGE

APPROVED BY: EDUCATION COUNCIL AND BOARD

EFFECTIVE: 1 JANUARY 1999

REVIEW DATE: 1 MAY 2000

RELATED POLICIES:

INTRODUCTION

The provision of programs for university transfer has been a major function of public post-secondary institutions in British Columbia since the inception of community colleges in the 1960's and 1970's. Transfer of courses between colleges has also been a factor. With the growth in number of accredited private post-secondary institutions it became necessary to incorporate them in the transfer process.

Kwantlen University College is a strong supporter of the articulation of transfer of courses and programs between institutions and supports the following principles:

1. The primary purpose for transfer is to increase student accessibility to Kwantlen University College by facilitating mobility between other institutions and Kwantlen.
2. In any transfer arrangement the academic integrity of Kwantlen's courses and programmes must be protected and preserved.
3. Awarding of transfer credit shall be governed by this policy.
4. Kwantlen shall not make changes in transfer arrangements without providing adequate notice and lead time to sending institutions.
5. If Kwantlen has received assigned credit for one of its courses at another institution, Kwantlen will normally grant that institution assigned credit for their equivalent course. Exceptions will require justification.

Post Se.

PROCEDURAL GUIDELINES

1. These guidelines apply to institutions within the province of British Columbia. Institutions outside the province will be dealt with on an institution to institution basis.
2. These guidelines apply only to the formal articulation of courses submitted to Kwantlen by other British Columbia institutions.
3. Although formal transfer negotiations shall take place via the designated persons at each institution, discussions concerning course content, adequacy of supporting facilities and related matters should generally occur first at the inter-institutional department to department level. These inter-institutional discussions should occur prior to department level approval within Kwantlen.
4. An institution seeking transfer credit should be prepared to provide the following information: course name, course number, length of instructional period, hours per week (lecture, lab, seminar), objectives and learning outcomes of the course, and -although subject to change without notice- texts and required readings, methods of instruction and evaluation.
5. Requests for transfer will be dealt with expeditiously

and in accordance with the following principles

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- a. Kwantlen recognizes that effective learning can occur under a variety of arrangements and conditions. Various methods of demonstrating or attaining equivalency may be negotiated. For example course equivalency, competency tests, challenge exams, program equivalency, bridging programs and learning outcomes may be used.
 - b. Curriculum issues arising from transfer negotiations or agreements may be addressed to appropriate articulation committees by Kwantlen or the sending institution.
 - c. If Kwantlen denies the transfer of credit requested by a sending institution, Kwantlen shall state the reasons for this refusal.
 - d. Once an agreement has been reached on the conditions of credit transfer of an individual course or programme of studies it shall not be abrogated without reference to the designated authorities in the institution affected.
 - e. Transfer arrangements between Kwantlen and sending institutions are typically based on "lower division" (i.e. first and second year) studies. At Kwantlen's discretion other assignment of "year levels" can be made.
 - f. Transfer of credit involves the following categories:
 - i) specific equivalent of a given course (assigned credit);
 - ii) unassigned credit in a discipline, department or programme;
 - iii) unassigned credit in a Faculty or School;
 - iv) unassigned credit for courses not identifiable with Kwantlen course offerings but evaluated as being appropriate for general academic credit.
 - g. Kwantlen reserves the right to enlarge or restrict the use of unassigned credit in fulfilling the requirements of specific credentials.
6. If Kwantlen is planning changes to its curriculum which will affect the requirements for credit transfer Kwantlen shall inform the members of the relevant Articulation Committee in writing as far in advance of implementation as possible. Until other institutions have been suitably notified of changes, Kwantlen shall fulfill the commitments of existing transfer agreements.

CRITERIA

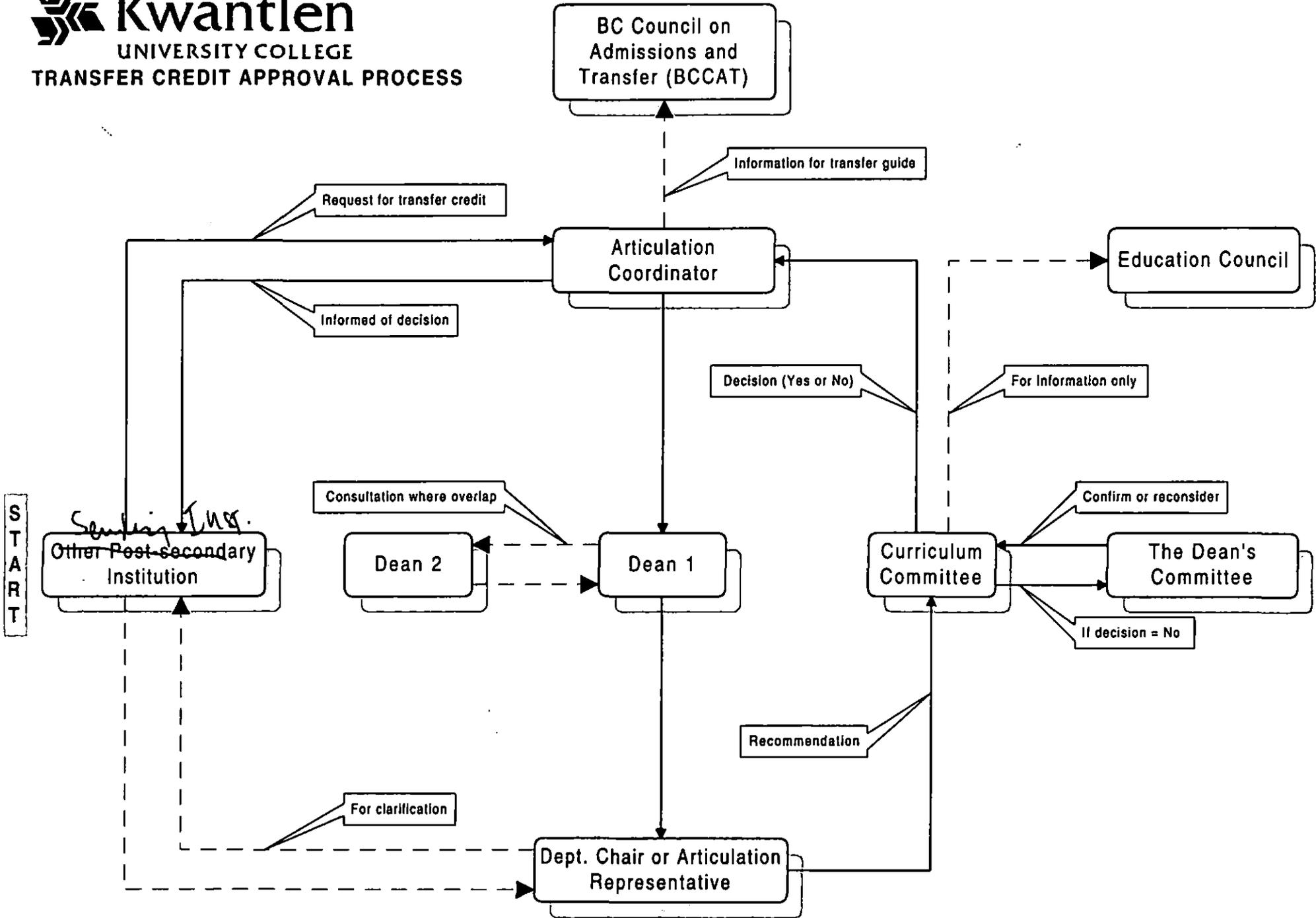
- 1. Departments shall employ the widest possible latitude in recommending transfer approval while respecting the academic integrity of Kwantlen courses and programmes.
- 2. In order to receive assigned credit, it is expected that a course be comparable in breadth and depth in its essential features. Not all elements of the curriculum need be identical.
- 3. Any course granted credit and offered by a public or accredited* private post-secondary institution will normally be granted transfer credit upon application.
- 4. Course and programme transfer credit shall be based on equivalency of knowledge and skills or learning outcomes which a student could achieve or acquire at the sending institution.

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NOTE: With the exception of Principle 5 and Criteria 1, 2 and 3 the Proposed Principles, Proposed Guidelines and Proposed Criteria are based on the Principles and Guidelines of Transfer in the *British Columbia Transfer Guide 1997 – 1998*. Deviations from the *Guide* are italicized.

NOTES

- 1. * "Accredited" refers to formal accreditation by the Private Post-Secondary Council of B.C.
- 2. The attached flow chart is illustrative only.



MEETING DATE: November 2, 1998

AGENDA #: 11

PREPARED BY: Sandi Klassen

EDUCATION COUNCIL

ISSUE: **Student Representative for DPAC**

BACKGROUND: DPAC membership includes two students to be selected by Education Council. Term of office is for one year, with selections to be held as soon as possible following the seating of the elected student members on the Education Council.

ACTION: At this time, DPAC requests that Education Council select one student representative to sit on DPAC.

The English Department is concerned that Kwantlen already has the lowest prerequisites for English courses. Other institutions set them higher and base their selection on an in-house placement test or on LPI. They proposed to change the prerequisites of ENGL0099 to Grade C or higher or Kwantlen Placement Test and to raise those for ENGL1100 and 1110 to B and higher or Kwantlen Placement Test. Students with a grade of C- or lower will have to take the placement test and be assigned according to their results to ENGL, ACP or EASL. A concern is that there may be a possible domino effect when students who are unable to take ENGL0099 will be sent to EASL or ACP. Priscilla cautioned the English Department that any changes in prerequisites would take two or more years to implement due to the need to inform high schools. She also noted that funding for prep courses is different from regular English courses and, due to their small class sizes, they could result in a net reduction of English courses. Another concern is the demand on testing may increase with the raised prerequisites.

Motion to approve in principle by Doran and seconded by David that the committee agrees to changes in prerequisites for ENGL0099 from:

An English 12 grade of P or C- or higher
or COM 12 grade of P or C- or higher
or KUC English Assessment Test placement
or an exit grade of B- or higher from EASL 0097/0098
or LPI score 21-23, or 24+ EU 1-5
or an exit grade of Grade B or higher from ABED 0080
or an exit grade of Grade C- or higher from ABED 0090

to:

An English 12 grade C or higher
or COM 12 grade of C or higher
or KUC English Assessment Test placement
or an exit grade of B- or higher from EASL 0097/0098
or LPI score 21-23, or 24+ EU 1-5
or an exit grade of B or higher from ABED 0080
or an exit grade of C- or higher from ABED 0090

and the resulting prerequisites changes for ENGL1100 and 1110 from:

to: An English 12 grade of C or higher
 An English 12 grade of B or higher

Carried

David moved and Doran seconded to approve in principle ENGL0098, subject to minor revisions and clarifications of how students will be redirected either into ENGL0098 or ENGL0099.

Carried

Action: Bob

ENGL0098 will be returned to the next meeting for further discussion and reformatting.

COURSE OUTLINES – REVISIONS

None

4. NEW BUSINESS

a) ENGL0099 – 3 hrs. vs. 4 hrs. offering

Ann queried the length of evening classes for English. Although there are 4-hour classes in other departments, the English Department has always had 3-hour evening classes. Instructors are classified as teaching 4 hours/week per course although the actual class hours is 3.

b) Update from Ed Council

Robin Russell is a member of Ed Council and will report on matters related to Humanities as they occur. In an email to all chairs in Humanities, Robin suggested setting up a survey for all instructors to assess the impact (problems/successes) that changed demographics of student population has. Instructors are requested to respond directly to Robin.

Action: All

- c) LING1100, 1200 – note from L. Triplett
There was a reference to Skip's response but no discussion took place.
- d) On-line courses calendar descriptions
- e) Applied academics
Deferred to the next meeting.
- f) Rescheduling Oct. 16 meeting
The meeting is changed to Friday October 30th from 10:00 a.m. Wendy will not be able to attend but will send a replacement.

Action: Wendy

- g) Memo re Student Eligibility
Ann referred to and distributed documents pertaining to the report presented by the Student Eligibility Committee and the response from Ed Council. The proposal was accepted in its entirety, with the exception of the section related to language requirement (#1). There was no explanation for the rejection.

This committee would like to respond to Ed Council on the above issue. Priscilla on behalf of the Humanities Curriculum Committee will send the following memo:

'We wish to support the proposal put forward on Student Eligibility. The component of principle #1, rejected by Ed Council, directly impacts upon the instructors' and the departments' ability to deliver courses effectively. We respectfully request clarification from Ed Council as to why it rejected the principle.'

Action: Priscilla

5. ADJOURNMENT

The next meeting will be held from 10:00 a.m. on Friday, October 30, 1998 at Richmond.