



**MEETING DATE:** May 3, 1999  
**AGENDA #:** 2  
**PREPARED BY:** Barbara Melnyk

**EDUCATION COUNCIL**

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**ISSUE:** Minutes

**ACTION:** THAT the minutes of the April 12, 1999 meeting be approved.



## EDUCATION COUNCIL

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

### MINUTES

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<u>Present</u>	Roni Clubb T.N. Foo Derek Francis Jim Gunson (Chair) Hulie Hobart Judith McGillivray Wayne Jeffrey	Robin Russell Ron Shay Barbara Smith Dieter Thomas Newton Wainman Barbara Melnyk (Recorder)
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<u>Regrets</u>	Larry Anderson Charon Graham Dave Hardy Jim Jamieson	Keith Lowe Shane Cooke Gerry Kilcup Skip Triplett
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1. Confirmation of Agenda

The agenda was confirmed as distributed.

2. Approval of Minutes

Under 4. Committee Reports, it should be noted that the Fashion course outlines were not approved. **Moved** by B. Smith, **seconded** by J. Hobart, **THAT** the minutes of March 15, 1999 be approved subject to revisions.  
**CARRIED**

3. Chair's Report

The Chair informed Council that the Geography and Math disciplines have yet to resolve a dispute over a pending Geography course that the Math department considers to be a math course. The two disciplines will attend the May 3rd Council meeting to defend their positions.

The Chair proposed that a joint committee of Education Council and the Board be struck to determine the roles of the two bodies. In particular, the committee could address such issues as to which group approves a policy and what type of information the Board wishes to see. No vote was taken.

4. Committee Reports

4.1 Degree Proposal Assessment Committee - No report

4.2 Curriculum Approval

Moved by D. Francis, seconded by J. McGillivray,  
THAT the following courses be approved, subject to revisions:  
MRKT 1299 - Consumer Behaviour  
HRTT 1120 - Landscape and Turf Operations  
HRTT 1331 - Irrigation and Drainage Maintenance  
HORT 2307 - Landscape and Turf Pests  
EQUA 1180 - Entrepreneurial Skills in the Equine Industry  
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 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 BSW's  
BSWT 1102 - Workplace Language Skills for BSW's  
ENLT 0100 - Intensive ELT 1  
ENLT 0200 - Intensive ELT 2  
ENLT 0300 - Intensive ELT 3  
ENLT 0400 - Intensive ELT 4  
ENLT 0500 - Intensive ELT 5  
ENLT 0600 - Intensive ELT 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  
CARRIED

Building Worker Service Training Program

Council considered for the first time, formal approval of a contract service program. This action would allow students to be eligible for financial aid. As such programs are implemented rapidly, there was not sufficient time for both DPAC and Council to consider the proposal in depth prior to implementation. This was not a major problem as the program is short and the course outlines have been reviewed. Whether the program should be an institutional priority is not an issue as the program is self-supporting. In this case, Contract Services have agreed to have the program formally reviewed by DPAC at a later date.

The Program is offered for 20 weeks and has a component to assist with workplace English language skills that normally would be required by a person performing building service work. The program will use materials that already have been developed and used by Sun Down Consulting. The program will primarily be aimed at the immigrant community and will be a partnership between SDISS and Kwantlen.

**Moved by J. McGillivray, seconded by R. Shay,  
THAT Council approve the program in principle pending full review by DPAC.  
CARRIED**

- 4.3 Grant Applications Panel - No report
- 4.4 Liberal Education Curriculum Committee - No report
- 4.5 International Education - See attached minutes
- 4.6 Prior Learning Assessment

The major change in the current policy is to remove the restriction that no more than 75% of credits for a program could derive from a combination of PLA and transfer. This change follows from the perspective that Kwantlen has the role of certifying skills and knowledge, and that where these are learned is irrelevant. Faculty still have the primary role in assessment.

**Moved by D. Francis, seconded by R. Clubb,  
THAT the policy on Prior Learning Assessment be approved, subject to the removal of #6 and the last sentence in #9, on page 4 of the policy.  
CARRIED**

4.7 Intake Testing and Assessment Committee

This Committee continues to meet and has plans to address the issue of access to Kwantlen programs. It intends to review existing practices and in particular the role of interviews. The committee expects to get research information on the relationship between language skills and success in Kwantlen programs.

4.8 Research Ethics Committee - No report

5. Timelines - Kwantlen Calendar

Council expects to consider proposals to modify the publication dates for the calendar and timetables and to set deadlines for approving changes to be incorporated into these documents.

6. English Language Entrance Requirements for the Fashion Program

S. Lee spoke on behalf of the Fashion Program. She indicated that the English language entrance requirements were reviewed by the Intake Testing and Assessment Committee, and recommended for approval, subject to removal of the word "Canadian" from the bottom of page 1 and the top of page 3. She stated the requirements are in line with those for other degree programs.

**Moved by D. Francis, seconded by B. Smith,  
THAT Council approve the English language entrance requirements for the Fashion Program,  
subject to suggested revisions.  
CARRIED**

7. Provincial Initiatives

The Chair distributed a memo with suggestions for follow-up on Learning Outcomes, Employability Skills and Liberal Education. He stated an ad hoc committee of interested parties could be formed that would put together a plan of action for resolving some of the outstanding issues. This group could then report back to Council at its June 7th meeting.

8. Next Meeting: May 3, 1999 - 4:15 p.m. - Surrey Campus Boardroom (C230)

9. Adjournment: The meeting adjourned at 5:50 p.m.



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*E. Min. office Report  
Grants*

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8. Next Meeting: May 3, 1999 - 4:15 p.m. - Surrey Campus Boardroom (C230)

9. Adjournment: The meeting adjourned at 5:50 p.m.

**INTERNATIONAL EDUCATION****MEETING: MARCH 1, 1999****MINUTES****Present:**

Derek Francis (Chair)	Susan Morris	Barb Smith
Jody Gordon	Lisa McIntosh	Moira De Silva
Carl Chiko	Derek Nanson	Ann Talbot (for Martyn Williams)

**1. ACCEPTANCE OF AGENDA**

Additions: - Grade 12 Program for International Student  
- Celta Program

**2. GRADE 12 PROGRAM FOR INTERNATIONAL STUDENTS**

Derek Francis reported that a program has been developed in response to a suggestion from the Canadian Education Centre in Singapore. The Centre indicated that students in Singapore finishing the "O" level were desirous of a way of completing high school that would be swifter to complete than "A" level and suggested that we offer a program here that these students could access. Lisa Bolivar was seconded to develop a program that would include our ACP followed by a first year university transfer program.

**3. HOMESTAY**

Lisa McIntosh reported that this program has grown; and there are now 22 international students in homestay. She has been meeting with other homestay coordinators in the Lower Mainland and sharing experiences and safe-proofing ideas. She has met with the Big Brothers organization to discuss their criminal search procedures and will be implementing some of its search techniques. She has also met with a number of policing units throughout the Lower Mainland and learned that each jurisdiction has a different system of safe-proofing.

**4. SHORT TERM SUMMER COURSES FOR INTERNATIONAL STUDENTS**

Moira DeSilva requested that some consideration be given to again offering short term summer English immersion courses for international students. She asked that the proposal prepared by Ann Talbot be revisited. Ann Talbot reported that she had drawn up another budget breakdown, based on two full classes of 18 students each, which would generate more revenue. We would need to know by April 30<sup>th</sup> whether we would be able to run the course.

Advertising would be done by distribution of brochures at Education Fairs, placing information on Kwantlen's website, and mailouts to education centres.

Derek Francis suggested in view of the time required to put this program in place, planning of the program should proceed for next summer. He recommended that a new brochure be prepared with new pictures and glossier paper, with the appropriate translations and that

money be put aside to hire a coordinator. He asked Ann Talbot to look at what would be needed for the later program and report back. **ACTION: Ann Talbot**

**5. FACULTY EXCHANGE**

Moira De Silva expressed an interest in faculty exchanges and enquired whether Kwantlen was involved in an exchange program. Derek Francis reported that Kwantlen is endeavoring to identify institutions that are interested in establishing a partnership with Kwantlen. There is the possibility of a number of partnerships with institutions in China. He will be speaking with Liz McKinlay regarding the issue of whether exchange faculty are required to become members of the Faculty Association. **ACTION: Derek Francis**

**6. ORIENTATION REPORT**

Susan Morris reported that the 2 1/2 day orientation held at the Richmond Campus for international students had been a very positive experience for everyone. She and Moira de Silva, together with Barb Smith, had planned and organized the event.

In response to a request for some ideas to encourage a larger attendance of students, the following suggestions were made:

- Orientation be made a requirement so that students would see this as a part of the process.
- Orientation should run throughout the program to provide the students with more support from faculty and staff both on an academic level and social level. (The nursing program is doing this now.)
- Follow-up program be developed--especially at mid term, as well as after they leave
- Consider looking at faculty to act as mentors
- Consider asking other students to volunteer as mentors--consider offering incentives

Derek Francis agreed that there was a need for a commitment of additional resources for international students; additional support for students throughout the program, as well as a follow up of students after they leave Kwantlen. A full time person would be needed to coordinate the above. He will bring this matter to the group for discussion again in September.

**7. INTERNATIONAL UPDATE**

Barb Smith reported on recruitment results. She and Carl Chiko have been visiting high schools in our region to speak to their international students and encourage them to consider Kwantlen.

**8. CELTA**

Ann Talbot distributed brochures for the Certificate in English Language Teaching to Adults course from the University of Cambridge and explained the program scheduled to run in May and July of this year. We are looking at international students.

Derek Francis reported that he had met with the ESL faculty last Friday to discuss various aspects of the international program.

**9. NEXT MEETING**

The members decided that the next meeting should be scheduled when agenda items warrant the need to call the meeting.



Copies to: Ed Po  
John S.  
Katharine Z  
Deans

RECEIVED

APR 20 1999

President's Office

Our Ref: 7842

MAR 30 1999

RECEIVED

APR 14 1999

POSTAL EDUCATION

Gerald B. Kilcup, President  
Kwantlen University College  
12666 72nd Avenue  
Surrey BC V3W 2M8

*Gerry*  
Dear Gerald Kilcup:

This letter is to inform you of a recent development in the field of Prior Learning Assessment (PLA) in British Columbia.

A set of Standards and Guidelines for PLA was adopted in 1994 by the British Columbia Council on Admissions and Transfer (BCCAT). During 1997 and 1998, in recognition of the advances made by institutions in offering PLA programs and services, the Provincial PLA Steering Committee and the Centre for Curriculum, Transfer and Technology managed the process of revising these Standards and Guidelines. After extensive consultation and review by post-secondary education stakeholders, including BCCAT, the Centre has submitted a revised set of Guidelines to the Ministry (see attached). The process used to develop these guidelines is a laudable example of how system partners can work together to achieve an important goal.

These revised PLA implementation guidelines have been endorsed by the Ministry and are being forwarded to you with our recommendations that they be accepted by your institution for implementation. We further recommend that each institution clearly state its PLA policies in its institutional calendar (including the policy on acceptability of courses completed by PLA for transfer credit).

*To: Dip...  
[Signature]*

.../2

I appreciate your attention to this initiative which is of significant importance to British Columbia's post-secondary system.

Sincerely,

*Robin Ciceri*

Robin Ciceri  
Assistant Deputy Minister

**Attachment**

pc: **British Columbia Government and Service Employees' Union**  
**British Columbia Council on Admissions and Transfer**  
**Centre for Curriculum, Transfer and Technology**  
**Chairs of Boards**  
**Committee of Registrars**  
**Chairs of Education Councils**  
**Coalition for the Advancement of Applied Education**  
**College Institute Educators' Association of British Columbia**  
**Council of Chief Executive Officers**  
**PLA Administrators at Universities**  
**PLA Administrators at Colleges and Institutes**  
**Provincial Steering Committee on PLA**  
**Senior Educational Services Officers' Committee**  
**Senior Instructional Officers' Committee**  
**The University Presidents' Council of British Columbia**  
**Directors, Post-Secondary Education Division**

## **PRIOR LEARNING ASSESSMENT (PLA)**

### **IMPLEMENTATION GUIDELINES FOR BRITISH COLUMBIA**

Most institutions in British Columbia are now implementing prior learning assessment services for learners. The experience of these institutions is reflected in the following guidelines.

#### **EDUCATION AND ADMINISTRATION**

1. All institutions will identify any of their programs or courses which are listed in the BC Transfer Guide (or in other formal transfer arrangements) for which they will not accept credit awarded as a result of the assessment of prior learning.
2. Learners will receive recognition and credit for demonstrated knowledge, skills and attributes and not for experience alone.
3. Credit will be awarded for learning reflecting knowledge, skills, attributes and values which are appropriate to the subject, course or program.
4. In receiving institutions, credit will be awarded for learning which is consistent with the achievement levels required by the particular credential to be awarded.
5. The assessment and recognition of prior learning and the determination of credit awards will be made by content specialists, with external advice as necessary.
6. Learners will have access to prior learning assessment and learning opportunities appropriate to the content area.
7. Credit awarded as a result of the assessment of prior learning will be identified as such on the transcript issued by the institution and transfer credit will be granted on the same basis as is granted for equivalent courses as identified in the BC Transfer Guide or in other formal transfer arrangements.

**NOTE:** This guideline (#7) will be reviewed after a period of 3 years in the light of follow-up studies conducted by individual institutions and by the Centre for Curriculum, Transfer and Technology to assess learner success and to monitor PLA policies and practices.

8. Policies and information about the prior learning assessment process, including provision for appeal, will be readily available.
9. The fees for assessment will be based on the services performed and/or the number of credits requested. The fees will not be determined by the amount of credit awarded.
10. Institutions will regularly monitor, review, evaluate and revise prior learning assessment policies and practices to maintain and improve institutional standards.

## CONTEXT

1. Assessment is integral to the learning process and is a vital component of fostering lifelong learning.
2. Prior learning assessment is a critical component of other educational and training reforms occurring in the province.
3. Prior learning assessment services involve a dynamic relationship among educators, business, industry, licensing and accrediting bodies, and professional associations.
4. Every effort will be made to meet the needs of all learners, including those with diverse and non-traditional learning backgrounds.
5. Learners need to be active participants in the assessment process.

## ACCESS

1. Prior learning assessment will be considered as a vehicle for enhancing access to education and training or accelerating a learner's progress towards a desired credential or other goal.
2. Prior learning assessment should be developed first for those programs where the labor market demand or learner need has been identified, and institutional readiness and capacity are evident.

## ASSESSMENT

1. Learning assessed for post-secondary credit should be:
  - linked to established learning outcomes or other criteria consistent with institutional standards for a given course; it should not be linked to time spent;
  - transferable to contexts other than the one in which it was learned;
  - current and relevant;
  - at a level of achievement equivalent to that of other learners engaged in studies at that level in that program or subject area;
  - assessed using a range of strategies consistent with institutional standards for a given course.
2. The number of credits to be granted is determined by the institution, based on their published learning outcomes or other criteria.
3. Assessment of the learning should be the responsibility of faculty who are content specialists from the accrediting institution, and the names and qualifications of those making an assessment should be recorded.

## **LEARNER ORIENTATION/PREPARATION**

1. Learners should have access to adequate information about and orientation to the process.
2. Learners should be supported to make decisions throughout the learning process.
3. Institutions should offer a variety of opportunities to support learners to progress through the assessment process.

## **PROFESSIONAL DEVELOPMENT**

1. All personnel involved in PLA (PLA assessors, learner advisors, instructors of portfolio development/career/educational planning courses) should have appropriate skills and knowledge relevant to their roles and responsibilities in the process.
2. All personnel should work systematically towards continuous improvement in their own practice.
3. Institutions should assume the responsibility for supporting staff to acquire and maintain expertise in prior learning assessment services and provide opportunities for sharing information and expertise with other institutions.

## **TRANSCRIPTS/TRANSFER**

1. Grades or credits may be assigned to PLA awards and will be entered accordingly on the learner's transcript.
2. Institutions will document PLA credit awards internally.
3. The percentage of a program's credits which can be obtained through PLA will be determined by the institution awarding the credential.

**NOTE:** See EDUCATION AND ADMINISTRATION guideline #7 regarding identification of PLA on transcripts.



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

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## 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).

For  
fall  
agenda  
at  
SACCO

*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. 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.
7. 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.
8. 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.
9. The credits and grade(s) achieved through PLA will appear on the transcript, whether the outcome is successful or not.



APR 15 1999

Our Ref. 12948

Jim Gunson, Chair  
Education Council  
Kwantlen University College  
12666 72<sup>nd</sup> Ave  
Surrey BC V3W 2M8

*Jim*

Dear Jim Gunson:

I am writing in response to your letter of February 26, 1999, regarding clarification of the sections of the *College and Institutes Act* that deal with the division of powers between the Council and the Board of Governors.

It is not typically the role of the Ministry to interpret how specific provisions of the *College and Institutes Act* apply to individual college issues. At most, the Ministry may offer comment on the intent of the Act in some circumstances where the intent is not clear.

With regard to the authority to determine the prerequisites for specific courses, however, from what you state in your letter, there would appear to be no role for the Ministry in any event given that the Board recognizes the authority of the Education Council in this regard.

It would appear that what is at issue is the Board's authority to determine the timing of the implementation of policy and policy changes. The Ministry's view, in this regard, is that the Board has a responsibility to ensure that policies are implemented in a way that is transparent and in the best interests of students, which would appear to be the case in this instance.

I trust that this information is helpful to you.

Sincerely,

*Robin Ciceri*

Robin Ciceri  
Assistant Deputy Minister

**Locally Initiated Curriculum  
Project Proposal**

**INSTITUTIONAL INFORMATION**

**Institution:**  
Kwantlen University College

**Contact Person:**

Name: Robin Russell  
Title: Chair  
Committee: Intake Testing and Assessment Committee  
Telephone: (604) 599-2183  
fax: (604) 599-2279  
Email: robinr@kwantlen.bc.ca

**INSTITUTIONAL APPROVAL**

**President's signature:**

**Priority Ranking:**

This project proposal ranks as priority number \_\_\_\_ out of \_\_\_\_\_ submitted by Kwantlen University College.

## **PROJECT INFORMATION**

### **Project title**

*Tracking student success/failure rates in post-secondary English courses*

### **Rationale**

The Intake Testing and Assessment Committee ( a sub-committee of Kwantlen's Education Council)has been examining institutional testing and assessment practices with the intention of advising programs and departments on utility, appropriateness, duplication, and best practice. Changing demographic patterns in our region have made language competency a key area for committee work. At the current time, we are focusing on access to both preparatory and first year English courses. Preliminary work by the English department has shown that an increasing number of students who gain access to first year English with a secondary Grade 12 'C' are unable to succeed in post-secondary level English courses.

The Intake Testing and Assessment Committee is aware of the recommendations for institutional research stemming from the Secondary to Post-Secondary Transition Project. (See "Review of the Proficiencies Required by Students Entering First Year Post-Secondary English Courses" Centre for Curriculum, Transfer and Technology. March, 1999.) In particular, we feel that recommendation number one,

*That research be gathered, both at the institutional and provincial levels, on the success/failure rates of students taking first year post-secondary English courses; and that the rates be correlated with high school grades, performances on the provincial Grade 12 examinations, and the age of the students.*

would provide our own institution with relevant information.

### **Description and Target Audience**

The tracking project would take all results, including withdrawals, from students enrolled in first year English during the 1998/1999 academic year and track back to establish grade 12 provincial examination results, high school grades and age. A series of correlations would then be possible. Based on the above demographic information, the primary result would be a success/failure profile for students currently enrolled in first year English courses at Kwantlen University College. The registrars office has confirmed that the non-Kwantlen information sought is provided by the ministry and has been kept.

The target audience for this information would be members of our own committee at the outset. It is, however, the intention of the committee to use this information, as well as the information from two internal studies dealing with remedial/developmental courses, in planning .

### **Outputs**

The key products will be:

- \*a data extraction model and data definitions that could be adopted by other institutions trying to gather similar information;
- \*a profile report obtained by applying the model to Kwantlen's own data. This report, along with recommendations based upon it, will be for internal use.

### **Quality Assurance**

The entire project will be managed by our Educational Planning staff. They are currently engaged in similar studies and are fully qualified to undertake this project.

## **DEVELOPMENT INFORMATION**

### **Participation**

As the research plan unfolds, other colleges and university colleges that participated in providing the "Review of the Proficiencies Required by Students Entering First Year Post-Secondary English Courses" will receive documentation, advice and results of the project.

### **Project Timeframe**

Three months

Start Date: September 1, 1999

End Date: December 31, 1999

### **Total Estimated Project Cost to the Centre**

Development of the Model and Definitions plus Data Extraction and Analysis (Research Assistant- one month)	\$3,700
Report Preparation and Committee Review (Faculty time release- equivalent of 1/2 month)	\$3,075
(Clerical support, etc.)	\$500
<b>Total Costs</b>	<b>\$7,275</b>