



EDUCATION COUNCIL

December 7, 1998 – 4:15 p.m.  
Surrey Campus Boardroom (C230)

*Continuation:  
Selection Postures*

AGENDA

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1. Confirmation of Agenda 2 min.
2. Approval of Minutes *(November 2 and 16, 1998)* 3 min.
3. Chair's Report *(verbal)* 5 min.
4. Committee Reports 5 min.
  - 4.1 Degree Proposal Assessment Committee *(see att'd. minutes)*
  - 4.2 Curriculum Approval *(to be reviewed by Curriculum Approval Sub-committee prior to meeting)*
    - MATH 2234 – Computer Applications of Linear Algebra for Applied Science Students
    - FINA 1244 – Exploring Printmaking
    - PSYC 3301 – The Psychology of Work and Human Performance
    - MRKT 1396 – Introduction to Marketing
  - 4.3 Grant Applications Review *(no report)*
  - 4.4 Liberal Education Curriculum Committee *(no report)*
  - 4.5 International Education *(no report)*
  - 4.6 Prior Learning Assessment *(no report)*
  - 4.7 Intake Testing and Assessment *(no report)*
5. Prerequisite Changes for English 0099, 1100 and 1110 *(postponed at November 16, 1998 meeting)* 25 min.
6. Policy on Transfer of Courses into Kwantlen *(follow-up – Roger Elmes will return with policy revisions)* 10 min.
7. Degree Program Concept: *Bachelor of Technology in Landscape and Environmental Management (att'd.)* – Dieter. Thomas 20 min.
8. Draft Letter of Intent (non-degree program): *Geriatric Therapeutic Activation (att'd.)* – Kathy Coe-Vetter 15 min.
9. Draft Letter of Intent (non-degree program) – *Associate of Arts Degree, Major in Geography (att'd.)* – Leah Skretkowitz 15 min.
10. Information Only: Introduction of a New Specialization for Horticulture Technician Program: Landscape Maintenance 5 min.

EDUCATION COUNCIL

AGENDA

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11. Information Only: Introduction of a Combined Specialization for Horticulture Technology Program: Greenhouse and Nursery Production 5 min.
12. Letter of Intent: *Bachelor of Applied Design in Multidisciplinary Communications Design* remaining
13. Next Meeting: January 4, 1998 – 4: 15 p.m. – Surrey Campus Boardroom (C230)
14. Adjournment

Attached for Information

- Curriculum Committee Minutes
  - Degree Proposal Assessment Committee Minutes
  - Guidelines for Inclusive Curriculum – Reflective Questions (developed by C2T2 to assist in assessing current curriculum to ensure inclusivity)
  - Degree Program Approval Process Update
  - Education Council – Spring 1999 Meeting Schedule
- [PLEASE NOTE: Council will continue to meet on Mondays for the Spring 1999 semester, however, the cross college meeting time has changed from Monday/Wednesday – 4-6 p.m. to Friday – 2-4 p.m.]

*MEETING DATE: December 7, 1998*

*AGENDA #: 2*

*PREPARED BY: Barbara Melnyk*

*EDUCATION COUNCIL*

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*ISSUE:*

**Minutes**

*ACTION:*

**THAT the minutes of the meetings held on November 2 and November 16, 1998, be approved.**



## EDUCATION COUNCIL

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

### MINUTES

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<u>Present</u>	Larry Anderson Roni Clubb T.N. Foo (Ex-Officio) Derek Francis Charon Graham Shane Cooke Jim Gunson (Chair) Dave Hardy Julie Hobart Jim Jamieson Wayne Jeffrey Keith Lowe Judith McGillivray Barbara Melnyk (Recorder) Robin Russell Ron Shay Skip Triplett Newton Wainman
<u>Absent</u>	Gerry Kilcup (Ex-Officio) Barb Smith Dieter Thomas
<u>Guests</u>	Priscilla Bollo Brian Carr Roger Elmes Liz McKinlay Rhonda Porter John Slattery Lana Trick Katherine Zmetana

#### 1. Confirmation of Agenda

The November 2, 1998 agenda was confirmed.

2. Approval of Minutes

On page 3, Under Student Eligibility Committee, part c) of the motion, delete the word "available" and replace with the word "needed".

Moved by J. Hobart, seconded by R. Shay,  
THAT the revised minutes of October 5, 1998 be approved as distributed.

Carried

3. Chair's Report

- i) In order to achieve balance, expertise and equal representation, we require additional faculty members to serve on the Intake Testing and Assessment Committee. It is suggested we invite faculty from Business, ELT, ACP and Trades.
- ii) The Humanities Curriculum Committee, in their memo of October 5, 1998, expressed support for the draft policy put forward on Student Eligibility. However, the component of principle #1, that (they state) has been "rejected by Education Council, directly impacts upon the instructors' and the departments' ability to deliver courses effectively". The Committee asks for clarification from Education Council regarding concerns around Principle #1, that 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".

In a lengthy discussion, it was noted that Council has not rejected Principle #1, but put it on hold, in order to determine the relationship between language skills and performance at Kwantlen and to explore the effect that this might have on educational resources at Kwantlen.

Given our current funding situation, any extra resources have gone to our degree commitments. If the University College offers more ELT/ESL courses, we will require additional space. This could have an adverse affect on our current course offerings in other areas.

It was pointed out that one of the key issues that must be addressed is the current difficulty experienced by many instructors at Kwantlen, who have a high percentage of students in their classrooms with English language problems.

Kwantlen needs to research this problem thoroughly in order to find out if this is a language competency situation. The University College has recently looked at first year completion rates for students, which have been falling at all campuses for the past five years. Language issues have been identified at Richmond; however, there is a lack of completion of courses across the curriculum. We do not know whether it is inadequate preparation at the high school level or if this is a language competency problem. We also see this happening in Langley.

- iii) As courses come up for review every three years, they will need to be written on the new outline form. Recently, the Curriculum Review Sub-committee have noticed that the outlines don't all conform to the standards in the Course Outline Manual. This is particularly evident in the calendar description.

Moved by S. Triplett, seconded by R. Russell,  
THAT Council will review calendar descriptions as courses are revised.

CARRIED

**ACTION:** The Chair will prepare an addendum to the Course Outline Manual that will include more specific information about what is required in a course outline.

4. Committee Reports

4.1 Degree Proposal Assessment Committee - No report

Committee Reports (cont'd.)

4.2 Curriculum Approval

Moved by L. Anderson/seconded by S. Triplett;

**THAT** the following courses be approved with revisions:

ENTR 3110 - Advanced Organizational Behaviour

ENTR 3129 - 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

NRSG 3210 - Health 4: Health Promotion and community Development

NRSG 3235 - Healing/Professional Growth: Bridge Out

NRSG 3240 - Nursing Practice 5

CMNS 1105 - Introduction to Interactive Communication

**CARRIED**

4.3 Grant Applications Review - No report

4.4 Liberal Education Curriculum Committee - No report

4.5 International Education - No report

4.6 Prior Learning Assessment - No report

4.7 Intake Testing and Assessment - No report

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

Brian Carr attended to speak to this agenda item. Council expressed some concern regarding the statement in the document: "A Bachelor of Science Degree at Kwantlen must be approved by the Faculty of Science, Mathematics and Technology". It was felt that this statement might restrict us in the future, as a Bachelor of Science may be used for a number of degrees. In response to this concern, Brian explained the statement was put in the document to ensure that the Faculty of Science, Mathematics and Technology curriculum committee would be consulted.

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

**THAT** Council approve the base requirements for a Bachelor of Science (B.Sc.), and change the last bulleted statement in the document to read: "The Faculty of Science must be consulted in the development of a B.Sc. degree".

**CARRIED**

6. Motions Regarding Policies on Faculty Member Qualifications

**Moved** by S. Triplett, **seconded** by D. Francis,  
**THAT** Kwantlen University College recognizes a responsibility to develop qualified University College faculty. To this end, our minimum faculty qualification criteria will enable functionally qualified candidates to begin their teaching career at Kwantlen.

The Chair asked for discussion on the above motion.

It was argued that Kwantlen has a responsibility as a post-secondary institution in the BC system to train our share of new instructors. Kwantlen should make it possible for people to start a teaching career at the University College. It is not appropriate having "to raid" other institutions in order to get faculty. It was suggested that currently only two programs at Kwantlen require two years of teaching experience prior to hiring. Where Kwantlen requires experience, it should be practical experience for applied programs, rather than teaching experience. The motion does not prevent search committees considering teaching experience when making their recommendations. It does, however, set the standards to be applied when a faculty member moves to a new area, due to redundancy.

It was argued that the ability to teach is so important in the ESL department, that two years experience is viewed as very little experience. In order to be an experienced ESL instructor, one must advance through four levels of teaching. An instructor with two years experience, for example, would be a level two.

The Chair called the question.

Favour	10
Opposed	3
Abstain	1

The motion was **CARRIED**.

7. Music Diploma Nomenclature

While counseling students prior to registration for September 1998, the Music Department found that the designation "University Transfer" for the traditional 68-credit curriculum and "General Studies" for the flexible 60-credit curriculum gave students the mistaken impression that only the former leads to a university degree. In fact, the same U.T. music courses are offered in both curricula. The essential difference between the two is not that one transfers and the other does not, but rather that the General Studies curriculum has fewer required music courses, thus allowing students the freedom to tailor their studies (in consultation with faculty) to their individual goals and interests. The General Studies curriculum can therefore be applied to Bachelors programs in several music-related fields, including Education, Music Therapy, and Arts. It can also feed into Kwantlen's BBA degree program.

**Moved** by W. Jeffrey, **seconded** by S. Cooke,  
**THAT** instead of designating as "University Transfer" a single stream within the Diploma Program, the entire program should be renamed "University Transfer", since any of the curriculum can lead to a university degree. **CARRIED**

It was pointed out to Council that there has been confusion between the two different types of students who enroll in the Music Program. The department has had trouble in the past meeting profile as the two streams have always been confused. Over the last year, the music faculty has made an effort to make changes, and for the first time, the Music Program has met profile.

Moved by L. Anderson, seconded by D. Francis,  
THAT the traditional 68-credit stream currently called "University Transfer" should be renamed "Comprehensive Studies" to indicate the inclusion of all courses necessary for transfer into a B. Mus. program. This designation would match that used by UVIC for the non-specialized curriculum within the B. Mus. program. **CARRIED**

8. Degree Program Concept: *Bachelor of Applied Arts in Psychology*

This concept is a revision of the earlier degree proposal that was approved at the Letter of Intent stage by Council in 1997. When the Internal Degree Program Review Committee (at the Ministry level) reviewed the proposal, it was turned down for the following reasons:

1. The proposal appeared to be similar to other lower mainland psychology degree programs.
2. Existing programs were adequately serving the student and labour market demand.

Roger Elmes and Lana Trick attended Council to speak to the degree program concept. They stated that this was one of the first applied degree proposals submitted for review, and as such, was not viewed as "applied". Also, there was a fair amount of territoriality involved. Since then, Lana Trick and other degree developers have received several support letters from other university colleges in the area. Also, the new proposal is much more focussed on employability. The Degree Proposal Assessment Committee (DPAC) has reviewed the proposal in detail, and is recommending acceptance.

Moved by N. Wainman, seconded by L. Anderson,  
THAT Education Council recommend acceptance of the revised degree proposal, *Bachelor of Applied Arts in Psychology*. **CARRIED**

9. Prerequisite Changes for English 0099, 1100 and 1110

Priscilla Bollo and Robert Attridge attended on behalf of the English Department. They stated that Kwantlen University College 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 the dean last spring, indicate that a 'C' in grade 12 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 classes, 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 English 1110. The high withdrawal rate, coupled with this 27.2% difference in success rates, reveals 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 (English 0098) and the changes to prerequisites reflect a desire to make movement through the various levels of English offered at Kwantlen as smooth and rewarding as possible for all concerned.

Discussion:

Council expressed concern that should English 0098 be approved, that there would be enough sections offered to accommodate the displaced students who couldn't take the other English courses. As well, it will be necessary to communicate the changes to high schools in our region. High schools require considerable lead-time in order to inform students of such changes. The last time prerequisite changes were made (from a 'B' to a 'C'), we allowed for a year's lead-time. Another concern is that students will be confused when registering for the 0099 and 0098 courses as the numbering is similar.



It was suggested that the ACP department should be consulted, as they teach a grade 12 course that includes reading comprehension. Currently, one of the larger concerns is the writing ability of students. English 0099 courses fill up immediately. Will the English 0098 course address writing ability when it is primarily a reading comprehension course?

**Moved by L. Anderson, seconded by D. Francis,  
THAT Council postpone this agenda item to the next meeting.**

**CARRIED**

10. **Policy on Transfer of Courses into Kwantlen**

This agenda item was postponed to the next Council meeting.

11. **Student Representative for DPAC**

Keith Lowe will attend DPAC meetings as the student representative.

12. **Next Meeting**

**Moved by J. Jamieson, seconded by R. Clubb,  
THAT the next Education Council meeting take place in two weeks time on November 16, 1998.  
CARRIED**

13. **Adjournment**

The meeting adjourned at 6:20 p.m.



## EDUCATION COUNCIL

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

### MINUTES

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Present Larry Anderson  
Roni Clubb  
Charon Graham  
Jim Gunson (Chair)  
Julie Hobart  
Jim Jamieson  
Wayne Jeffrey  
Keith Lowe  
Barbara Melnyk (Recorder)  
Robin Russell  
Dieter Thomas  
Skip Triplett  
Newton Wainman

Absent T.N. Foo (Ex-Officio)  
Shane Cooke  
Derek Francis  
Gerry Kilcup (Ex-Officio)  
Dave Hardy  
Judith McGillivray  
Ron Shay  
Barb Smith

Guests Roger Elmes  
Katherine Zmetana

1. Confirmation of Agenda

The Agenda was confirmed by consensus.

2. Chair's Report

No report.

3. Committee Reports

3.1 Curriculum Approval

Moved by K. Lowe, seconded by J. Jamieson,  
THAT the following courses be recommended for approval, subject to revisions:  
PHYS 2335 – Modern Laboratory Practice  
HIST 2360 – Origins of Modern India

CARRIED

4. Prerequisite Changes for English 0099, 1100 and 1110

Council has been asked to approve an additional English course (0098) and to increase the prerequisites for English 1100 and 1110 from a 'C' in Grade 12 English to a 'B', while allowing the 'C' students to take the English Placement Test.

First, as this has the potential to affect a large number of students, Council asked the Chair to contact deans for feedback on the following:

- what courses/programs would be affected by the changes
- whether there have been satisfactory consultations with English on these changes
- whether your division supports the proposed changes

Second, Council asked the Chair to send a memo to Bob Attridge asking for the following information:

- a table showing what other Lower Mainland institutions do – their published standards and what they enforce – which may be different.
- how the new course relates to other existing courses
- the report of the research by Adrienne Olnick

**ACTION:** The Chair will write two memos, the first to deans and the second to Bob Attridge, requesting the information as noted above, for the December 7<sup>th</sup> Council meeting.

5. Policy on Transfer of Courses into Kwantlen

Roger Elmes attended to speak to this agenda item.

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

On page 1, under Introduction, #1, delete *Kwantlen University College* and replace with "post-secondary education".

On page 1, under Procedural Guidelines, #4, in the third line, delete the word "and" and replace with the word "or". Insert the words "and content" after *learning outcomes*.

On page 1, under Procedural Guidelines, #5, place a comma after "expeditiously" and add: "according to the following principles:"

On page 2, under Criteria, #3, delete the period at the end of the sentence and add: "following our internal review process." In #4, put a period after *outcomes*. and delete *which a student could achieve or acquire at the sending institution*.

**ACTION:** Roger Elmes will make the necessary revisions to the policy, and return to the next meeting on December 7 1998.

6. Next Meeting: December 7, 1998 – Surrey Campus Boardroom (C230)

7. Adjournment: The meeting was adjourned at 5:45 p.m.

*MEETING DATE: December 7, 1998*  
*AGENDA #: 5*

*PREPARED BY: Robert Attridge*  
*Priscilla Bollo*

*EDUCATION COUNCIL*

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

*ACTION:* **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.**

Memo

To: Jim Gunson, Chair, Education Council  
C: Priscilla Bollo, Dean of Humanities  
From: Robert Attridge, English Curriculum Committee  
Date: 26 November 1998



Subject: Proposed English Changes

Yes, I guess we did get our wires crossed. I did not understand that I was supposed to attend the Ed. Council meeting on November 16, and I did not receive an agenda for that meeting. However, I will attend on December 7, and I send along the information you requested concerning changes to prerequisites for English 0099, English 1100, and English 1110. I believe Priscilla Bollo has informed you that Moira Langley will not be attending the meeting, since she wishes to discuss the proposed English 0098 course with faculty from ACP before taking the course outline to Ed. Council again.

For now, therefore, I send along articulation information concerning English prerequisites for introductory university-transfer English courses at other Lower Mainland institutions. My understanding is that these published standards are the ones these institutions abide by. I include also Adrienne Olnick's summary of the research she did. I have pages more of the statistics she provided, and I would be happy to show those to you if you wish to see them. I wish to draw your attention to statistics revealing that at least 40.1% of students who enter English 1110 with an English 12 grade of C and who do not withdraw from 1110 are unable to do satisfactory work.

We have no statistics to show the success rates of students entering English 0099, 1100, and 1110 on the basis of scores on Kwantlen's English Placement Test. However, I can say from my own experience that students with severe problems with reading and writing skills are readily identifiable, and our faculty can direct them to courses that would serve them best.

We who teach 0099, 1100, and 1110 believe that these changes to prerequisites are required immediately, not some time in the future. You may know that, since my attendance at the Ed. Council meeting on November 2, the English Department has passed a motion requesting that these changes to prerequisites "be forwarded for inclusion in the college calendar." I do understand that, as you say in your memo, you take your responsibilities seriously and want to act in the best interest of students. I hope you understand that we in the English Department also take our responsibilities seriously, and we too want to act in the best interest of students. We ask you to act now to have these changes implemented.

Table 1

## Minimum Course Prerequisites for Introductory University Transfer Courses

Grades are shown only if greater than C.

Most colleges accept Adult Basic Education or College Preparatory courses as the equivalent of the secondary school subjects noted below.

	CHEMISTRY (UBC 103 or 110 equivalent)	ENGLISH (UBC 100 level equivalent)	MATH (UBC 100 equivalent)	PHYSICS (UBC 110 equivalent)	HISTORY (UBC 120 or 135 equivalent)	PHILOSOPHY (UBC 100 equivalent)
CAMOSUN COLLEGE	Chemistry 11 or Assessment	English 12 or Assessment	Math 12 "B" or Assessment	Physics 11	English 12 or Assessment	English 12 or Assessment
CAPILANO COLLEGE	Chemistry 11, 12 and Math 12	Placement Test	Placement Test or Math 12 "A" or Math 12 & Calc 12 "B" within the past year	Math 12 & Physics 11	—	—
COLLEGE OF NEW CALEDONIA	Chemistry 11	English 12 and assessment	Math 12 and assessment	Math 11 Physics 11	—	—
COLLEGE OF THE ROCKIES	Chemistry 12 Math 12	English 12 and placement test	Math 12	Math 12 and Physics 11	—	—
DOUGLAS COLLEGE	Assessment required, Chemistry 11 and Math 12 recommended.	Assessment required, or English 12 "B" in last 4 years.	Math 12. Assessment required.	Math 11 Physics 11	College Level Writing Skills	—
KWANTLEN UNIVERSITY COLLEGE	Math 11 Chemistry 11	English 12 or Placement Test	Math 12 and/or Assessment	Math 12, Physics 11 "B" or Physics 12	—	—
LANGARA COLLEGE	CHEM 11 "B", or CHEM 12 (completed within the last 3 years), & MATH 12	LPI (min. score 24 with 5 in English Usage) or ENG 12 "A", or LIT 12 "A", or Langara English Test with level 3	MATH 12 "A"	PHYS 11	—	—
MALASPINA UNIVERSITY- COLLEGE	Math 12 Chemistry 11	English 12	Math 12	Physics 11 Math 12	—	—
NORTH ISLAND COLLEGE	Chemistry 11(C+) Math 12 (C)	English 12 (C+) or assessment	Math 12 (C+)	Physics 12 (C), Math 12 (C), MAT 181 (taken concurrently)	English 12 (C+)	English 12 (C+)
NORTHERN LIGHTS COLLEGE	Math 12 Chemistry 12	Placement Test	Principles of Mathematics 12	Physics 12	—	—
NORTHWEST COMMUNITY COLLEGE	Math 11 Chemistry 11	—	Math 12	Math 11 Physics 11	—	—
OKANAGAN UNIVERSITY COLLEGE	Chemistry 11 Math 12	English 12	Math 12 (C+ grade)	Math 11 (Math 12 and Physics 11 recommended)	—	—
SELKIRK COLLEGE	Chemistry 11 Math 12	English 12	Math 12	Math 12 Physics 11	—	—
UNIVERSITY COLLEGE OF THE CARIBOO	Chemistry 11, 12 and Math 12	73% of Eng 12 and Govt. Exam or Proficiency Test	Math 11	Math 11	—	—
UNIVERSITY COLLEGE OF THE FRASER VALLEY	Chemistry 11 & Math 11, or Math 11 (B or better) or Math 12, or instructor's permission.	Placement Test, or C or better in Eng 101 or prev. univ. transfer Eng course, or C+ or better in ABE Eng 081 or 091, or A in Eng 12.	Math 12 "B" or instructor's permission	Math 12 and Physics 11 or instructor's permission	—	—
VANCOUVER COMMUNITY COLLEGE	—	English 12 or Assessment	—	—	—	—
YUKON COLLEGE	Chemistry 11	English 12 and Placement	Math 12	Math 11 Physics 12	—	—

**ECON 397:****Business and Government I —  
Topics in Microeconomics****4 credits**

Prerequisites: 60 credits, and either any lower-level Economics course or POSC 110

This is an issues-oriented topics course, designed for students with a minimal background in business and economics. The course is focussed on the application of microeconomics to the role of business and to the regulatory role of government in the economy. The course is designed as a practical introduction to such issues as for example, industrial strategy, competition policy, and patent policy. This is not a theory course, and as such, economic theory and analysis is developed in the course only to the extent necessary to understand public policy issues of business and of government regulation and intervention. The aim is to understand the divergent private business and public policy interests with respect to a number of regulatory issues.

**ECON 398:****Business and Government II —  
Topics in Macroeconomics****4 credits**

Prerequisites: 60 credits, and any lower-level Economics course

Financial markets and institutions not only affect everyday life but also involve huge flows of funds through the economy, which in turn affect business profits, the production of goods and services, and even the economic well-being of countries. What happens to financial markets, financial institutions, and money is of great concern to our politicians and even can have a major impact on our elections. This course examines how financial markets (such as bonds, stocks and foreign exchange) and financial institutions (banks, insurance companies, mutual funds, and so on) work by exploring the role of money in the economy. This course will also examine the wide variety of instruments for financing, investing and controlling risk that are available in today's financial markets.

**ECON 410 (formerly 310):****Money and Banking****3 credits**

Prerequisites: ECON 307

Transferability: Open University

Note: This course cannot be taken for credit towards the Bachelor of Arts Extended Minor or Bachelor of Science programs.

The purpose of this course is to provide an overview of the complex and evolving structure of the financial industry. It will explore how the changing structure of the industry has affected the management of financial institutions. The course integrates real world banking considerations with the principles of, and recent developments in, financial economics, including analysis of bank management functions in terms of operating philosophies, strategies, and techniques. The primary emphasis is on the theory and evidence as to the processes by which banking firms fit into financial markets and facilitate the flow of capital among various sectors of the economy. Finally, this course will analyze how commercial banks operate in today's complex financial system and how they are influenced by regulation, technological change, and the risk associated with financial market activity and uncertainty.

**EDUCATION AND CAREER  
PLANNING****ECP 064:****Education and Career Planning —  
Career Explorations****4 credits**

Prerequisites: none, but students must provide their own transportation to work sites

Designed to provide employment-readiness skills and the necessary life skills to students who wish to pursue education and/or occupational goals.

**ECP 074:****Education and Career Planning —  
Skills for Success****4 credits**

Prerequisite: CCP assessment

This course is designed to develop your skills in learning, communication, and self-management in order to successfully reach your goals in both education and work. This course teaches new and effective learning strategies, communication and conflict resolution skills, and creative career exploration and planning.

**ENGLISH***Fraser Valley*

Placement in your first English university-transfer course depends on your Composition Placement Test (CPT) score. If it is 47 or less, take ENGL 081 or 101 as preparation for more advanced English courses. Students whose score is much lower than 47 should attend a College and Career Preparation orientation and assessment for placement in ENGL 051, 061 or 071. If your score is between 48 and 67, we strongly recommend that you take ENGL 105 before registering in any course numbered above 105. If your CPT score is higher than 67 and you feel confident that you do not need ENGL 105, you may begin with ENGL 110, 120, 130, or 150. Students whose CPT is low and whose first language is not English should enroll in English as a Second Language training.

Students who have an A in English 12 or English Literature 12 do not need to write the CPT in order to register in ENGL 105-150.

Note: An LPI score of 30/40 or five or six on the essay section is considered equivalent to a CPT score of 48.

*UT Courses*

For Literature in Translation courses, please see French 350, 360, and Russian 251, 252, 351, 352.

**ENGL 051:****Fundamental English****4 credits**

Prerequisites: Individual CCP assessment.

This course teaches beginning reading, writing, spelling, and oral communications. It is a course for adults who wish to develop basic English survival skills. In some classes, students are assisted by volunteer tutors. This is not a course for English as a Second Language students.

**ENGL 061:****Fundamental English****4 credits**

Prerequisites: Individual CCP assessment.

This course teaches basic reading, writing, spelling, and oral communications. It is a course for adults who wish to develop basic English skills. It is not a course for English as a Second Language students unless they are referred by the ESL program.

**ENGL 071:****Intermediate English****4 credits**

Prerequisites: ENGL 061 or individual CCP assessment.

This course develops reading, writing, listening, speaking, and interpersonal skills. Instruction is given in the areas of reading comprehension, composition skills, vocabulary development, grammar, punctuation, spelling, and study skills. This is a skill-building course.

**ENGL 081:****Advanced English****4 credits**

Prerequisites: ENGL 071 or individual CCP assessment.

ENGL 081 is a college preparatory course which develops in-depth skills in the composing process, reading and study techniques, literature analysis and interpersonal communication. Coursework includes a challenging combination of group and individual projects; students learn basic principles of short essay and report writing. This is a preparation course for other courses requiring good English skills. Completion of ENGL 081 with a C+ or better satisfies the prerequisite requirement for ENGL 105.



**KWANTLEN**  
University College

**Inter Office Memo**

**Memo To:** Priscilla Bollo  
**From:** Adrienne Olnick (Planning Assistant) (#3256)  
**Subject:** Prerequisite Placement For English 1110 and 1100  
**Date:** May 29, 1998

Hi Priscilla,

As requested, I have prepared a more detailed breakdown of the success patterns of students who have taken English 1110 and 1100 after completing English 12.

**Data Interpretation**

**Purpose For The Prerequisite:** Prerequisites are to be set at a level that provides students with a reasonable chance for success.

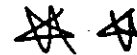
**Definition Of Student Success:** For the purpose of this analysis, student success is defined as satisfactory completion of course work. Since the letter grade 'C' is defined as satisfactory work, all students who received a 'C' or higher are considered to have successfully complete the course work.

**Data To Be Ignored:** I recommend you ignore the data for all students that received a 'C-' or a 'P' in English 12. Presumably, these students entered English 1110/1100 via an alternate route, i.e. The English Placement test or English preparation courses.

**Interpretation Of Mean Grades:** In order to calculate the mean grade, all letter grades were converted into their numerical equivalent.

A+ = 4.33	B+ = 3.33	C+ = 2.33	D = 1
A = 4	B = 3	C = 2	F = 0
A- = 3.67	B- = 2.67	C- = 1.67	W = Ignored

Therefore, a mean grade of 2.24 can be interpreted as falling between a 'C' and a 'C+'



**Two Different Forms Of Analysis**

**Analysis One:** Examines the average English 1110/1100 grade for students who received a specific English 12 grade.

**Analysis Two:** Compares the percentage of students who received a letter grade that was greater than or equal to a 'C' to those students that received a letter grade that was lower than a 'C' in English 1110/1100. As in the first analysis, the English 1110/1100 grades are grouped by the students' English 12 grades.

**Comments**

**English 1110:** On average, students who received a C+ or higher in English 12 successfully completed English 1110. More specifically, 87.1% of students who received a 'B' and 74.5% of students who received a 'C+' in English 12 went on to successfully complete English 1110. While only 59.9% of students who received a 'C' in English 12 went on to successfully complete English 1110.

**English 1100:** On average, students who received a 'C' or higher in English 12 successfully completed English 1100. In contrast to the English 1110 data, there does not appear to be a clear difference between the grades that students received in English 12 and the average grade that they received in English 1100. Although the average grade for English 1100 increases slightly for students who received a 'B' in English 12, there is virtually no difference between the average English 1100 grade for students who received a 'C' or 'C+' in English 12.

*This course is tough at Kwantlen in Richmond and it is a severe course*

*Handwritten scribble*

*Handwritten scribble*

*These numbers are fairly clear on their own, and they don't even take into consideration the Ws, which are probably most likely to be distributed*



## Analysis Two (English 1100)

The percentage of students that successfully completed English 1100 between 1996-1997 broken down by the students' English 12 grades

## ENG12 \* E100GRZ Crosstabulation

		E100GRZ		Total	
		Less than a C	Greater then or equal to a C		
ENG12	P	Count % within ENG12	2 7.1%	26 92.9%	28 100.0%
	C-	Count % within ENG12	15 28.8%	37 71.2%	52 100.0%
	C	Count % within ENG12	62 22.4%	215 77.6%	277 100.0%
	C+	Count % within ENG12	70 22.0%	248 78.0%	318 100.0%
	B	Count % within ENG12	54 13.3%	353 86.7%	407 100.0%
	A	Count % within ENG12	2 4.8%	40 95.2%	42 100.0%
	Total	Count % within ENG12	205 18.2%	919 81.8%	1124 100.0%

## Analysis One (English 1110)

Average English 1110 grades for students that completed the course between 1996-1997 broken down by the students' English 12 grades

## Report

E110GR8

C-	Mean	1.1340
	N	35
	Std. Deviation	1.0796
C	Mean	1.7737
	N	436
	Std. Deviation	1.0280
C+	Mean	2.0647
	N	514
	Std. Deviation	.9397
B	Mean	2.5000
	N	901
	Std. Deviation	.8578
A	Mean	3.1335
	N	160
	Std. Deviation	.7994
P	Mean	2.1169
	N	54
	Std. Deviation	.9668
Total	Mean	2.2583
	N	2100
	Std. Deviation	1.0021

## Analysis Two (English 1110)

The percentage of students that successfully completed English 1110 between 1996-1997 broken down by the students' English 12 grades

## ENG12 \* E110GRZ Crosstabulation

		E110GRZ		Total	
		Less than a C	Greater then or equal to a C		
ENG12	C-	Count % within ENG12	24 68.6%	11 31.4%	35 100.0%
	C	Count % within ENG12	175 40.1%	261 59.9%	436 100.0%
	C+	Count % within ENG12	131 25.5%	383 74.5%	514 100.0%
	B	Count % within ENG12	116 12.9%	785 87.1%	901 100.0%
	A	Count % within ENG12	9 5.6%	151 94.4%	160 100.0%
	P	Count % within ENG12	14 25.9%	40 74.1%	54 100.0%
	Total	Count % within ENG12	469 22.3%	1631 77.7%	2100 100.0%

## Analysis One (English 1100)

Average English 1100 grades for students that completed the course between 1996-1997 broken down by the students' English 12 grades

## Report

E100GRB

P	Mean	2.5246
	N	28
	Std. Deviation	.7345
C-	Mean	1.7627
	N	52
	Std. Deviation	.9664
C	Mean	2.1206
	N	277
	Std. Deviation	.8873
C+	Mean	2.1822
	N	318
	Std. Deviation	.9122
B	Mean	2.5235
	N	407
	Std. Deviation	.9163
A	Mean	3.0879
	N	42
	Std. Deviation	.8807
Total	Mean	2.3136
	N	1124
	Std. Deviation	.9398

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  
Page 2

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~~ ~~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

**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)	16%
Summaries (minimum 2)	20%
Responses- <del>interpretive</del> writing (minimum 2)	30%
Quizzes, exercises	15%
Final exam	<u>20%</u>
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)	<u>X80</u>	17	16
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.

Pages 4

Course: ENGL0098



BIBLIOGRAPHY ATTACHED? Yes  No





**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

## 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 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: December 7, 1998*

*AGENDA #: 6*

*PREPARED BY: Roger Elmes*

*EDUCATION COUNCIL*

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

*BACKGROUND:* **Roger Elmes has made revisions to this policy as suggested by Council on November 16, 1998.**

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

## POLICY

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 post-secondary education 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.

### 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 or learning outcomes and content 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, according to the following principles:
- 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 level" 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 following our internal review process.
4. Course and programme transfer credit shall be based on equivalency of knowledge and skills or learning outcomes.

### NOTES

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

**Kwantlen**  
UNIVERSITY COLLEGE  
TRANSFER CREDIT APPROVAL PROCESS

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