



EDUCATION COUNCIL

October 4, 1999 – 4:15 p.m.  
Surrey Campus Boardroom (G2110) ✓

A G E N D A

1. Confirmation of Agenda
2. Approval of Minutes (*September 13, 1999*) 5 min.
3. Chair's Report (*verbal*) *what is a certificate?* 5 min.
4. Committee Reports 10 min.
  - 4.1 Degree/Program Assessment Committee
  - 4.2 Curriculum Approval (*to be reviewed by Curriculum Approval Sub-committee prior to meeting*)
    - INFO 4220 – Advanced Systems Diagnosis and Interfaces
    - INFO 4230 – Software Engineering Implementation
    - INFO 4320 – Software Quality Assurance
    - INFO 4330 – Data Warehousing and Data Mining
    - LBED 4210 – Ethics, Morality and Social Issues
    - ENTR 4120 – Human Resource Management
    - ENTR 4250 – Entrepreneurial Leadership PracticumDiscontinuation of Interdisciplinary Design Course Outlines:
    - IDDS 1170 – Fundamentals of Pattern Drafting
    - IDDS 1175 – Introductory Garment construction
  - 4.3 Grant Applications Panel
  - 4.4 International Education
  - 4.5 Prior Learning Assessment
  - 4.6 Intake Testing and Assessment: *Prepare report this weekend*
5. Degree Program Concept: Social Research Administration and Policy Analysis (*att'd.*) 15 min. *Engage them; July*
6. Letter of Intent: Golfcourse/Turfgrass Maintenance (Non-degree) (*att'd.*) 15 min. *Follow through on cited reports*
7. Memorandum of Understanding: Douglas College and Kwantlen re: BBA in Entrepreneurial Leadership (*att'd.*) 10 min. *Review every reg. across the board.*
8. Memorandum of Understanding: Douglas College and Kwantlen re: Computer Information Systems Diploma (*att'd.*) 10 min.
6. Next Meeting: November 1, 1999 – 4:15 p.m. – Surrey Campus Boardroom (G2110)
7. Adjournment

9. *Tim I.'s motion*



**MEETING DATE:** October 4, 1999  
**AGENDA #:** 2  
**PREPARED BY:** Barbara Melnyk

**EDUCATION COUNCIL**

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**ISSUE:** Approval of Education Council Minutes

**ACTION:** THAT the minutes of the September 13, 1999 Education Council meeting be approved.



## EDUCATION COUNCIL

September 13, 1999 - 4:15 p.m.  
Surrey Campus Boardroom (G2110)

### MINUTES

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<u>Present</u>	Larry Anderson Roni Clubb Derek Francis Carolyn Granholm Jim Gunson Dave Hardy Julie Hobart Sue Doucette (Recorder)	Jim Jamieson Wayne Jeffrey Robin Russell Ron Shay Barbara Smith Newton Wainman Skip Triplett
<u>Regrets</u>	Priscilla Bollo Charon Graham Judith McGillivray Dieter Thomas Barbara Melnyk	
<u>Guests</u>	Mark Stephens (President, KCSA) Kathryn Zmetana (PLA Coordinator)	

1. Confirmation of Agenda

The Agenda was confirmed as distributed.

2. Approval of Minutes

Moved by J. Hobart, seconded by W. Jeffrey,  
THAT the Minutes of June 7, 1999 be approved.  
CARRIED

3. Chair's Report

The Chair welcomed Carolyn Granholm as the new Board representative to Council.

The change to English prerequisites was accepted by the Board of Governors.

The Education Council Office is located in Building G, Room 2010, on the Surrey Campus.

Chairs of Council sub-committees will be asked to submit their objectives for the coming year.

3. Chair's Report (cont'd)

The Chair is gathering information from other institutions regarding when student elections are held. Currently, Kwantlen students are elected in October, to serve on Council; however, an election in April would allow them to attend Council meetings in September.

The Chair advised that there has been informal discussion regarding the provision of remuneration to students who serve on Council. President Skip Triplett invited Mark Stephens to submit a formal recommendation for consideration.

4. Committee Reports

4.1 Degree Proposal Assessment Committee – No report

4.2 Curriculum Approval

Moved by R. Shay, seconded by R. Clubb,

THAT the following course outlines be approved, subject to revisions.

FASN 2240 – Computer-Based Pattern Drafting

FASN 3140 – Pattern Grading Computer Assisted Drafting

FASN 3250 – Fashion Industry Internship

FASN 4150 – Production: Planning and Operations

FASN 4220 – Advanced Drafting and Sewing

FASN 4250 – Guided Self-Directed Study

ANTH 1229 – Women in a Cross-Cultural Perspective

CARRIED

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

THAT the Fashion Design Program consult with the Business and Marketing Departments with regard to FASN 2250 – The Business of Fashion and FASN 4210 – Fashion Business Practices.

CARRIED

4.3 Grant Applications Review – No report

4.4 Liberal Education Curriculum Committee – No report

4.5 International Education

Derek Francis reported that this committee hasn't met since the spring. The major activities are operational in nature and do not tend to fall under the purview of Education Council. The committee normally meets when there are enough issues to exchange information on.

Barbara Smith has dealt with over 100 international students and has travelled extensively to China. Kwantlen has partnered with VCC, and through our work with them we have received an ACCC Grant.

4.6 Prior Learning Assessment

Kathryn Zmetana reported that she is meeting with department chairs this fall to discuss the residency clause in the PLA policy. In addition, Deans will be asked to ensure that all departments have completed the PLA section for their courses.

ACTION: The Chair will consult with the Vice President, Education to set-up a process for maintaining if PLA has been implemented.

4.7 Intake Testing and Assessment

Robin Russell reported that the committee would be meeting within the next few weeks. She stated that another committee, the Language Curriculum Committee, is working alongside the Intake Testing and Assessment Committee on matters of mutual interest.

5. Richmond International High School and College: Articulation of Business Courses

Council reviewed the memo from Gordon Lee asking for Council to consider the articulation request from Richmond International High School and College for approval of transfer credit.

Moved by D. Francis, seconded by R. Shay,  
THAT Education Council recommend approval of transfer credit for the following business courses from Richmond International High School and College.

BUSP 100 – Foundations of Business Theory  
(BUSI 1110 – Fundamentals of Business in Canada)

BUSP 160 – Management and Leadership  
(BUSI 1210 – Essentials of Management)

BUSP 120 – Human Resource Management  
(BUSI 1250 – Human Resources Management I)

BUSP 150 – Accounting  
(ACCT 1160 – Accounting for Managers)

BUSP 130 – Sales and Marketing Management  
(MRKT 1199 – Introduction to Marketing)

BUSP 220 – Macroeconomics  
(ECON 1250 – Principles of Macroeconomics)

6. Appointment of Student DPAC Member

ACTION: Mark Stephens will attend DPAC temporarily. KCSA will recommend a student member to Council.

7. Revised Course Outline Manual

The Chair informed Council that over the summer, changes have been incorporated into the course outline manual. Specifically, these changes are:

Page 2: The Approval Process: changes to clarify the role of departments

Page 6: The Course Outline Form: an additional requirements that Council approve course discontinuation.

Page 14: Learning Objectives/Outcomes: clarification of the distinction between outcomes and objectives

Page 17: Assessment Methods: Clarification

Page 18: Reconfigured to make clearer

Other slight editorial changes.

Council discussed a few minor modifications that the Chair will make.

Moved by L. Anderson, seconded by B. Smith,  
THAT the Course Outline Manual be accepted, subject to modifications.  
CARRIED

8. Review of Education Council's Structure and Mandate

After review of the section of the Act pertaining to Education Council, it was agreed that Council is operating well. It was questioned whether the Liberal Education Committee should be part of the standing committee reports, and the consensus was that it should be deleted.

Jim Jamieson questioned the fairness of the current system of assigning priorities to students within the registration process.

9. Education Council/Board of Governors Joint Meeting – To Appoint Members

Council appointed Jim Gunson, Robin Russell, Wayne Jeffrey and Derek Francis to serve on the Joint committee on Policy.

10. Next Meeting: October 4, 1999 – 4:15 p.m. – Surrey Campus Boardroom (G2110)

11. Adjournment: The meeting adjourned at 6:00 p.m.



**MEETING DATE:** October 4, 1999  
**AGENDA #:** 5  
**PREPARED BY:** Dr. Brian MacLean

**EDUCATION COUNCIL**

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**ISSUE:** Degree Program Concept:  
**Social Research Administration and Policy Analysis**

**ACTION:** **THAT Council approve the Degree Program Concept:  
Social Research Administration and Policy Analysis.**

## Degree Program Concept

Please limit your submission to three pages. Submissions longer than 3 pages will be returned. Additional material may be included in the form of appendices. Please send your completed submission to the Degree Proposal Assessment Committee c/o Eric Sahrman, Planning Assistant of the Educational Planning Office (Langley Campus).

### A. Originating Group

Name	Division	Campus	Telephone	E-mail
Brian MacLean	Social Science	Richmond	2665	bdspm@aol.com
Robert Adamoski	Social Science	Surrey	2254	robert@kwantlen.bc.ca
Joseph Mensah	Social Science	Surrey	2179	josephm@kwantlen.bc.ca
Larry Anderson	Social Science	Langley	2270	larrya@kwantlen.bc.ca
Ian Ross	Social Science	Surrey	2360	ianr@kwantlen.bc.ca

Who is the principal contact person for the above group? Dr. MacLean

### B. Basic Information

Name of proposed program: Social Research Administration and Policy Analysis  
 Proposed Credential to be granted: (1) Bachelor of Applied Arts (Social Research Administrator)  
(2) Bachelor of Applied Arts (Social Policy Analyst)  
 Expected length of program (in years): 2 Years (after first 2 years, Associate Degree or equivalent degree) – or  
60 credits  
 How many students would you expect enrolled in each year of the program?      year 1    year 2    year 3 (25)    year 4 (20)

### C. Student Profile

Who are your target students? Where do they come from? Are they recent high school graduates? Transfers from other institutions? Mature workers with families?

(1) Recent college graduates with 2-year social science degrees. (2) Workers in the Local Government apparatus (3) Workers in non-governmental community organizations (4) Workers employed with community partners in the Community-University Research Alliance (Kwantlen University College Centre for Social and Community Planning and Research, CSCPR).

What entry requirements should applicants be expected to meet?

Applicants must have a minimum of a 2-year college degree in the social sciences with first-class standing (or have sufficient practical/academic skills as determined by prior learning assessment). Because the workload will be heavy and will involve considerable analytical skills, only those students with such a demonstrated capacity, or indicators for such potential, will be admitted to the program.

*Do you see an action plan? people? non-student background?*

*relevant [what does this mean? (use GPA)]*

1. Could access w/ a diploma? - Yes, holding but also legit do so could do page 114  
 other issues: 2 stream degree? - 1st class  
 statistics in first 2 years



## **D. Program Description**

Provide a broad description of the program content:

This program has two integrated streams, each offering a degree: Social Research Administration; Social Policy Analysis. Students enter with a preparatory 2-year degree in social sciences with first-class standing (or have sufficient educational/practical backgrounds determined by prior learning assessment to manage the demands of the program). During the first year of the degree, both streams will read background inter-disciplinary courses relevant to both streams. These include Project Management and Accounting (Business); Local Government Structure and Processes (Political Science); Technical Report Writing (English and Social Science); Internet Research, Data, and Web-site Management (Computational Sciences); Advanced Statistics for Social Sciences (Mathematics/Psychology); Urban Geography and Planning (Geography); Cultural Differences, Social and Ethnic Stratification (Anthropology/Sociology); Advanced Social Research Methods (CSCPR); Introduction to Social Policy Analysis (CSCPR/Social Sciences); Social Research Proposal Development (CSCPR/Social Science). Students would be assisted in finding summer placements with partners of the CSCPR. In the second year, those electing to continue in Research Administration will read advanced seminar courses including actual project completion in research methods: Observational Research (CSCPR); Survey Research (CSCPR); Secondary Data Analysis (CSCPR); Advanced Seminar in Social Research Issues. The remaining credits will be granted for successful fieldwork completion with CSCPR or Community Partner or Occupational Placement to one of the Community Partners. Those electing to continue with Social Policy Analysis will read advanced seminar courses including project completion in social policy analysis: Advanced Social Policy Analysis (CSCPR/Social Sciences); Demographic, Population, Planning and Housing Policy (CSCPR/Social Science); Cultural, Gender, and Leisure Policy (CSCPR/Social Science); Advanced Seminar in Social Policy Analysis Issues (CSCPR/Social Science).

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Provide a broad outline of the instructional strategies to be employed.

(1) Classroom lectures (2) Lab instruction (3) Advanced Seminars (4) Fieldwork practicums on research projects or policy analyses in concert with CSCPR initiatives (4) Occupational field placements with community partners in CSCPR

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Outline any requirements for special materials (i.e. equipment, specialized space etc.)

Laboratory space (1) instruction re research and policy analysis curriculum  
(2) for CSCPR research and policy analysis projects in concert with the instructional component

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Describe any other special features of the proposed program.

(1) Makes use of existing human resources at Kwantlen University College to provide a rich, integrative set of practical skills relevant to a career in Local Government/NGO/Community Organizations. (2) A unique opportunity to involve potential employers in curriculum development and assessment. (3) An opportunity to enhance the research and fieldwork skills of junior faculty. (4) An opportunity for Kwantlen University College to be a community leader in the capacity building of organizations in the Kwantlen University College region. (5) An opportunity for students to participate in practical educational initiatives leading to the acquisition of skills deemed necessary for good workers as determined by the needs of potential community employers. (6) The opportunity to combine Federal, Provincial, and Local funding to defray instructional costs of the program, while offering a direct link between what students learn in the program and what tasks students will be expected to complete in their future occupational roles. (7) A unique program not offered anywhere else. (8) Serves as an excellent model for College/Community partnerships as a basis for meaningful curriculum and educational success.

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Explain how this program relates to the other existing or proposed programs here at Kwantlen University College.

This program is a new concept but it will integrate in a multidisciplinary way existing human resources at KUC as they pertain to post-secondary education. Every course offered in the curriculum is to be developed with the departments specified above. Also, this program provides an opportunity for faculty professional development.

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## E.

### Outcomes

What is the nature of the work that students are being prepared for?

As the age of information encroaches upon us, increased information flows are often accompanied by a decrease in the ability to digest and analyze such information. Community organizations and local government agencies are increasingly in need of officers with scientific skills of data needs assessment, data collection, data analysis, dissemination of research findings, and research findings as inputs into the process of program delivery, social policy development, and the evaluation of each. Thus, as opposed to information gathering and dissemination, graduates from this program will be employed in the areas of informational needs assessment (policy and program analysis and evaluation) and data analysis. These workers will prove an asset to their organizations by (1) assessing data needs (2) preparing research proposals for external funding to gather such data (3) analyzing the data (4) using data analysis to recommend particular research projects and policy informational needs.

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What other individual or societal benefits can be expected.

Competent research administrators and good social policy analysts are sorely needed in community organizations and local government agencies. Thus this program fills a specific occupational niche. In providing this program, KUC involves community partners in a process of identifying their needs for trained workers, participation in the development and delivery of such an educational program, and a location for the placement of graduates from the program

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What labour market data shows a demand for this type of graduate?

It is generally well known that a full two thirds of the positions within the contemporary division of labour involve information gathering and dissemination. Labour market trends clearly illustrate that the proportion is increasing. Hence, the demand for competent well-trained workers in the identification of informational needs, the process of meeting those needs, and the process of translating that information into meaningful social programs and policies is becoming more acute. Graduates from this program will be specifically trained to carry out such tasks for Local Governments, Community organizations, Non-Governmental Organizations, and Quasi Non-Governmental organizations

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## F. Consultations

Who have you consulted with internally regarding this proposal?

In addition to those mentioned above, various members of faculty and the Dean of Social Sciences have been approached.

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Who have you consulted with externally regarding this proposal?

The Social Sciences and Humanities Research Council of Canada (SSHRC) has approved our letter of intent (see attached) under the Community University Research Alliance (CURA) program and have offered funding to produce a full proposal for \$600,000 to fund a three-year program of research, training, and information dissemination to commence in September, 2000. While success with the CURA proposal is not essential to the mounting of the degree, the degree is central to the SSHRC proposal. Such a level of funding will provide an exceptional base for the critical mass and synergy envisaged for this degree program

In addition to the CSCPR partners, a variety of other organizations in the community have confirmed their support for such a program (see attached list).

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**MEETING DATE:** October 4, 1999  
**AGENDA #:** 6  
**PREPARED BY:** Al Neighbour  
Alice MacPherson

**EDUCATION COUNCIL**

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**ISSUE:** Letter of Intent: Golfcourse/Turfgrass Maintenance  
(Non-degree Program)

**ACTION:** THAT Council approve the Letter of Intent for the non-degree program: Golfcourse/Turfgrass Maintenance.

**RECEIVED**

**SEP 21 1999**

**Vice President, Education**

# **NEW PROGRAM (NON DEGREE) LETTER OF INTENT**

**Submitted by:**

**Al Neighbour, Alice Macpherson – Developers**

**Linda Coyle – Dean**

**Customized Training and Contract Services**

# NEW PROGRAM (NON DEGREE) LETTER OF INTENT

## PART A- MINISTRY REQUIRED INFORMATION

### BASIC INFORMATION

**Title of Proposed Program:** *Golf Course / Turfgrass Maintenance*

**Proposed Start Date of Program:** *Fall, 1999*

**Length of the Program:** 12 weeks of classroom training plus 2 two-week practicums for a total of *16 weeks*

**Credential to be Awarded to Graduates:** *Golf Course / Turfgrass Maintenance Citation* ?

### Rationale for level of credential and program length:

**Level of credential:** Citation will be awarded because the program length is less than one year.

**Program length:** 16 weeks will allow sufficient time to cover the essential components of the program, such as turfgrass operations and procedures, self-employment, employability skills, work experience and job placement.

### Purpose and Benefits of the Proposed Program:

- a) **Purpose:** To enhance the employability of students by training them in the field of golf course / turfgrass management. This program will be mainly targeted to displaced forestry workers, persons seeking career change or advancement in the industry.
- b) **Educational effectiveness:** The program offers classroom and practical hands on training that will equip students with skills necessary to work in this field. The program also has job search techniques, job placement and employability skill components to enhance the success of the students.

To ensure employment or progression to further education the program will cover:

- "Machinery Operating" component (students can progress to greenskeeper and eventually superintendent level);
  - Self-employment in related turfgrass industry (students can start their own turf or lawn care business).
- c) **Address equity:** The program design, curriculum and delivery take into consideration the barriers faced by equity groups while accessing education.

- The systemic barriers were reviewed in the following areas and adaptations were made accordingly in the program.

- i) **Recruitment and testing:** There is an added component of oral comprehension along with SLEP testing. *What scores?* *How is this being done?*
- ii) **Culture:** Integrated cross cultural approach to learning (i.e., establishing a consistent and sensitive learning environment by acknowledging different learning styles and maintaining positive attitude toward heritage cultures, while orienting students to the Canadian culture and workplace.
- iii) **Evaluation:** giving positive and reinforcing evaluations.
- iv) **Access:** Financial Aid assistance to help students access the program.

## **CURRICULUM AND DELIVERY**

### **A Summary Description of the Program:**

Students will acquire the knowledge and skills necessary to enter the golf course / turfgrass industry, including turfgrass propagation and correct application of pesticides, ecologically sensitive practices, operation of equipment, business fundamentals, and will study weed and disease identification.

Employability skills training will include cross cultural communication techniques, conflict resolution and problem solving techniques, teamwork and leadership skills, personal management skills, and job search techniques.

### **Industry Standards:**

Students will successfully pass the Province of BC Pesticide Landscape General Application Certificate Examination.

Students will successfully complete WHMIS and WCB Basic First Aid Level I.

**Educational effectiveness:** The program has the following components that will ensure educational effectiveness:

- four weeks of work-experience placements;
- hands-on training on golf courses;
- employability skills including cross-cultural communication skills;
- job search techniques and job placement.
- acquisition of skills and knowledge in a classroom environment.

**Enhance employability:** Employability skills will be taught as an integral part of course components.

The employability skills component will be distributed throughout the curriculum, so that the students are exposed to basic concepts at the outset and other strategic points later in the program.

*(Please refer to the attached Employability Skills objectives in the Appendix A)*

**Ways in which the program will be delivered:**

**Classroom related instruction:** Theory components will be addressed in a classroom setting.

**Specific skills:** The golf course operations and procedures and self-employment components will offer technical skills to the students to work in the golf course industry.

**Reality learning environment:** Students will practise operating equipment on the Langley campus and on golf courses.

**Work experience placement:** The students will rotate between the classroom and the field at least two times to reinforce their theoretical knowledge with practical skills.

**EXTERNAL CONSULTATIONS:**

Other institutions providing similar programs: *No similar programs of this length in BC*

Okanagan University College offers a continuing education program called Golf Course Maintenance Certificate Program consisting of four courses totaling 92 hours of classroom, field trips and practical workshops. There is an emphasis on golf course trees with some coverage of turfgrass and no operation of equipment or practicum component.

University College of the Fraser Valley offered a one-semester course once through continuing education in 1997. It is no longer offered. *why?*

**Results of Consulting with institutions:**

The following institutions / community agencies were consulted *(see attached letters of support)*:

- Forest Renewal BC
- Association of Golf Course Superintendents
- Turf Managers:
  - Weedman Lawns, Delta
- Cemeteries:
  - Fraserview, Surrey
- Municipal Parks:

## Parks and Recreation, Langley

- Golf courses:
  - Northview Golf and Country
  - Fort Langley Golf Course
  - Poppy Estates
  - Morgan Creek Golf and Country Club
  - Meadow Gardens, Pitt Meadows
- Local Employment centres:
  - Newton Employment Centre
  - Gateway Employment Centre
  - Langley Employment Centre

The needs and barriers of the clients accessing the above services were identified. The main barriers were:

### **Cultural-based differences**

These differences include norms and traditions, basic attitudes, respect for authority, tendency to defer to senior family members (and others) in career decision-making, familial roles, views about work and the relative value that cultures assign to occupations. In addition, there are differences in communication styles both verbally and non-verbally.

### **Lack of understanding of effective job search techniques**

Employers listed job search/maintenance skill deficit barriers as reasons for reluctance in hiring. This includes not knowing how to look for work, low motivation, poor time management, etc.

### **Lack of ability to operate equipment**

Safety considerations limit access to jobs when the applicant has no experience in operating turfgrass equipment

Based on the above needs the specific components of the program were designed.

## **LABOUR MARKET DEMAND**

### **Estimated market for graduates of this program**

There are 250 golf courses in the Lower Mainland. Each course employs 6 to 30 or more persons for turfgrass management. The turfgrass industry is a major part of horticulture in the Lower Mainland of BC.

Turfgrass work is a significant occupation in the Lower Mainland labour market. *(See attached letters from industry and employed graduates)*



Golf courses, municipal parks, independent lawn care companies, cemeteries, school boards, hospitals, recreational facilities, and other establishments will employ graduates of this program. After gaining some experience in this field, the graduates may open their own lawn care business.

These workers can expect to earn from \$11.00 to \$23.95 per hour (union wages in some situations).

The golf course industry is in a growth phase throughout Canada so there is a wide scope for relocation and transferability.

**Evidence in support of this estimate:**

Over the last four years that this program has run we have achieved a 90% placement of our students within 6 months of graduation. Employers requested this program from Kwantlen in 1995 and the program has been offered every year since.

Response from industry has been very positive. *(See letters from industry in Appendix B)*

*"My experience with the three students from your program that were placed with us has shown me that the course taught them everything they needed to be immediately effective employees." – Bill Lindahl, Manager of Parks Operations, The Corporation of the Township of Langley*

*"What I found most beneficial for both the company and the students, was that they came to work with some basic job experience of the daily routines." – Michael O'Brien, Superintendent Fort Langley Golf Course*

*"The students from this course provide me with a good source in my search for greens keepers." – Dwayne Doll, Superintendent, Meadow Gardens Gold Course.*

Number of students expected to Graduate from this program: 32 annually

**Promotion:**

- Flyers will be distributed to all community agencies, institutions and businesses.
- Advertising and promotion will be via local media.
- Information sessions will be held regularly.

**PRESIDENT'S SIGNATURE (to be affixed upon the approval of Education Council)**

Name \_\_\_\_\_

Date \_\_\_\_\_

## **PART B- SUPPLEMENTARY EDUCATION COUNCIL AND ADMINISTRATION REQUIRED INFORMATION**

### **TARGET POPULATION**

#### **Description of the students for whom the Program is intended:**

The majority of the students will be persons on EI, social assistance, and displaced workers. Also, some students may have previous experience in the field, but may not have any formal training in turfgrass management.

**Will there be provision for PLA? *Yes***

**Expected annual intake: *32 students***

### **SPACE CONSIDERATIONS**

#### **Where will the program be offered?**

Langley campus and off campus at work sites

#### **How much and what kinds of space will be needed?**

Classroom space and shared space with horticulture programs at Langley

#### **What space modifications will be required?**

None

#### **Will this space be available by intended start date of the program?**

Yes

### **COSTS**

#### **Estimated preparatory costs**

This is a cost recovery program. Preparatory costs are not required.

#### **Estimated ongoing costs**

Revenue and fees will cover all costs

#### **Faculty & staff requirements (how many of each?):**

Faculty: .5 FTE (full time for one semester)

Staff: .25 FTE

Faculty & staff cost: \$28,860.00

**Other operating and ongoing costs:**

Photocopying: \$600.00 per intake

Office supplies: \$500.00 per intake

**Capital costs:**

1 computer: \$2,400.00

**INTERNAL CONSULTATIONS (WHO AND WITH WHAT RESULTS)**

**Continuing Education:.....*Jim Gillis and Cheryl Keating***

Registration process, general information and promotion of the program in the CE flyer were discussed.

**Education council:.....*Jim Gunson, explained process and referred to Barb Melynk***

Individual courses have been submitted for approval (pending DPAC process).

**Faculty Association:.....*Doug Fletcher***

Agreement was reached that if the program is offered on ongoing basis, faculty will be hired within the collective agreement.

**Institutional Based Training:.....*Bruce Bailey and Louise Purchase***

If the program receives approval, IBT will partner to fill seats.

**INTERNAL APPROVALS:**

\_\_\_\_\_  
Divisional Curriculum Committee Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
DPAC Chair (recommendation):

\_\_\_\_\_  
Date

\_\_\_\_\_  
Education Council Chair

\_\_\_\_\_  
Date

## **Appendix A: Employability Skills Objectives**

During the program the following Employability Skills are integrated into the courses.

### **CREATIVE THINKING AND PROBLEM SOLVING SKILLS**

- Balance personal interests with available employment
- Troubleshoot basic equipment faults
- Match fertilizer to soil profiles and plants needs
- Solve the turfgrass disease triangle
- Evaluate the effects of weed control practices
- Solve turfgrass problems
- Match personal ability to chosen industry
- Decide on a suitable course of action for a job-related problem

### **ORAL SKILLS**

- Interview employers
- Communicate safety information to others
- Describe soil profiles appropriately
- Present information on turfgrass diseases
- Give a presentation on weed control methodology
- Participate in group brainstorming
- Describe a business plan
- Communicate clearly with workplace personnel

### **INTERPERSONAL SKILLS**

- Present a positive image
- Calm injury victims
- Respond to opinions of others within a group discussion
- Debate the pros and cons of ideas
- Interview business owners
- Cooperate with co-workers

### **TEAMWORK AND LEADERSHIP SKILLS**

- Request and arrange interviews
- Coordinate equipment operation to maximize effect.
- Balance diverse opinions in different contexts
- Complete a team turfgrass project
- Complete group assignment
- Arrive at group consensus
- Work in teams on the job

### **PERSONAL MANAGEMENT AND ENTREPRENEURIAL SKILLS**

- Schedule interviews
- Manage personal safety and group safety issues

- Arrange interviews
- organize schedules
- connect possible solutions to turfgrass problems
- Evaluate potential entrepreneurial opportunities
- Maintain a work schedule

### **WRITING SKILLS**

- Write field trip reports
- Complete injury reports
- Write reports on soil profiles
- File complete reports
- Write out an action plan for solving turfgrass problems
- Write a business plan

### **READING SKILLS**

- Follow interview guidelines
- Follow posted signage
- Read the operators manual for equipment
- Read case studies
- Read a variety of reports
- Research turfgrass diseases
- Research publications
- Research business trends

### **VISUAL LITERACY**

- Decipher operation and safety graphics
- Graph soil horizons
- Graph the progress of turfgrass diseases
- Visually identify weeds at all stages in life cycle

### **MATHEMATICAL SKILLS**

- Calculate gas oil mixtures
- Calculate soil nutrition needs
- Calculate the effect of respiration and photosynthesis on turfgrass diseases
- Calculate seed production per weed
- Develop budgets

### **INTERCULTURAL SKILLS**

- Communicate with a diverse audience
- Analyze cultural influences on problems
- Analyze cultural influences on entrepreneurship
- Work with diverse cultures on the job site

### **TECHNOLOGICAL SKILLS**

- Operate a variety of equipment

- Utilize computers in research
- Find suitable websites
- Utilize spreadsheets

#### **CITIZENSHIP AND GLOBAL PERSPECTIVE**

- Evaluate viability of industry
- Ensure equipment in proper running order to avoid pollution
- Minimize leaching of nitrates
- Minimize the environmental impact of fungicides
- Identify noxious weeds introduced to Canada
- Apply local solutions in a local context
- Identify global trends within local markets
- Adapt to a specific workplace culture

## **Appendix B: Letters from Industry**

Attached are three letters from Industry work placement employers.

- Meadow Gardens, Pitt Meadows, BC
- Fort Langley Golf Course, Fort Langley, BC
- The Corporation of the Township of Langley, Langley, BC



GREENLIFE GROUP

M E A D O W  
G A R D E N S

September 25, 1997

Dear Doug:

I would like to give you some feedback on the training two of our employee's which were former students of Kwantlen Golf Course/Turfgrass Maintenance Program. These two employee's are a great asset to our organization. They have excellent work ethics and strive to perform their daily tasks in a professional and efficient manner. I'm sure credit has to be given to you and the entry level training you have provided.

The course outline reaches the basic fundamentals required of more senior greens keepers and it is reassuring to know that these students are informed in these skills and knowledge. I feel that the students will easily adapt to their jobs and will have more confidence in the job tasks they are assigned. With this course and more work experience an employee may wish to further their career and attend a Turf Management Course at a Post Secondary Institute to become an Assistant Superintendent or Superintendent.

The students from this course provides me with a good source in my search for greens keepers. Nothing I find is more frustrating than going through thirty or more applications with little or no experience or education in the field. Superintendents like myself are always looking for good quality people and spend many hours searching and training staff. Any reduction in this time would benefit all.

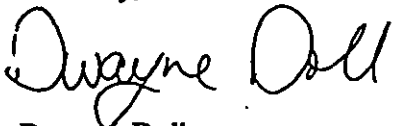
With some constructive criticism, in relation to greens keeper training, I feel that students receiving a pesticide applicators license should have a very good understanding and hands on knowledge of sprayer calibration and a use of backpack sprayers. The courses I have taken in the past, have talked about it, and instructed students in a class room environment but not in real life applications. This is really concerning for me as we are responsible for handling these chemicals in a safe and correct manner. With improper use we could possibly damage or harm the golf course, the surrounding environment and more importantly ourselves. Also, the costs of these chemicals require proper application rates or there may be a lot of excess chemicals used. Maybe in the future Meadow Gardens can assist you with a training ground for calibration purposes with your students.



Another area the course should stress is the cost of golf course equipment and the importance on the daily service and proper operation techniques. Golf course equipment costs have a wide range of costs, an average triplex or workman can cost about \$25,000 dollars and a 5 gang unit could be about \$50,000 to \$70,000 dollars. This is a large amount of capital that has to be properly accounted for.

Finally, I would like to show my interest in providing work experience for one or more of your students next year. If you require Meadow Gardens to assist you in this program please feel free to call me anytime.

Sincerely,

A handwritten signature in cursive script that reads "Dwayne Doll".

Dwayne Doll  
Superintendent  
Meadow Gardens Golf Course

P.S.

I hope you found this letter both constructive and informative. And Thank You again!!



GREENLIFE GROUP

# FORT LANGLEY GOLF COURSE

P.O. Box 202, 9782 McKinnon Crescent, Fort Langley, B.C. V0X 1J0

Tel: (604) 888-5911 • Fax: (604) 888-5922

September 15, 1997

Kwantlen College,

This letter is in respect to Fort Langley Golf Course's participation in the Kwantlen College Golf Course and Turf Maintenance Programs. Our facility was involved with both programs this past year.

We had an on-site visit from one of the classes and I was impressed with the eagerness the students showed in this field. Fort Langley Golf Course also accepted a couple of students from the program to work with us this summer season. They are currently still part of our staff and we hope to employ them again for the 1998 season.

What I found most beneficial for both the company and the students, was that they came to work with some basic job experience of the daily routines. This was very important to our operation, as this industry is highly competitive, all our staff should be confident in their daily tasks.

I was very impressed with Mr. Doug Speranza, the program instructor. His communication and organization made the program a success. I would not hesitate to take part in the program again in the future.

Sincerely,

Michael O'Brien  
Superintendent



THE CORPORATION  
OF THE TOWNSHIP  
OF LANGLEY

4914 - 221st Street,  
Langley, British Columbia,  
Canada V3A 3Z8

Telephone: (604) 534-3211  
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September 29, 1997

File No. 3820 C11

Mr. Doug Speranza  
Kwantlen University College  
P.O. Box 9030  
Surrey, B.C. V3W 2M8

Dear Mr. Speranza:

I am writing this letter in support of your turf maintenance training program. This program helps to meet the on-going need that Municipal Parks systems have for people suitably skilled for entry-level positions in turf maintenance.

Parks maintenance is somewhat seasonal in nature and my staffing levels double April through October. It is important that the staff hired for this period have a solid grounding in the basics of turf maintenance. My experience with the three students from your program that were placed with us has shown me that the course taught them everything they needed to be immediately effective employees. I believe there is a continuing need for employees with this type of training in municipal parks and cemetery operations, school district grounds maintenance, golf course maintenance and with private lawn maintenance companies.

Please do not hesitate to call me at 532-7355 if you have any questions.

Yours truly,

Bill Lindahl  
MANAGER OF PARKS OPERATIONS

WJL/cjt



**MEETING DATE:** October 4, 1999  
**AGENDA #:** 7  
**PREPARED BY:** Gordon Lee

**EDUCATION COUNCIL**

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**ISSUE:** Memorandum of Understanding: Douglas College and Kwantlen University College re: BBA in Entrepreneurial Leadership

**ACTION:** THAT Council review the Memorandum of Understanding between Douglas College and Kwantlen University College re: Bachelor of Business Administration in Entrepreneurial Leadership.

*MEMORANDUM OF UNDERSTANDING*  
between

Douglas College  
And  
Kwantlen University College

This memorandum of understanding constitutes an agreement between Kwantlen University College and Douglas College. The participating units at the respective institutions are the School of Business at Kwantlen University College and Faculty of Commerce and Business Administration at Douglas College.

Objective of the Agreement

Kwantlen University College agrees to facilitate the block transfer of students from Douglas College with appropriate prerequisite qualifications into the third year of the Bachelor of Business Administration in Entrepreneurial Leadership at Kwantlen. By this agreement, applicants from Douglas College who meet the requirements outlined below, will be eligible for admission to Kwantlen with full block transfer credit, provided all other entrance criteria are met and space remains available in the Bachelor of Business Administration Program.

Successful completion of the two year:  
Accounting Management Diploma  
Business Management Diploma (all options)  
Computer Information Systems Diploma  
Commerce and Business Administration Diploma  
Hotel and Restaurant Management Diploma  
Marketing Management Diploma  
Office Administration Diploma

As a partner to this agreement, Douglas College agrees:

- To make information about this agreement and the Kwantlen Business Degree option available to students enrolled in the above mentioned business programs.
- To provide opportunities for representatives of the Kwantlen faculty to visit appropriate forums at Douglas to disseminate information about the Kwantlen Bachelor of Business Administration Program.

As a partner of the program Kwantlen University College agrees:

- To provide students holding a course profile similar to that given above from Douglas College with academic acceptance into the third year of the Bachelor of Business Administration Program at Kwantlen.
- Whenever possible, count any undefined transfer credits towards the Bachelor of Business Administration requirements to avoid students from having to unnecessarily take additional courses to qualify for graduation.
- To provide Douglas College with updated information about the Kwantlen Bachelor of Business Administration Program on an annual basis.
- To notify Douglas College with as much lead time as possible about any changes to the Bachelor of Business Administration Program requirements that are anticipated or approved.

#### Liaison

Implementation of this agreement will be through the Registrar's Office at each institution, in consultation with the appropriate authorities in the respective business programs.

#### Terms of the Agreement

This agreement shall be in place for an initial period of three years, commencing September 30, 1999. At the end of this time, the agreement may be extended for an additional period of time, subject to the review and approval of the President of Kwantlen University College.

On behalf of Douglas College

\_\_\_\_\_  
Susan Witter, President

\_\_\_\_\_  
Date

On behalf of Kwantlen University College

\_\_\_\_\_  
Skip Triplett, President

\_\_\_\_\_  
Date