



EDUCATION COUNCIL

**April 12, 1999 – 4:15 p.m.
Surrey Campus Boardroom (C230)**

A G E N D A

1. Confirmation of Agenda
2. Approval of Minutes (March 15, 1999) – *att'd.* 5 min.
3. Chair's Report – *Verbal* 5 min.
4. Committee Reports
 - 4.1 Degree Proposal Assessment Committee
 - 4.2 Curriculum Approval 10 min.
 - Memo: Major or minor revisions for courses in RCA Program – *att'd.*
 - MRKT 1299 – Consumer Behaviour
 - HRTT 1120 – Landscape and Turf Operations
 - HRTT 1331 – Irrigation and Drainage Maintenance
 - HORT 2307 – Landscape and Turf Pests
 - FASN 1100 – Fundamentals of Fashion Design
 - FASN 1110 – History of Costume
 - FASN 1210 – The Apparel Industry
 - FASN 1230 – Fashion Drawing
 - FASN 2130 – Technical Fashion Drawing
 - FASN 1120 – Drafting and Sewing I
 - FASN 1220 – Drafting and Sewing II
 - FASN 2120 – Drafting and Sewing III
 - FASN 2220 – Drafting and Sewing IV
 - FASN 1221 – Drafting and Sewing IIA
 - FASN 1222 – Drafting and Sewing IIB
 - FASN 2221 – Drafting and Sewing IVA
 - FASN 2222 – Drafting and Sewing IVB
 - FASN 2250 – Fashion Retail Work Experience
 - FASN 3120 – Volume Production
 - FASN 3100 – Textile Design
 - FASN 3150 – Preparation for Fashion Industry Internship
 - IDSN 1140 – Design Technology I
 - IDSN 1241 – Design Technology II
 - IDSN 1161 – Design Awareness I
 - IDSN 1261 – Design Awareness II
 - JRNL 2352 – Research and Investigative Techniques
 - HSWC 1145 – Introduction to the Community
 - HSWC 1110 – Interpersonal Communication Skills

ENTR 3170 – Entrepreneurial Finance
ENTR 4140 – Entrepreneurial Sales and Customer Service
ENTR 4110 – Business Leadership
ENTR 4200 – Business Strategy
ENTR 4300 – Entrepreneurial Management for Service Companies
BUSI 1209 - Business Management in Horticulture
LBED 3110 – Work, Technology and Society
CPSC 2302 – Data and Program Organization
BSWT 1100 – Janitorial Operations and Procedures
BSWT 1101 – Self Employment for Building Service Workers
BSWT 1102 – Workplace Language Skills for Building Service Workers
ENLT 0100 – Intensive English Language Training 1
ENLT 0200 – Intensive English Language Training 2
ENLT 0300 – Intensive English Language Training 3
ENLT 0400 – Intensive English Language Training 4
ENLT 0500 – Intensive English Language Training 5
ENLT 0600 – Intensive English Language Training 6
EASL 0055 – English for Academic Purposes – Level 1
EASL 0065 – English for Academic Purposes – Level 2
EASL 0075 – English for Academic Purposes – Level 3

- 4.3 Grant Applications Review Committee
 - 4.4 Liberal Education Curriculum Committee
 - 4.5 International Education
 - 4.6 Prior Learning Assessment – Revision of PLA Policy – *att'd.* 20 min.
 - 4.7 Intake Testing and Assessment – *see att'd. minutes* 5 min.
 - 4.8 Research Ethics Committee
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- 5. Timelines – Kwantlen Calendar – *verbal* 15 min.
 - 6. English Language Requirements for Fashion Programs – *att'd.* 10 min.
 - 7. Provincial Initiatives: (*att'd.*) 30 min.
 - Learning Outcomes
 - Employability Skills Report – *see att'd memo: Skills 21 Task Force Report*
 - Liberal Education
 - 8. Next Meeting: May 3, 1999 – 4:15 p.m. – Richmond Campus Boardroom (1420)
 - 9. Adjournment

Attached for Information
Memo from ESL Department: Minimum Qualifications
Curriculum Committee Minutes
BCCAT: Transfer: What's the Problem?



EDUCATION COUNCIL

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

MINUTES

Present:

Larry Anderson	Ron Shay
Roni Clubb	Barbara Smith
Charon Graham	Dieter Thomas
Jim Gunson (Chair)	Skip Triplett
Dave Hardy	Newton Wainman
Jim Jamieson	T.N. Foo
Wayne Jeffrey	Barbara Melnyk (Recorder)
Robin Russell	

Regrets:

- Derek Francis
- Shane Cooke
- Julie Hobart
- Judith McGillivray
- Gerry Kilcup

1. Confirmation of Agenda

The agenda was confirmed as distributed.

2. Approval of Minutes

Moved by R. Clubb, **seconded** by R. Russell,
THAT the minutes of February 8, 1999 be approved as distributed.
CARRIED

3. Chair's Report

The first meeting of the Intake Testing and Assessment Committee was held on March 11, 1999. Discussion revolved around strategy rather than substance. The committee reviewed its membership, and require representatives from English and/or Communications and Counselling. As Lorraine Irvine was a member of the previous committee, she has expressed an interest in participating. Barbara Smith, International Education Advisor, will also sit on the committee. Initially, we will look at the English issue and the concerns around overall testing for programs. Derek Francis will provide information to the committee regarding testing.

The final draft of the Research Ethics Report has been sent to the deans, with a request to circulate to divisional curriculum committees for feedback. This will be discussed at our April 12th Council meeting.

The March 8th Retreat was well attended, and a great success. Table groups came up with college-wide priorities. There is a widespread concern regarding access to the University College. A number of concerns were expressed about the institution becoming fragmented.

*Student
Feedback*

4. Committee Reports

4.1 Degree Proposal Assessment Committee - see attached minutes in agenda package.

4.2 Curriculum Approval

Moved by S. Triplett, seconded by W. Jeffrey,

THAT the following courses be approved, subject to revisions:

EQUA 1225 - Form to Function - Analysis of Confirmation and Biomechanics

EQUA 1185 - Law and Ethics

ECED 1318 - Administration I

ENTR 3160 - Information Technology for Beginners

BUSI 1204 - Supervisory Skills for Horticulture Technicians & Florists

A Letter of Agreement was put forward by Dieter Thomas, and accepted by the Business Department, providing an example of how two departments can problem solve in a collegial fashion.

LBED 3120 - Study of Cultures

LBED 3140 - Science and Technology Overview

LBED 3310 - Power Relationships I

LBED 3311 - Power Relationships II

CARRIED

4.3 Grant Applications Review Committee

The Chair stated that John Slattery, who set up the process and guidelines for the Grant Applications Review Committee, is now unable to continue as chair of the committee. Dieter Thomas has indicated an interest in that role.

Moved by R. Clubb, seconded by S. Triplett,

THAT Dieter Thomas replace John Slattery as chair of the Grant Applications Review Committee.

CARRIED

4.4 Liberal Education Curriculum Committee - No report

4.5 International Education - No report

4.6 Prior Learning Assessment

Kathryn Zmetana reported that the committee is working on revising the PLA Policy, and may have a draft to submit for approval at Council's April 12th meeting. As well, PLA minutes will be included as information in the next Council package.

4.7 Intake Testing and Assessment - see Chair's report.

4.8 Research Ethics Committee - see Chair's report.

5. Course Outline Manual Revisions

The Course Outline Sub-committee has proposed a list of changes to the April 22, 1998 edition of the Course Outline Manual. Council was asked to approve the changes.

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

THAT the document be referred to divisional curriculum committees for feedback by April 26, 1999.

CARRIED

ACTION: Barb Melnyk will send the proposed Course Outline Manual Changes document to divisional curriculum committees for feedback directly to Education Council, in time for Council's May meeting.
CARRIED

6. The Kwantlen Calendar

The Chair stated that there is a need for firmer calendar deadlines while retaining the ability to be flexible where circumstances require it. The Curriculum Approval Sub-committee will recommend a proposed timetable and regulations.

7. Council Meeting Times/Locations

The Chair asked Council to consider alternate meeting times (Friday or Wednesday from 2:00 to 4:00 p.m.) and alternate meeting locations (in order to encourage a wider campus representation on Council). Pros and cons were discussed, and the following motion put forward:

**Moved by R. Clubb, seconded by J. Jamieson,
THAT Council continue to meet on Monday, from 4:15 to 6:15 p.m. at the Surrey Campus.**

8. Ownership of Curriculum

Council discussed the question of "course ownership" – whether a course in a program should be controlled by the program or by a department with expertise in that area. (An upcoming case concerns who should teach statistics in the Geography program). Council explored ways in which program needs and the need for expertise could be balanced. A similar issue between Business and Horticulture has been resolved by having the course designated as Business, but providing for consultation with Horticulture on scheduling and staffing.

9. Richmond International High School and College Articulation of Business Courses

Under the recently approved policy on *Transfer of Articulated Courses into Kwantlen*, a proposed agreement to articulate business courses from the Richmond International High School and College was brought to Council for information. Concern was expressed about the way in which language proficiency is measured. Council has asked the School of Business to consult with the ESL Department and Admissions to determine if these concerns are valid. (This issue suggests that Council may have a role to play in validating transfer agreements.)

10. Education Council Self-Assessment

The Chair stated that at some point in time, Council should hold a brief discussion on how we are doing and what we can do better. It was agreed that this item should be deferred to another meeting, and placed a little earlier on the agenda.

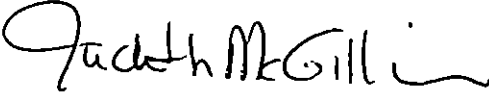
11. Next Meeting: April 12, 1999 – 4:15 p.m. – Surrey Campus Boardroom (C230)

12. Adjournment: The meeting adjourned at 6:15 p.m.

Community &
Health Programs

TO: **Jim Gunson/John Patterson**

C:

FROM: Judith McGillivray 

DATE: March 25, 1999

SUBJECT: Major or minor revision for courses in the Resident Care Attendant Program

All courses in this program are undergoing their three year review. They are being updated in ways that reflect minor revisions only. The PLA and employability skills components are being added.

During the review, John Patterson recalculated all of the credits using a vocational model of credit determination. When the courses were originally approved, the credits had been wrongly determined using a semester model of credit determination. Although course hours have not changed, course credits have changed. I am requesting that these courses not be renumbered nor be taken through Ed Council as major revisions. I don't believe this would be effective use of the course review sub committee's time. As the courses essentially have not changed, renumbering them would only be confusing also.

Thank you for consideration of my request.

JMG/mt

Prior Learning Assessment

TO: Education Council Members
C: John Slattery, Dean, Education Planning
FROM: Katherine Zmetana, Chair, PLA Advisory Committee
DATE: 25 March 1999
SUBJECT: REVISION OF PLA POLICY

Please review the attached Policy, **B14: Credit for Prior Learning**, a revision of the PLA policy that was established in December 1996. The original policy was drafted by the Management Team before we had any idea how PLA would be implemented in Kwantlen and in British Columbia. Since that time, PLA has become established—with policies and procedures, student brochures, application forms, and inclusion in all course outlines. This new policy reflects current practices.

Over the last three years it has also become apparent that course transfer and PLA are closely related, and indeed are often confused during admission procedures. The PLA Advisory Committee has therefore seen the need to clarify the difference and overlap of these two concepts. The new policy embraces both PLA and Transfer under the title of Prior Learning Credit.

The committee would like to draw your attention to the most contentious issue—residency—which is covered in the second paragraph under POLICY.

To reflect the current education situation, and to take into consideration that many forms of educational delivery are available and accepted (including distributed learning), we have suggested that residency requirements be limited to 25%. Students could be eligible to enter the fourth year of a degree program—and we have had several deserving, accomplished students who should qualify for this status.

We are also recommending that PLA be considered resident credit, given that students must meet Kwantlen's standards and be assessed by Kwantlen faculty (or instructional staff where appropriate). Our experience over the last three years shows that when students are awarded credit for PLA toward a Kwantlen program, they have gone through a rigorous and demanding procedure and have amply met course criteria and Kwantlen standards—often to a greater extent than some students who have attended the classes. In addition, they quite often have had more one-on-one contact with the instructor.

We would like to note that this particular item of residency was hotly debated by the PLA Advisory Committee, and that it was passed *unanimously* for inclusion within the policy.

So in theory -
Not me
course
at
KUC?

Some limit
in this -
1 semester / 12 hrs
resident at KUC
afterward - OK seems
a more useful choice.

Policy No. B. 14
Reviewed by: Education Council / Management Team
Responsibility: Vice President, Education
TITLE: CREDIT FOR PRIOR LEARNING
APPROVED BY: Management Team
EFFECTIVE: December 1996
REVISED: March 1999 REVIEW: February 2002
RELATED POLICIES: B.8 Credit for Advanced Placement Program Examinations
B.9 Credit for International Baccalaureate Program Courses
B.15 Transfer of Articulated Courses from other Post-Secondary
Institutions to Kwantlen University College

BACKGROUND

Kwantlen University College recognizes that students may have successfully completed course work at another post-secondary institution or have attained significant learning at a post-secondary level from work, training and other experiences outside the formal post-secondary education system. Those who have gained such learning must be able to receive credit for that learning and build on it in pursuing further education within Kwantlen. Credits granted for prior learning may be used to satisfy admission requirements to a program or the requirements for graduation.

POLICY

Kwantlen University College will, when requested by a student and in accordance with established articulation agreements or appropriate evaluation procedures, assess learning that the student has gained through prior course work and/or life and work experiences. Where that learning can be equated to the learning outcomes or objectives of a course or program at Kwantlen, credit will be granted. Credit will normally be granted through transfer and/or prior learning assessment.

Up to 75% of the credits required for graduation in a recognized program may be obtained through transfer credit. Credit obtained through prior learning assessment is accepted as resident credit.

DEFINITIONS

Transfer credit refers to the granting of credit for a course successfully completed at another post-secondary institution or through a professional organization or other agency with which an articulation agreement has been reached. The course may be equivalent to a course offered by Kwantlen University College (assigned credit) or at an appropriate year level in a subject or program area (unassigned credit).

Prior Learning Assessment (PLA) is assessment, by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs at Kwantlen University College for which the granting of transfer credit is inappropriate. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the admission or graduation requirements of a program offered by Kwantlen University College.

GUIDELINES

Transfer Credit

1. The University College will be guided by the *Principles and Guidelines for Transfer* endorsed by the British Columbia Council on Admissions & Transfer (BCCAT) and published in the *British Columbia Transfer Guide*.
2. Students must request transfer credit in writing and provide an official transcript from each post-secondary institution or professional organization or agency at which courses were taken.
3. When determining whether transfer credit is to be granted, one or more of the following will be utilized:
 - Specific articulation agreements between Kwantlen University College as receiving institution and other post-secondary institutions or professional organizations or other agencies as sending institutions
 - The *B.C. Transfer Guide* published in both print and electronic form (on-line) by the British Columbia Council on Admissions & Transfer
 - Transfer guides published by other receiving institutions
 - Other on-line transfer guides (e.g. Council of Ministers of Education, Canada)
 - *Ad hoc* evaluation by subject or program faculty based on materials such as a course outline, reading list, textbook(s), final examination, etc.
4. In general, transfer credit granted will be appropriate to the time the course was taken at the sending institution.
5. Credits obtained at a sending institution through prior learning assessment will be recognized for transfer in the same way as credits obtained through classroom instruction.

Prior Learning Assessment

1. The University College will be guided by the *Guidelines for Prior Learning Assessment* developed by the Provincial PLA Steering Committee and endorsed by the British Columbia Council on Admissions & Transfer.
2. Kwantlen University College recognizes the following methods of prior learning assessment:

- **Challenge Exam:** A test or exam (written or oral) that is designed to validate the knowledge of the candidate as it relates to course requirements. A challenge exam may be the same test or exam given to students who formally attend the course. It is limited to questions that are directly related to the learning objectives/outcomes of the course.
- **Standardized Test:** Similar to a Challenge Exam. However, this test or exam is usually developed by someone other than the assessor. It is focused around widely recognized standards (as set by a department or professional/sectoral organization) that are equivalent to the course objectives.
- **Products/Portfolio:** Documents or objects that have been produced by the candidate and demonstrate tangible proof of accomplishment. These may include, but are not limited to, reports, computer printouts, videos, illustrations, prototype models, or an artist's portfolio. Students may be asked to demonstrate abilities or answer questions about the portfolio by the assessor.
- **Demonstration:** Simulation or actual presentation of candidate's abilities, which may be live, recorded, or videotaped. The demonstration may include, but is not limited to, such activities as presenting a speech, role-playing a situation, creating a document on computer, giving a musical performance, performing a lab experiment, interviewing a client, operating equipment, or completing a procedure.
- **Interview:** Oral questioning. The PLA interview is focused around course objectives and may include techniques such as open-ended questions, case studies, and prepared analyses. The interview is used to clarify areas of learning, and may be used in parallel with other methods, as a sole method of assessment, and/or as a means to ensure authenticity of products.
- **Worksite Assessment:** Similar to a demonstration. The candidate is observed performing tasks as a part of normal work routine, or as specifically assigned, in the place of work. Assessment is normally made by faculty assigned to a candidate, but may also be made by a work supervisor or field expert. If performed by an external assessor, it may be followed up by a self-assessment and/or interview with a faculty assessor.
- **Self-assessment:** Assessment performed by the candidate, usually with the aid of an established form or questionnaire. Normally requires a parallel assessment by a field expert and/or faculty assessor.
- **External Evaluation:** Assessment provided by an expert other than Kwantlen faculty. Assessment method may include, but is not limited to, performance evaluation, letter of validation, or worksite assessment, and may require follow-up by faculty.
- **Other forms of assessment:** As agreed on by the assessor and applicant and relevant to the course/program outcomes or objectives.

For each course or group of courses, the Department responsible shall specify which methods of Prior Learning Assessment the Department recommends and record these methods in the course outline. The Divisional Curriculum Committee must approve these recommendations.

The chosen assessment method(s) must be appropriate for the subject or skill area, targeted to the learning objectives, competencies, skills, or outcomes of the course, and reflective of the level of achievement expected of any student.

3. Applicants for Prior Learning Assessment must have been admitted to Kwantlen and have applied for admission to a program.
4. Kwantlen University College will only award credit for prior learning that is directly applicable to the student's declared program of studies. Should a student change programs, all or some of the PLA credit previously awarded may no longer apply or, conversely, the student may be able to apply for additional PLA credit that was not appropriate under the previous program of studies.
5. Under normal circumstances, a student may not obtain credit through Prior Learning Assessment for any course in which the student was registered at Kwantlen University College within the previous six (6) months.
6. The tuition fees for Prior Learning Assessment will be based on the tuition fees normally charged for courses in the subject or program area. The fees may be charged on a per credit or per course basis.
7. Detailed information about the exact requirements and assessment criteria should be shared with the applicant in preparation for the assessment. Methods other than those already identified may be considered through consultation among the program PLA advisor, the assessor, and the applicant.
8. Faculty or instructional staff who have expertise in the curriculum area will assess Prior Learning. The standards to be applied will be equivalent to those applied to students enrolled in the course or courses for which credit is requested.
9. An applicant who disputes the results of a Prior Learning Assessment may appeal that decision under the normal appeals process. The appeal will be referred to the Dean responsible for the program in which the student is enrolled. The Dean will chair a committee of faculty in the same Department to review the credits awarded. The decision of the committee shall be final.
10. The credits and grade(s) achieved through PLA will appear on the transcript, whether the outcome is successful or not.



INTAKE TESTING AND ASSESSMENT COMMITTEE

March 11, 1999 – 2:30 p.m.
Surrey Campus Boardroom (C230)

MINUTES

Present: Moira de Silva, ELT
Derek Francis, Educational Services
Kenneth Freeborn, Trades
Charon Graham, Admissions
Jim Gunson, Chair, Education Council
Lorraine Irvine, ACP
Robin Russell, EASL
Skip Triplett, Vice-President, Education
Dave Woolley, Assistant Registrar
Barbara Melnyk, Administrative Support

Regrets: Wayne Jeffrey, Social Sciences and Music
Joy Jones, Journalism
Sooz Klinkhamer, Interior Design
Barbara Smith, International Ed. Advisor
Helen Wooldridge, ACP

1. Introduction of Members

Jim Gunson welcomed committee members and asked for round-table introductions. Jim explained how the new committee came about, and mentioned that those who participated on the former committee had been invited to serve on the new committee. As well, four representatives were selected from Education Council membership, and names from under-represented areas were asked to be submitted. As there would be more than one person from ACP, it was decided to seek approval from Education Council.

ACTION: Jim Gunson will obtain Education Council approval for more than one representative in a specific area to serve on the committee.

2. Selection of Chair

Members were asked to nominate a chair for the committee. As nominations were not forthcoming, it was decided to wait until the next meeting, when, hopefully, all members would be present.

3. Discussion of Membership

It was agreed that members from English and Communications should be asked to serve on the committee, while the committee deals with the introductory English course issue.

ACTION: Jim Gunson will contact Priscilla Bollo to ask for representatives.

4. Progress Report on Research Project on the Relationship between Preparatory English Courses

In terms of the issue on establishing Grade 12 English and Communications entry-level prerequisites (deferred at the February Board meeting), there is a need to get on with the research project on the relationship between English language skills and performance in Kwantlen courses.

John Slattery distributed a summary of activity report. He stated that the Research Assistant in the Educational Planning office is currently conducting a review of related offerings and their entry requirements. A chart of existing prerequisites for all English developmental and preparatory courses is partially completed, and feedback from the relevant departments is being incorporated into the document as it is received. As well, a review of English entry requirements at other lower-mainland institutions has been collected and a summary has been prepared. A survey of academic, career and vocational faculty who teach introductory-level courses at Kwantlen has been designed to get feedback about English needs in these courses, the reality of what they are experiencing, and the coping strategies that they are using to deal with these realities. The questionnaire has been developed and reviewed by selected faculty and deans; faculty to be surveyed have been identified and the questionnaire is at printing. A frequency analysis of paths by which students gain entry into English language preparatory and developmental courses is in progress. Also, tracking of students previously enrolled in English language preparatory and developmental courses from Spring and Fall 1998, is in progress. John stated that there would be enough information to bring back to the Board in June.

It was emphasized that instructors are currently experiencing many situations in their classes where students' English language competency is extremely poor.

Derek Frances distributed a document from UBC on English Language Admission Requirements for September 2000. The document states that competence in English is expected in all four of the following skills: listening, reading, speaking and writing.

Questions were asked as to why UBC had changed their testing requirements to include the TOEFL. Also, there were queries on whether students would be required to take a first year English course.

5. Discussion of Mandate

- To design an implementation plan for the *Policy on Assessment of Student Eligibility*, approved at the September 1998 Education Council meeting, and the *Policy on Comprehensiveness*, approved jointly by Education Council and the Board of Governors in April 1998.

How will the various programs identify their testing instrument needs? Instructors require guidance in making these decisions. We need to look at our current practice and review it thoroughly. It was agreed that present testing practices should be documented and then reviewed. Concern regarding validity of interviews was expressed.

- To guide the design of the research project on the relationship between English language skills and performance in Kwantlen courses.

John Slattery stated that the project to test English language skills of incoming students had been put aside. There was concern that failure to carry out the project would damage institutional credibility.

- To identify the resources needed to support students who lack English language skills or others necessary to enter programs.

6. Next Agenda:

- Include an update report on the Research Project. (John Slattery)
- Establish a Chair for the committee
- Other?

7. Next Meeting: Thursday, April 1, 1999 – 2:30 to 4:30 p.m. – Surrey Campus (B202)

8. Adjournment: The meeting adjourned at 4:30 p.m.