

EDUCATION COUNCIL

February 8, 1999 – 4:15 p.m.  
Surrey Campus Boardroom (C230)

A G E N D A

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1. Confirmation of Agenda
2. Approval of Minutes (*January 4, 1999*)
3. Chair's Report (*Att'd*) 20 min.
4. Committee Reports 10 min.
  - 4.1 Degree Proposal Assessment Committee
  - 4.2 Curriculum Approval (*to be reviewed by Curriculum Approval Sub-committee prior to meeting*)
    - HRTT 1205 Supervisory Skills for Horticulture Technicians and Florists
    - HRTT 1302 ~~Boiler Operation in Horticulture~~
    - MATH 2321 Multivariate Calculus (Calculus III)
    - MATH 2322 ~~Vector Calculus (Calculus IV)~~
    - ECED 1112 Interpersonal and Professional Relationships
    - ECED 1311 Field Experience: Integration
    - ECED 1313 Managing Problematic Behaviors
    - ECED 1315 Designing Early Childhood Learning Environments
    - ECED 1317 Nutrition
    - ECED 11319 Block Practicum II and Seminar
  - 4.3 Grant Applications Review Committee
  - 4.4 Liberal Education Curriculum Committee
  - 4.5 International Education
  - 4.6 Prior Learning Assessment
  - 4.7 Intake Testing and Assessment
  - 4.8 Research Ethics Committee (*Att'd*) 10 min.
5. Course Outline Manual Revisions (*Att'd*) 10 min.
6. Education Council Self-Assessment (*Att'd*) 20 min.
7. Next Meeting: March 15, 1999 – 4:15 p.m. – Surrey Campus Boardroom (C230)
8. Adjournment

Attached for Information

*Revised Education Council Schedule of Meetings*

*Thank you memo from Applied Geography & Geographic Information Systems Degree Developer*

*Kwantlen Futures: Educational Challenges and Initiatives*

*Curriculum Committee Minutes*

# Chair's Report

- Meeting as Board Board - don't see research / scholarly focus at KUC
- Colloquium: Best Practice requires - participate
- Retreat: 10 Board members. Ed. C. moved to March 15

COEDCO: Dealing w/ Timing

Meeting: Academic VP + Chairs

SKIP: Lesson to follow through at convention areas

Policy: Give notice to schools

Motion: Send a letter to Pres. Party  
Ask for clarification

DF: Board unanimously voted to defer  
The Task Force

Imp. to get the minutes & however we have a Task Force report minutes

100K form: / add this - please work to p. 8.



**MEETING DATE:** February 8, 1999

**AGENDA ITEM #:** 2

**PREPARED BY:** Barbara Melnyk

***EDUCATION COUNCIL***

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***ISSUE:*** Approval of Minutes

***ACTION:*** THAT the January 4, 1999 Minutes be approved as distributed.



EDUCATION COUNCIL

January 4, 1999 – 4:15 p.m.  
Surrey Campus Boardroom (C230)

MINUTES

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Present

Larry Anderson  
Roni Clubb  
Derek Francis  
Charon Graham  
Jim Gunson (Chair)  
Julie Hobart  
Jim Jamieson  
Judith McGillivray  
Robin Russell  
Ron Shay  
Barb Smith  
Dieter Thomas  
Skip Triplett  
Newton Wainman  
Barbara Melnyk (Recorder)

Guests

Pat Bennett  
Frank Ludtke  
John Slattery  
Kathryn Zmetana  
Gordon Lee  
Robert Attridge

Absent

Shane Cooke  
T.N. Foo  
Dave Hardy  
Wayne Jeffrey  
Gerry Kilcup  
Keith Lowe

1. Confirmation of Agenda

The January 4, 1999 agenda was confirmed as distributed.

2. Approval of Minutes

**Moved by R. Clubb, seconded by J. McGillivray.**

**THAT the minutes of December 7, 1998, be approved as distributed.**

**CARRIED**

3. Chair's Report

The Chair reported that the Provincial Initiatives Retreat Committee would meet the next day to finalize details.

4. Committee Reports

4.1 Degree Proposal Assessment Committee – No report

4.2 Curriculum Approval

**Moved by S. Triplett, seconded by N. Wainman,  
THAT the following courses be approved, subject to revisions:  
HRTA 1412 - Introduction to Landscape Contracting  
MRKT 1199 - Introduction to Marketing  
GEOG 2395 - Cartographic Techniques  
NRSG 3220 - Professional Growth: Research  
NRSG 3225 - Professional Growth: Nursing Inquiry  
NRSG 3230 - Self and Others 3: Helping Relationships  
CARRIED**

**Council considered the Math Department's concern that the GEOG 2390 course should properly be in that department. Council decided to ask the Geography Department to discuss the matter with the Math Department, with a view to resolving the latter's concern and to ask that they report back at the next meeting on February 8, 1999. If no result is achieved, then Council will hear arguments on the issue.**

4.3 Grant Applications Review – No report

4.4 Liberal Education Curriculum Committee – No report

4.5 International Education Committee – No report

4.6 Prior Learning Assessment – No report

4.7 Intake Testing and Assessment

The membership for this committee is now in place.

5. Prerequisites for English 0099

At its last meeting, Council passed the motion to raise the prerequisites for English 0099 from an English 12 grade of C- to a C. The English Department thought it necessary that the prerequisite for Communications 12 be raised from a C- to a C.

**Moved by R. Russell, seconded by L. Anderson,  
THAT the prerequisites for Communications 12 grade be changed from a C- to a C  
for entry to ENGL 0099.  
CARRIED**

6. Letter of Intent: *Bachelor of Applied Design Degree in Graphic and Multimedia Design*

The Chair stated that Council's practice is to review Letters of Intent page by page, and to discuss pertinent points as they arise. Skip reminded Council that the Letter of Intent is the document that is sent to Ministry and distributed to other universities and university colleges. Pat Bennett and Frank Ludtke attended Council to answer questions.

**Moved by L. Anderson, seconded by S. Triplett,  
THAT Education Council recommend acceptance of the Letter of Intent, *Bachelor of Applied Design Degree in Graphic and Multimedia Design*.  
CARRIED**

7. Update: English Language Preparatory Courses Project

John Slattery reported that he has held several meetings to date with all parties concerned with English language preparatory courses. Extensive notes were taken at each meeting, and these will be sent to all people in attendance so that they might add any additional comments. Once the meeting process is completed, John will explore linkages, both in terms of prerequisites and courses that feed into them. At that time, further courses of action will be determined.

During January, John's office will study the hard data regarding which students use which prerequisites, and will track how many courses are currently offered. They will study enrollment levels, attrition, waiting lists, and will determine what happens to those students who have taken these programs. It is too early to draw conclusions at this stage of the process. On a few campuses, there have been collaborations with departments in order to ensure students end up in the right place, but these are person to person, rather than systematic. We hope to have some changes in place by next September.

The Chair thanked John for presenting this update to Council.

8. Program and Course Changes – School of Business

Gordon Lee reported that the School of Business is proposing two changes:

- i) that certificate programs should require a mathematics course, and
- ii) that the Marketing 1199 course will replace a number of other courses that have been offered in the Marketing Department, specifically, MRKT 1120, 1230 and 2396.

Gordon further noted that in the core requirements, the School of Business will allow students to use any mathematics course they wish to use.

The Chair stated that the specific courses should be numerically identified for easier coding in the Admissions Department.

**Moved** by S. Triplett, **seconded** by J. Hobart,  
**THAT** the following courses and programs in the School of Business be changed:

***Course Change***

- **New Course – MRKT 1199 (replaces MRKT 1120, MRKT 1130 and MRKT 1230, and MRKT 2396)**
- **Courses to be deleted – MRKT 1120 (April 1999); MRKT 1130 (August 1999); MRKT 1230 (April 2000); and MRKT 2396 (April 1999)**

***Program Changes (for calendar and September 1999 implementation)***

***Marketing Management Diploma***

- **Core Requirements – MRKT 1199 replaces MRKT 1130**
- **Program Requirements – MRKT 1220 replaces MRKT 1230**
- **Sample Program Semester 1 – MRKT 1199 replaces MRKT 1130 or MRKT 1120**
- **Sample Program Semester 2 – MRKT 1220 replaces MRKT 1230**

***Marketing Certificate Program***

- **MRKT 1199 replaces MRKT 1130 or MRKT 1120**
- **MRKT 1230 deleted from program**
- **Mathematics (including ACCT 1130) added to Certificate Requirements**

***Accounting Certificate***

- **Mathematics (including ACCT 1130) added to Certificate Requirements**

***Business Management Certificate***

- **MRKT 1199 replaces MRKT 1120**

***Business Management Diploma***

- **Core Requirements – MRKT 1199 replaces MRKT 1120 or MRKT 1130 with MRKT 1230**
- **Sample Program Semester 1 – MRKT 1199 replaces MRKT 1120**

***General Business Studies Certificate***

- **MRKT 1199 replaces MRKT 1120**

***General Business Studies Diploma***

- **Core Requirements – MRKT 1199 replaces MRKT 1120 or MRKT 1130 with MRKT 1230**

***Computer Information Systems Diploma Program***

- MRKT 1199 replaces MRKT 1130 (Regular Mode and Co-op Mode)

***Bachelor of Business Administration Degree***

- MRKT 1199 replaces MRKT 1130 as a Bridging Program Course

9. Change in Prerequisite Entry Requirements for the Horticulture Technology Program

Dieter Thomas explained that this recommendation allows Chemistry 11 to be used as a prerequisite beyond the current five-year time limit for Chemistry 11. This change will bring the program in line with other institutions in Canada. Further, by giving a student the option to enter the program with either Chemistry 11 or Physics 11, the School of Horticulture recognizes that at some point the student has mastered the academic rigour of those courses.

**Moved by L. Anderson, seconded by J. Jamieson,**

**THAT the entry requirements for the Horticulture Technology Program be changed to "A minimum of Chemistry 11 or Physics 11 with a 'C' or better.**

**CARRIED**

10. Introduction of a New Specialization in the Horticulture Technician Program

Dieter explained that the core courses are the same for the vegetable specialization as for the landscape specialization. The Horticulture Technician Program, ~~Landscape Maintenance~~, is a full-time program that will eventually have 30 students (15 in each specialization). The new format will permit students to choose between specializations. The make-up of the new program is the result of meetings with industry professionals. This program will connect well with the technology program. If the student moves from landscape over to landscape technology, there will be a smooth transfer.

**Moved by L. Anderson, seconded by D. Francis,**

**To establish a new *Landscape Maintenance* specialization in the Horticulture Technician Certificate Program for start-up in September 1999.**

**CARRIED**

11. Introduction of a New Specialization in the Horticulture Technology Program, *Greenhouse and Nursery Production*

Dieter stated to Council that this is now a two-year program. The Greenhouse Management as well as the Garden Centre Nursery Management programs ran side by side for four years; it was found that the graduates are virtually interchangeable in the job market. The School of Horticulture believe it would be better to have one strong specialization rather than two.

**Moved by S. Triplett, seconded by R. Russell,  
To establish a new *Greenhouse and Nursery Production* specialization in the  
Horticulture Technology Program for start-up in September 1999.**

**CARRIED**

12. Next Meeting: February 8, 1999 – 4:15 p.m. – Surrey Campus Boardroom (C230)
13. Adjournment

The meeting adjourned at 5:20 p.m.

MEETING DATE: February 8, 1999  
AGENDA ITEM #: 3  
PREPARED BY: Jim Gunson

EDUCATION COUNCIL

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Education Council Chair's Report  
February 1999

Prerequisite Changes

At its recent meeting, the Kwantlen Board decided not to approve, at that time, the recommended changes to the English prerequisites. They expressed concern on two points:

1. the need to provide adequate notice to prospective students and schools and
2. the need to ensure that students not meeting the new standard would have the opportunity to take remedial courses.

Council is to report back on the latter at or before the Board's June meeting. In addition to this task, I believe there are actions we should consider in order to clarify process and avoid some problems that have happened in this case and in others.

The first action might be to adopt a policy that when approving pre-requisite changes that raise standards, Council set implementation dates so that students currently enrolled in a course of studies to meet the current requirements are not affected.

The Kwantlen Calendar

The second issue relates to the Kwantlen Calendar, its deadlines and reliability. In the case of English pre-requisites, the registrar's office had the choice of making changes to the published pre-requisites in the belief that the Board would ratify them, or make no changes. This is clearly undesirable.

The fundamental principle is that the Kwantlen Calendar should be a reliable guide to students for its lifetime (September to September). Otherwise we are guilty of false advertising and apart from any legal concerns, we should be concerned that we not give false information to students which can adversely affect their ability to make proper educational choices and adversely affect Kwantlen's image. To this end, I believe we should advise the Board to adopt this principle.

In order to implement the above, firm deadlines must be established for both the calendar and for Council approval of items that appear therein. This will give all parties notice of timelines to follow, will ensure that Council has adequate time to consider issues and not be pressured into hasty decision, and

*In this case the standard is not raised - the ex. method has been recalculated*

*Committee + flow of information must be given fullness as well*

will allow the registrar's office to produce the calendar in an orderly way, which is not currently the case. As this issue involves administrative practice, I propose to hold discussion with the registrar to develop a timetable.

These policies and procedures with regard to the calendar are timely, as interested parties will have many months notice for meeting Fall deadlines.

One effect of these changes is to lengthen the "response time" for matters such as pre-requisite and program changes. I know from experience that when faculty see a way of making improvements, they wish to do so immediately. I therefore believe that we should take some action such as giving notice of motion or moving motions, but postponing a vote, so as to allow these proposals to be known within Kwantlen and to allow for feedback. I think that they will be accepted, once the necessity is explained.

### Meeting Times and Places

I have come to believe that Kwantlen must take steps to counteract the perception that there is a "main" campus and that those on others are marginalized or not understood. A number of issues over the past year have pointed to Richmond and Surrey Campuses having divergent student bodies and different problems. It is thus important that we act to include non-Surrey faculty, both as members of Council and as potential spectators.

There are good practical reasons for meeting centrally in Surrey. The effect, however, has been to encourage those on Surrey or Newton campuses to run for Education Council, and to discourage others. Despite the inconveniences, I feel that we must now consider holding meetings on other campuses, starting in the fall, and perhaps in May and June, when teaching schedules are less of a constraint.

The logistics of setting a meeting time and location are problematic. Friday afternoons, after 2 when there are no classes, is one option. It has the advantage that all faculty and students are free. There are, however, other Kwantlen-wide meetings that may compete for that time.

I suggest that we discuss possible meeting times to see if any time other than Friday afternoon will work for all constituencies. My hope is that we can find a scheme that would not require Council members to travel from Richmond eastwards during the worst of the traffic rush.

### Intake Testing and Assessment Committee

Faculty in the ELT/ESL area have shown interest in membership on the Intake Testing and Assessment Committee. Council may wish to modify the membership of this committee to allow this.

### Program Change and Advisory Committees

Following what I believe is past-practice in diploma programs, degree programs should be required to establish advisory committees to advise on changes to the program. This committee should include members from industry and other post-secondary institutions.

Substantive changes to programs, such as changes to prerequisites, course objectives, content or program requirements (such as required courses), should be reviewed by the advisory committee, relevant curriculum committee and Education Council.

Kwantlen University College  
ESL Department

AGENDA: Friday, October 2, 1998

1) Jack Finnbogason, KCFA

2) Chair's Report:

- a) registration stats
- b) trimester system
- c) course approval process [picking apart] *committee agree*
- d) common exams *Reg. explanation form*
- e) Draft Policy on Student Applicant Eligibility

\* Reminder: PD reports

- : exam requests by October 9th
- : "problem" students [document dates 1 episode]
- : orientation meetings for new students

*L Back on Teleway for students*

3) Curriculum Committee Report - Ann

4) Course development:

- a) revisions and renumbering of core courses [delayed till]
- b) statistics for Adrienne [80%]
- c) development of new courses: C.E. ?
- d) textbook evaluations + suggestions [OC115 - Book orders] - book orders due October 15th
- e) readability indices of texts currently in use

*L scan into computer - indices*

5) Lab update - Michael

*Oct 16: Discuss Hardware Budget  
Oct 28: Comp. + Tech.*

6) "Wish lists" - Library resources, etc.

*L Lee Rhonda Know.*

*Scott Cowan: Science Photo  
Sang Lab*

**MEMORANDUM**  
**Kwantlen University College**  
**ESL Department**

**TO:** The Kwantlen University College Faculty Association Table Officers and Executive Representatives and Skip Triplett, Academic Vice President

**C:** Priscilla Bollo, Dean of Humanities

**DATE:** October 2, 1998

**FROM:** The ESL Department Faculty

**RE:** The proposed reassignment of a French instructor to the English as a Second Language Department

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**The Chronology of Events:**

- Fall 1995:** John Yates, the ESL Department Chair, was phoned by Maureen Shaw and informed that a French instructor who was going to be laid off would be joining our department. The ESL Department Search Committee informed the Faculty Association of our minimum requirements.
- Spring 1996:** A letter was sent to Maureen Shaw expressing concern (see attached) and indicating the qualifications and experience expected of instructors in the ESL Department.
- Fall 1996:** The ESL department repeatedly pointed out what "qualifications, experience and abilities" are required for instructors in the ESL Department. The search committee was told they had to interview the French instructor. Prior to the interview, the Faculty Association was again informed of the Department's minimum requirements for ESL instructors. The Faculty Association was informed by John Yates that based on the French instructor's stated qualifications and experience she did not even qualify to be short-listed for an ESL post.
- Fall 1998:** On September 8th / 9th Martyn Williams and Ann Talbot received voice mail messages from the French instructor indicating that she planned to come to their classes beginning on Friday, September 11th to begin "job shadowing".

On September 8th, the first day of classes, Doug Fletcher phoned Joanna Daley twenty minutes before her class and said that it had been arranged that a certain Neda would be doing some "job shadowing". He gave the impression that the ESL Department all knew about this and that we had all agreed. Joanna had no idea what Doug Fletcher was talking about and expressed confusion. Doug Fletcher said that Neda was in his office and that he would bring her over. They arrived at the office door fifteen minutes before Joanna's first class began. Joanna indicated that the timing of the proposed visit was inconvenient.

On September 11th, the ESL Department met with Priscilla Bollo and then passed the motion which was reported to the Faculty Association in our memo of September 23, 1998.

On September 30th, the ESL faculty received a memo from Jim Jamieson (see attached).

Rhonda Porter  
ESL Department, Richmond Campus  
Kwantlen University College  
February 26, 1996

Maureen Shaw, President  
Kwantlen University College Faculty Association

Dear Maureen,

I am writing to express my concern about the possibility of a laid-off teacher of French being foisted on our department. Although you have assured me that nothing has yet been decided, I do not intend to wait until we are presented with a 'fait accompli', especially as it is rather unclear as to who would be doing the deciding and on what basis the decision would be made.

I am concerned that you, along with others of my colleagues outside the ESL and ELT Departments, seem to have the idea that anyone who has a university degree and speaks English is qualified to teach ESL. It is rather worrying that someone who will be involved in making a decision which will have a major impact on our department and our students is so unfamiliar with the qualifications required to teach ESL at the college level.

Applicants wishing to teach academic ESL are expected to have a Master's degree or equivalent in TESL and a minimum of five years of ESL teaching experience, with two years experience in teaching academic ESL. The equivalent of a Master's degree in TESL can be a related degree, a recognized TESL certificate or diploma and extensive experience. As John Yates pointed out to you, a French teacher would not even be granted an interview by the search committee.

I believe the suggestion was made that the French teacher could "take a couple of courses" in ESL. The TEAL (Teachers of English as an Additional Language) Level One Professional Certificate (Entry Level) requires a minimum of 100 hours of TESL training. This entry level training would qualify someone to teach in community centre programs and some private language schools. It would never be considered adequate to teach academic ESL at a community college. I have attached a copy of part of an article on accreditation and certification for Adult ESL instructors from the TESL Canada Journal Vol.13, No.1, Winter 1995. These pages outline the various levels of accreditation in British Columbia and Alberta.

The ESL Department is probably the smallest department in the College. We have only three full-time regular faculty. At present we have four temporary faculty but only because one of our full-time faculty members, Robin Russell, is on a leave of absence until September 1996. Our temporary faculty have a total of 61 years of ESL teaching experience plus post-graduate ESL training. All four of them are also teacher-trainers involved with either VCC, Trinity Western University or the Cambridge-RSA certificate program. To suggest that someone from another discipline, untrained and unqualified in teaching ESL, could replace any one of them is an insult to our profession.

Yours truly,

c.c. Priscilla Bollo, John Yates, Michael Plumb, Martyn Williams, Ann Talbot, Lucille Charlton

**InterOffice Memo**

**To:** ESL faculty  
**From:** Jim Jamieson, Vice President Grievances  
**Date:** September 29, 1998  
**Subject:** response to Sept. 23 memo

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*Jim Jamieson*

The settlement of the grievance relating to the lay-off of an instructor that involves the ESL faculty was essentially imposed by management. The terms were set by your Dean presumably following consultation with your search committee. The KCFA will assume some of the blame for poor communication along with management. However, I will point out that I offered to meet with the ESL department to explain the agreement reached between management and the KCFA but received no response. It is unfortunate that the ESL department has chosen to send the memo without consulting anyone in the KCFA for the reasons stated in the next paragraph.

One aspect of the agreement was that the ESL search committee had to interview and approve the candidate. The memo has made it impossible for anyone in ESL to serve on the search committee (article 4.02d). Another aspect of the agreement was management's insistence that the candidate complete 120 hours of job shadowing at Kwantlen, including experience at all three levels of ESL. This requirement was agreed to by the KCFA despite the fact the candidate obtained first class standing in a practicum with adult ESL students as part of her UBC diploma in ESL instruction. It also imposed an enormous time commitment for someone completing 18 semester hours at UBC while facing this workload at Kwantlen. The KCFA was told that this was a requirement set by the ESL search committee. If an instructor follows the memo and refuses to provide job shadowing they could be vulnerable to management citing them for insubordination.

On the issue of consultation with the ESL department, it is important to understand that the search process is a management process to which faculty have input. Despite the search, management has the power to appoint (in fact technically it is the Board that appoints faculty). While serving on a search committee, members are performing a management-delegated function. In our representation of a member the union is charged with a very high standard under the duty of fair representation under the Labour Relations Code. While I can sympathize that you feel "left out", the issue of consultation (or lack of it) is a dilemma caused by faculty participation in a management process. On the one hand, we would never want to give up our role to participate in the search process, but on the other it does put the union in the role of representing members rights under the contract which sometimes run counter to the recommendations of a search committee.

Vice-President, Education

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TO:      **Faculty, Staff and Administrators in The Education Group**

DATE:    February 24, 1998

FROM:    Skip Triplett

RE:      Kwantlen's Degree Granting Mandate

C:

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MEMO:

**Bricks and Bouquets**

February 1998, marked the third anniversary of our university college status. Thus far, we have implemented only one degree, our Bachelor of Applied Design in Interior Design. I thought this an opportune time to update you on our progress in developing a richer degree portfolio.

When we became a university college in 1995, we encouraged all members of our Kwantlen Community to develop ideas for new degrees. We embraced the opportunity with high levels of emotion and industry. Unfortunately, several of us watched our dreams wither as time passed and constraints emerged. I know that I do not offer much comfort to those hard working colleagues when I say that we have learned a lot about our mandate and our processes over the last three years. But we *have* learned a lot. We intend to use that learning to clarify criteria, streamline processes and minimize future frustrations.

Colleagues from our Education Planning Department, Education Council, and Degree Proposal Assessment Committee have been observing what works and what does not. Each approval level in the provincial process is a new experience for us. After each such experience, I meet with the leaders of these three bodies to identify what we have learned and what we should change. We will continue this practice.

**Ministry criteria**

Shortly after my appointment as Vice-President, Education, I visited our Ministry to determine why some of our degrees had not been successful at the provincial Degree Program Review Committee's "Letter of Intent" deliberations. I learned that they were deemed incompatible with the Ministry's criteria for Kwantlen degrees. These criteria are:

1. Kwantlen will only be authorized to grant applied\* degrees,
2. We must show convincing evidence of strong student demand for our degrees,
3. We must show convincing evidence of employment prospects for our degree graduates,
4. We must be able to offer our degrees without significant new capital or operating funding.

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\*I cannot provide an "official" definition of an applied degree. However, my discussions left me with three clear impressions: (one) the ministry expects our applied degrees to focus on preparing graduates for employment, not for graduate school; (two) the Ministry is sensitive to the threat a new degree may pose to enrollments in similar programs at other BC institutions; and (three) the Ministry expects us to clearly differentiate our degrees from B.A.s and B.Sc.s.

### **Kwantlen Education Council's Degree Proposal Assessment Committee (DPAC) criteria**

The leaders of our Education Planning Department, Education Council, and Degree Proposal Assessment Committee and I also developed a set of Kwantlen criteria for new degrees. The purpose of the criteria is to ensure our degrees do not overshadow our mission, our values, or our determination to remain a comprehensive, community college. We also intend to avoid frustration by ensuring that we approve only those degree concepts that we can afford to develop and implement.

Our Kwantlen criteria are:

1. Our degrees must include Employability Skills and Liberal Education components,
2. Our degrees must not eliminate the diploma programs from which they spring,
3. Our degrees must maximize "laddering" opportunities from existing Kwantlen programs,
4. Our degrees must incorporate access for part-time learners,
5. Our degree admissions requirements must permit Prior Learning Assessment,
6. We must base our degree admissions requirements only on selecting candidates who are capable of successfully completing their studies, not on selecting only the "brightest and the best,"
7. Our degrees must not require unattainable physical resources,
8. Our degrees must not require unaffordable human resources, and
9. Development of our "Letters of Intent" must not require significant time-release.

### **Current status**

The current status of our degree proposals follows.

#### Full Proposals with Ministry - Approvals expected in April, 1998

- Bachelor of Business Administration in Entrepreneurial Leadership (to begin in September 1998)
- Bachelor of Technology in Information Technology (to begin September 1998)
- Bachelor of Science in Nursing (to begin January 1999)

#### Work in Progress on Full Proposal

- Bachelor of Applied Design in Fashion Design and Technology

#### Work in Progress on Revised Letter of Intent

- Bachelor of Technology in Geography and Geographic Information Systems

#### Work in Progress on Initial Letters of Intent

- Bachelor of Applied Design in Information Design (Graphics)
- Bachelor of Applied Arts in Professional Visual Arts Practices
- Bachelor of Applied Arts in Human Communications Practices
- Bachelor of Applied Arts in Community Studies
- Bachelor of Applied Arts in Journalism
- Bachelor of Business Administration in Accountancy

#### Letters of Intent Not Supported by Ministry

- Bachelor of Music in the Business of Music and Entertainment (currently being considered as an option under our expected Business Administration degree)
- Bachelor of Applied Psychology (currently being reviewed by Psychology Department with a view to making it more applied and more focused on specific employment markets)

### **Future directions**

By January 1999, we expect to have four operational degrees. By September 1999, I would like to see two more implemented. That would give us a portfolio of six degrees - modest, but enough to give meaning to the designation, "University College." Then we can probably expect to add two degrees to our portfolio in each of the next several years.

However, I want to avoid the frustration that accompanied our previous unfettered call for new degree concepts. To this end, I intend to work with our Education Planning Department to better understand the needs of our region for undergraduate degrees. I will bring this information to the deans and education councillors so that, together, we can develop a rationalized strategy for new degree development. This will allow us to provide better direction to those who wish to submit new degree concepts.

The success rates for both groups are roughly the same.

- \* Percentage of 0099 students (31 out of a total of 107 who completed the course) with marks of C-, D or F: 29%  
Note: This does not include students who withdrew.  
  
Percentage of former EASL students with C-, D or F (6 out of 21): 28%  
Percentage of 'regular' students with C-, D, or F (25 out of 86): 29%
  
- \* Percentage of 0099 students (10 out of 117) who withdrew: 8.5%  
Percentage of former EASL students (2 out of 23) who withdrew: 8.7%  
Percentage of 'regular' students (8 out of 94) who withdrew: 8.5%
  
- \* Percentage of 0099 students (41 out of 117) who failed to complete the course with a satisfactory mark (includes 'W'): 35%  
Percentage of former EASL students (8 out of 23): 34.7%  
Percentage of 'regular' students (33 out of 94): 35.1%

Conclusions (based on this limited sample):

- 1) Students who complete EASL 0097/0098 with B- do as well in English 0099 as the students who either come from Grade 12 (after a minimum of two years of high school) or are placed at this level as a result of the LPI or the EPT.
- 2) Students who complete EASL 0097/0098 with B- do not have a higher withdrawal rate in English 0099 than the 'regular' students.

Until such time as the College has a policy which allows the testing of all non-native speakers of English who have been educated in an English-speaking country for less than five years, we will have no way to identify those students who should be taking an ESL course rather than a regular English course. Until this happens, adding an extra level of EASL to deal with the problems in English 0099 would not really help, as the majority of the English 0099 students go directly into the course from the local high schools and are never tested for their English proficiency.

Robin

KWANTLEN UNIVERSITY COLLEGE  
ESL Department

TO: Priscilla Bollo, Dean of Humanities

C: Al Valleau, English Department Chair  
Moira Langley, English instructor  
Pam Bookham, English instructor  
Adrienne Olnick, planning assistant  
ESL Instructors  
Moira De Silva, ELT Department Chair  
Margaret Beresford, Co-chair, Student Applicant Eligibility Committee

FROM: Rhondda Porter, ESL Department Chair

DATE: March 6, 1998

RE: English 0099 and ESL Students

RP.

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A couple of weeks ago, you mentioned to me your concern about the problems being faced by English 0099 instructors and suggested that an additional level of ESL might be a solution.

As part of the work of The Standing Committee on Student Applicant Eligibility, I had (as co-chair) previously requested course grades of all students registered in English 0099 for the past four semesters and whether or not they had previously passed EASL 0097/0098 (a B- is required). I was interested in seeing how many English 0099 students had come through our program and whether students who came through the ESL program were more or less successful than students who were placed in that level. As I am sure you are aware, the committee is looking at the whole issue of assessment, including English language proficiency assessment. We have done a number of short studies to try to find out if there is any way to use the present rather limited data on English language proficiency to make predictions about success in content (ie university transfer) courses.

I have discussed the problems of English 0099 with members of the English Department and have given copies of the English 0099 grades (with all identifying student codes removed) to Moira Langley and Pam Bookham, who are looking into the 0099 issue on behalf of the English department. The English 0099 sub-committee will undoubtedly be contacting you with their ideas of ways to improve the present situation for both the students and the instructors.

However, for the purpose of getting some information about our former students, I have done a very quick analysis of the Fall 1997 English 0099 students.

English 0099: Fall 1997

A total of 117 students were registered in English 0099. Of this total, 19.7% (23 students) had taken EASL 0097/0098 and received a grade of at least a B- (the minimum required for students from EASL 0097/0098 to enter English 0099). The majority of the students in English 0099, 80.3%, either came from the local high schools with a grade of C- or P in English 12 or were placed in English 0099 as a result of the LPI or EPT.



**KWANTLEN**  
**University College**

**PRIOR LEARNING ASSESSMENT**

TO: Education Council members  
CC: John Slattery, Dean of Education Planning  
FROM: Katherine Zmetana, Chair of PLA Advisory Committee  
DATE: 26 May 1998  
SUBJECT: YEAR-END REPORT

Attached is the report submitted to C2T2 (and the Ministry of Education) regarding PLA activities at Kwantlen.

In summary, 1997-98 was a very good year. We established a PLA Advisory subcommittee of Education Council that made several ground-breaking achievements; most notably:

- Inclusion of PLA Methods in Course Outline
- Establishment of an official PLA process and fee structure
- Replacement of the Course Challenge form with a new PLA form
- Development of a PLA Grade Reporting form
- Production of a PLA brochure for students
- Establishment of a list of PLA Advisors (contacts) for each program
- Successful implementation of pilot project with OADM and Kwantlen employees
- Continued education, support, and information sessions on PLA

During 1997-98, 102 courses were challenged through PLA methods, resulting in the awarding of 306 credits (10.2 FTEs). This figure represents a substantial increase from the 60 credits (2 FTEs) that were awarded through PLA in 1996-97.

Over the next year, the committee will monitor and improve the newly established process, integrate PLA within the new degree programs, revise Kwantlen's PLA policy, collaborate with Continuing Education to set up pilot projects, and discuss faculty workload and remuneration.

# PLA ACTIVITY REPORT: APRIL 1, 1997 - MARCH 31, 1998

Name of Institution: Kwantlen University College

PLA Coordinator: Katherine Zmetana  
(Name - Please Print) (Signature)

Administrator responsible  
for PLA: John Slattery, Dean of Education Planning  
(Name - Please Print) (Signature)

Date of Report: 23 April 1998

1. **List PLA Programs:** (On the following page) In Columns 1 and 2, list programs in which PLA credits were awarded. In column 3, list all planned programs where credit has not yet been awarded. For each program or course listed, please specify its broad program area and type of credential by selecting from the lists below.

e.g. Home Support Worker - H - C  
Tourism Management - HT - D

### Broad Program Areas:

A	Academic	MC	Media, Communications
ABE	Adult Basic Education, Access Education, Continuing Education	NR	Natural Resources
B	Business Administration, Public Administration	O	Office Administration, Office Careers, Legal Secretary
CO	Co-operative Education	R	Recreation, Physical Education
F	Fine Arts, Music, Graphic Design	S	Social Work
H	Health <sup>1</sup>	T	Trades
HS	Human Services <sup>2</sup>	TE	Technology
HT	Hospitality, Tourism	X	Other

### Credentials:

CE	CE Certificate	D	Diploma
C	Certificate	DE	Degree

<sup>1</sup> Health Programs include: Home Support Worker, Resident Care Attendant, Personal Care Attendant, Medical Lab Assistant, Mental Health, Dental Hygiene, Dental Assisting, and Nursing

<sup>2</sup> Human Service Programs include: Early Childhood Education, Child and Youth Care, Community Service Worker, Human Service Worker, Social Service Worker



Name of Institution: Kwantlen University College

2. **PLA Best Practices:** Describe one or more particularly useful approach, or particularly effective strategy which had:

*Impact on Learners*

The Office Administration (OADM) program provided Saturday morning workshops for a group of Kwantlen employees. The workshops provided a quick refresher and update on various aspects of courses in the OADM curriculum. The employees then had opportunities to do PLA for courses in the OADM program. Many of the prerequisites were waived in view of the employees' work experience and mature student status. Under agreement with the BCGEU, the tuition and assessment fees were covered by the institution.

All 15 employees succeeded in receiving credits—most earned credit for one entire term, and many for several courses in the second term. As a result of transfer credit, PLA, and course completion, three employees completed the requirements for certification in Office Administration within one semester. Several other employees will complete their remaining course requirements within the next year, all while working full time.

*Impact on Your Institution*

The Office Administration pilot project brought many positive results; among them:

- Recognition of the skills of our own employees
- Accessibility of mature students to post-secondary education
- Flexible methods of assessment, upgrading, and life-long learning
- Opportunities for faculty to try out different PLA methods and get a first-hand experience of what works well and what could be done differently
- Trial period for new PLA Policy and Procedures, and new PLA Application forms

*Impact on Wider Community*

Our employees live in the communities Kwantlen serves. We provided not only our own employees, but members of our community with flexible opportunities to access one of our programs and gain formal recognition of their contribution and achievements. The pilot project provided a non-threatening atmosphere for adult learners to experience formal learning and assessment. These successful students, then "spread the word" within the wider community as well as within the college community.

Name of Institution: Kwantlen University College

3. Report on PLA Training Activities, presentations at articulation meetings and presentations outside the institution by completing the following tables:

**Institutional Presentations: Information sessions & workshops for students, faculty, assessors, etc.**

<i>Date</i>	<i>Name/Type of Presentation</i>	<i>Audience</i>	<i>Number of Participants</i>	<i>Comments</i>
April 29	Workshop	Advisors & Counsellors	22	
May 5	Info Session	Faculty	9	
May 6	Info Session	Faculty	15	
May 7	Info Session	Faculty	20	
May 15	Info Session	Mid and Senior Management	17	With Susan Simosko
May 16	Presentation	Faculty & Staff	37	With Susan Simosko
May 16	Advanced Workshop	Faculty	12	
June 12	Workshop	Design Faculty	25	
August 27	Workshops	Faculty & Staff	39	
Nov. 5	Info Session	OADM students	19	
Feb. 2/ 98	Presentation	Education Council	23	
Mar. 10	Info session	Counsellors	12	
Mar. 16	Info Session	Social Science & Music Chairs	11	
Mar. 19	Info session	Deans	9	

**Presentations at Articulation Meetings**

<i>Date</i>	<i>Name/Type of Presentation</i>	<i>Audience</i>	<i>Number of Participants</i>	<i>Comments</i>
	N/A			

**Presentations outside the Institution: Public information sessions, orientations for schools, presentations to employees and employers, presentations at conferences and cross-institutional training.**

<i>Date</i>	<i>Name/Type of Presentation</i>	<i>Audience</i>	<i>Number of Participants</i>	<i>Comments</i>
June 6/97	Presentation	ICWG Group	25	PLA, Learning Outcomes, and Liberal Education at Kwantlen
Jan.23/98	Meeting	FAOs	10	PLA & Student Aid

Name of Institution: Kwantlen University College

4. Describe Development Activities at your own institution, e.g. strategic planning, developmental work with departments, etc.

Philosophically, and practically, we have made great strides in the implementation of PLA at Kwantlen this past year, specifically because of several actions:

1. The establishment of a PLA Advisory Committee to Education Council, with the mandate to:
  - Direct Policy & Procedures
  - Recommend transcripting and residency policies
  - Develop PLA Credit Application form & Assessment Process
  - Recommend implementation strategies
  - Develop guidelines for integration of PLA in the Course Outlines
  - Design, write, and produce a PLA brochure
  - Recommend fee structure
2. Pilot Project in Office Administration with Kwantlen employees
3. Development of a Course Outline Manual for the new course outline form that integrates PLA and the provincial education initiatives
4. Establishment of a coordinating committee of representatives of the education initiatives (PLA, learning outcomes, employability skills, liberal education, degree development)

5. Plans for the Future

To complement the newly established PLA procedures and activities, we plan to implement:

- Workshops on curriculum development and course outlines to help faculty implement and integrate PLA and education initiatives
- Developmental work toward a process for "block" PLA into new degrees

6. Additional Comments

The impressive results we obtained this past year in our PLA activities did not come without blood, sweat, and tears. Implementation of PLA has been a time-consuming, expensive process. Most notably, faculty, students, and administration discovered that PLA brought bigger challenges, more hard work, and greater stress than course attendance. In addition, the PLA mention on the transcript deterred students (and faculty assessors) who wished to transfer courses to another institution.

The Advisory Committee recommends that any future PLA activity report should include a more balanced picture, presenting difficulties as well as successes. Quality management requires quantitative statistics as well as qualitative reports. We would therefore like to see a report that reflects a more accurate account of practice— with a record of credits and FTEs that include failed PLA attempts as well as successful ones, and a recognition of barriers that have been encountered.

**Please Complete and Submit Report by April 15<sup>th</sup> to  
Laura Krueger, PLA Project Administrator, C2T2**