



EDUCATION COUNCIL

March 6, 2000- 4:15 p.m.
Surrey Campus Boardroom (G2110)

A G E N D A

1. Confirmation of Agenda
2. Approval of Minutes (*February 7 and 21, 2000*)
3. Chair's Report (*Verbal*)
4. Committee Reports
 - 4.1 Degree Program Assessment Committee
 - 4.2 Curriculum Approval
 - HRTA 1223 – Garden Design Primer
 - HRTT 1307 – Ergonomics, Safety and Productivity
 - INFO 4310 – Entrepreneurial Development in Information Technology
 - LBED 4810 – Innovation and Creativity
 - REST 1101 – Foundations of Real Estate Mathematics
 - REST 1102 – Residential Building Construction
 - REST 1102 – Property Management – Residential
 - REST 1201 – IC & I Property Management
 - SETA 1111 – Interpersonal Communication Skills – Level 1
 - SETA 1112 – Interpersonal Communication Skills – Level 2
 - SETA 1161 – Change and Development: Childhood
 - SETA 1162 – Change and Development: Adolescence through Adulthood
 - 4.3 Grant Applications Panel
 - 4.4 Liberal Education Curriculum Committee – (*see Item # 5*)
 - 4.5 International Education Committee
 - 4.6 Prior Learning Assessment
 - 4.7 Intake Testing and Assessment Committee
5. Liberal Education Curriculum Committee – Mandate and Role (*att'd.*)
6. Revisions to the Interior Design Degree Liberal Education Component (*att'd.*)
6. a Validation team for Journalism
7. Next Meeting: April 8, 2000 – Surrey Campus Boardroom (G2110)
8. Adjournment

*Notes & election
T. McG.: will take the
letters & intent to
the Board but that
the whole program
after the work has
been done.
Course approvals after date:
Calendar deadline:
Course approve pre-approval
collect for the new
terms.*

*→ discussion:
L&S: delay rec.
full new committee
get feedback
from this*

strike



MEETING DATE: March 6, 2000
AGENDA #: 6
PREPARED BY: Sooz Klinkhamer

EDUCATION COUNCIL

ISSUE: Revised Motion: General/Liberal Education for the Bachelor of Applied Design in Interior Design Degree.

ACTION: Council to approve revisions to the general/liberal education component, as per attached.

Interior Design Department
Sooz Klinkhamer, Chair
599.2542 tel
599.2716 fax
sooz@kwantlen.bc.ca

TO: Dana Cserepes, Judith McGillivray, Jim Gunson
C: Barbara Duggan, Lucie Gagne (Curr.Comm Rep)
FROM: INTERIOR DESIGN DEPARTMENT - Sooz Klinkhamer
DATE: February 26, 2000
SUBJECT: General/Liberal Education - REVISED MOTION

REVISED MOTION (including remarks from DPAC Meeting of February 9, 2000)

The Interior Design Department is requesting approval of revisions to the general/liberal education component of the Bachelor of Applied Design in Interior Design degree:
The revised general/liberal education component will include:

- a) **30** credits of general/liberal education courses, which include:
- CMNS 1140 - required course in first year IDSN (3 credits) 7 + 6
 - one English course (minimum 3 credits)
 - 24 credits encompassing a range of courses to be proposed by the student to meet their educational goals (ed advising available), and to culminate in an approved plan.*
 - Approval granted only if selected courses show breadth of study (ie. diverse courses) to provide general knowledge and to develop the general intellectual capacities such as reason and judgment, as opposed to professional studies.
 - Intent is to accomplish these learning outcomes (Kwantlen University College's):
 1. That students become culturally literate in at least two senses:
 - that they gain an understanding of diverse cultural traditions,
 - that they understand how and why members of these cultures find value in their culture's world-views traditions, practices, and artistic expressions and artifacts.
 2. That students be prepared to make better informed and more carefully considered decisions in their future lives through exposure and critical examination of a number of ways of interpreting facts and observations. These perspectives should come from a multitude of academic disciplines, and they should also come from exposure to a variety of religious, cultural, philosophical and scientific world views.
 3. That students acquire the ability to see things in context. This should be done both "ecologically" (understanding the 'interrelatedness' of things using a systems approach) and "geologically" (understanding the historical forces that have shaped the present).

b) **distribution of the 30 credits throughout the four years of the degree program (refer to chart attached), commencing in academic year 2001-2002.**

Note: this chart reflects liberal education distribution only, it is incomplete in terms of discipline specific revisions.

c) 4th year general/liberal education courses (minimum of 2 courses per semester) will be selected to support a thesis project, and will likely be a cluster model integrated with independent study work; commencing in academic year 2001-2002.

Outstanding issues:

Why to Ambrose?
*It will need to be determined who approves the liberal education plan for students. Education Council should recommend the structure of the approval committee. One construct for consideration may be: one IDSN faculty member, one Ed Advisor, one member of Lib/Ed committee. And how is the approval committee to function: are they to verify acceptance of the plan only?

Another issue raised was the question of students utilizing credits, ie. the same liberal education course credits for two credentials. This needs to be an institutional policy decision.

How clear will this be for students?

Interior Design Framework

2000 - 2001

Year 1	Year 2	Year 3	Year 4		
IDSN 1141 Design Technology	IDSN 1110 History of Interior Design	3	IDSN 2310 Human Factors in Environ. Design	3	General /Lib. Ed. 30 credits (refer to Info Package)
IDSN 1241 Design Technology	IDSN 1120 Presentation I	2	IDSN 2320 Presentation II	2	
IDSN 1181 Design Awareness	IDSN 1130 Field Development I	1	IDSN 2330 Field Development III	3	
IDSN 1281 Design Awareness	IDSN 1140 Design Technology I	3	IDSN 2340 Design Technology III	3	
IDSN 1100 Applied Design Studio	IDSN 1150 Interior Design Studio I	4	IDSN 2350 Interior Design Studio II	4	
IDSN 1200 Applied Design Studio	IDSN 1160 Theory of Design I	3	IDSN 2360 Theory of Design III	3	
IDSN 1110 Drawing for Applied Design	IDSN 1211 History of Interior Design II	2	IDSN 2112 The Business of Interior Design	3	
IDSN 1210 Drawing for Applied Design	IDSN 1220 Presentation II	2	IDSN 2420 Presentation IV	3	
IDSN 1131 Colour Theory	IDSN 1230 Field Development II	2	IDSN 2430 Field Development IV	2	
CMNS 1140 Applied Communications	IDSN 1240 Design Technology II	3	IDSN 2440 Design Technology IV	3	
	IDSN 1250 Interior Design Studio II	4	IDSN 2450 Interior Design Studio IV	4	
	IDSN 1260 Theory of Design II	3	IDSN 2460 Theory of Design IV	3	

2001 - 2002 (Under Development)

Year 1	Year 2	Year 3	Year 4
IDSN 1141 Design Technology	IDSN 21XX Design Awareness	IDSN 3310 Human Factors in Environ. Design	IDSN 4XXX Thesis Programming
IDSN 1241 Design Technology	IDSN 2120 Presentation I	IDSN 3320 Presentation II	IDSN 4XXX Thesis
IDSN 1181 Design Awareness	IDSN 2130 Field Development I	IDSN 3330 Field Development III	Cluster / Capstone
IDSN 1281 Design Awareness	IDSN 2140 Design Technology I	IDSN 3340 Design Technology III	IDSN 4XXX Business
IDSN 1XXX Interior Design Studio	IDSN 2150 Interior Design Studio I	IDSN 3350 Interior Design Studio II	
IDSN 1XXX Interior Design Studio	IDSN 21XX Design Awareness	IDSN 3360 Theory of Design III	
IDSN 10XX Colour/Light/Materials	IDSN 2220 Presentation II	IDSN 3112 The Business of Interior Design	
IDSN 1XXX Visual Communication	IDSN 2230 Field Development II	IDSN 3420 Presentation IV	
IDSN 1XXX Visual Communication	IDSN 2240 Design Technology II	IDSN 3430 Field Development IV	
General/Lib Ed	IDSN 2250 Interior Design Studio II	IDSN 3440 Design Technology IV	
General/Lib Ed	General/Lib Ed	IDSN 3450 Interior Design Studio IV	
General/Lib Ed	General/Lib Ed	IDSN 3460 Theory of Design IV	

2 gen / LBED*

2 gen / LBED slots

2 gen / LBED slots

where?

4 gen / LBED slots (Cluster)

Current Liberal Education Requirements of Kwantlen Degrees

Degree	Credits	Years 1 and 2	Year 3	Year 4
Nursing	12 (not including ENGL 1110 (Writing ..))	ENGL1202 (Literature), Elective	NURS3170 (Bio-ethics)	elective
Business Info Tech	15		LBED 3310 plus two other LBED courses	LBED3311, LBED 4210
Business Admin.	15		LBED3310, LBED3311	LBED4900 plus two additional LBED courses
Accounting	15		LBED3310, LBED3311, LBED4900	Two LBED courses
Fashion Design	18	2 courses (may be Marketing or Communications or CAAS)	2 courses (may be LBED, Business, Marketing or elective)	2 courses (may be LBED, Business, Marketing or elective)
Interior Design - Intended <i>Current</i>	24 (not counting CMNS and English)			4 courses



MEETING DATE: March 6, 2000
AGENDA #: 5
PREPARED BY: Roger Elmes

EDUCATION COUNCIL

ISSUE: Mandate and Role of Liberal Education Curriculum Committee

ACTION: Council to consider the following recommendations:

Within the context of the approved liberal education outcomes, all degrees shall have at least 18 credits in liberal education of which at least 6 credits must be at the 3rd and 4th year level. These courses must be outside of the core discipline(s) of the degree.

All degrees shall have at least 3 credits of first year English.

** Seens as in addition*

The Liberal Education Curriculum Committee shall review all degree proposals at the Letter of Intent and Full Proposal stages, and degree revisions before they proceed to the Degree Program Assessment Committee.

The Liberal Education Curriculum Committee shall have the following committee structure:

Two faculty members from:
Humanities, Sciences and Social Sciences

One faculty member from:
Business, Nursing and Design

Two representatives from:
Administration

7. Some faculties or schools have suggested that the membership of the Committee be broadened. The Committee recommends the following structure:

The Liberal Education Curriculum Committee have the following members:

Humanities - 2 faculty members
Sciences - 2 faculty members
Social Sciences - 2 faculty members
Business - 1 faculty member
Nursing - 1 faculty member
Design - 1 faculty member
Administration - 2

The Committee initially consisted of 1 faculty member from Humanities, Social Sciences and Science and the three member liberal education sub-committee of Education Council (Psychology, English and Economics) and one administrator. When courses were considered for a specific degree, a faculty member of the degree development team was asked to join the committee.

This proposed structure is similar to the initial committee but adds a standing member from each area that has sponsored or is likely to sponsor a degree.

8. When adopted these recommendations will clarify the mandate and role of the Committee, assist DPAC in a timely fashion in its consideration of degree proposals; in conjunction with DPAC provide informed recommendations to Education Council about the liberal education component of degree proposals and revisions; and broaden perspectives on the nature of liberal education.

Interior Design Department

TO: **EDUCATION COUNCIL**
Attention: Mr. Jim Gunson, Chair

C: Ed Council Members,
Dana Cserepes (Chair, DPAC)
Barbara Duggan, Dean of Applied Design & Communications
Lucie Gagne, (Curriculum Committee Rep)

FROM: Sooz Klinkhamer, Chair of Interior Design Department

DATE: March 02, 2000

SUBJECT: Revisions to LIBERAL EDUCATION component of DEGREE in INTERIOR DESIGN

The Interior Design Department requests approval of revisions to the liberal education component of the Bachelor of Applied Design in Interior Design degree. The revised liberal education component will include:

a) 30 credits of liberal and general education courses, as follows:

- CMNS 1140 - required course in first year IDSN (3 credits) (general education)
- one English course (minimum 3 credits)
- 24 credits encompassing a range of courses to be proposed by the student to meet their educational goals (ed advising available), and to culminate in an approved plan*.
- Approval will be granted only if selected courses show breadth of study (ie. diverse courses) to provide general knowledge and to develop the general intellectual capacities such as reason and judgment, as opposed to professional studies.
- The Intent is to accomplish these learning outcomes (Kwantlen University College's):

1. That students become culturally literate in at least two senses:
 - that they gain an understanding of diverse cultural traditions,
 - that they understand how and why members of these cultures find value in their culture's world-views, traditions, practices, and artistic expressions and artifacts.
2. That students be prepared to make better informed and more carefully considered decisions in their future lives through exposure and critical examination of a number of ways of interpreting facts and observations. These perspectives should come from a multitude of academic disciplines, and they should also come from exposure to a variety of religious, cultural, philosophical and scientific world views.
3. That students acquire the ability to see things in context. This should be done both "ecologically" (understanding the 'interrelatedness' of things using a systems approach) and "geologically" (understanding the historical forces that have shaped the present).

b) **distribution of these 30 credits throughout the four years of the degree program** (refer to chart attached), commencing in academic year 2001-2002.

Note: this chart reflects liberal education distribution only, it is incomplete in terms of discipline specific revisions.

c) **4th year liberal education courses** (minimum of 2 courses per semester) will be selected to support a thesis project, and will likely be a cluster model integrated with independent study work; commencing in academic year 2001-2002.

Outstanding issues (during Curriculum Committee and DPAC meetings):

*It will need to be determined who approves the liberal education plan for students. Education Council should recommend the structure of the approval committee. One *construct* for consideration may be: one IDSN faculty member, one Ed Advisor, one member of Lib/Ed committee. And how is the approval committee to function? Are they to verify acceptance of the plan only?

Another issue raised was the question of students utilizing credits, ie. the same liberal education course credits for two credentials. This needs to be an institutional policy decision.

Lastly, it would be helpful if Kwantlen (Education Council?) would develop institutional definitions of *general education* and *liberal education*. If these are to be differentiated, then clarification would assist degree developers as they consider these components apart from discipline specific courses.

Respectfully submitted



INNOVATION ABSTRACTS

Published by the National Institute for Staff and Organizational Development (NISOD) • College of Education • The University of Texas at Austin

ALL THE HELP WE CAN GET

About midway through the spring 1999 semester at Hutchinson Community College, I was pleasantly surprised to receive word from Buhler High School that I was being invited to evaluate two high school seniors taking my English Composition 1A course. The evaluation form asked five questions, covering such areas as attentiveness and current grade. While I have had numerous high school students from different area high schools taking college composition, this was my first opportunity to communicate with high school officials concerning the performance of their students. I responded to their questions right away.

After returning the evaluation forms, I thought about the merits of such intervention on the part of high schools whose students participated in these academic collaborations. When I was a high school senior in 1964-65, only a handful of exceptionally bright students were offered the opportunity to take college courses. But within the last decade, significantly larger numbers of high school students routinely take courses for college credit. For various reasons such as an onerous workload, poor study habits, or an inadequate academic preparation, some of them are unsuccessful. It was clear to me that the high school ought to know how they are faring, and perhaps interventions could be made to reduce the number of unsuccessful students.

According to the principal of the high school, "...the purpose in using this [evaluation form] is to enhance the probability that our students will take this experience seriously." When I interviewed him, he assured me that high school officials counsel students whose evaluations are unsatisfactory—an intervention strategy that they trusted would help students be more successful.

I share the five evaluation questions here; they provide the information necessary to assess performance generally and perhaps pinpoint some reasons for lackluster performance. Answering the five questions was not time-consuming; however, a more

extensive list of questions could discourage college instructors from participating in this evaluation procedure.

- Does the student attend class regularly (not more than 1-2 absences)?
- Is the student attentive in class, participates when asked to do so?
- Is the student prepared for tests and other class assignments most of the time?
- Does the student appear to have a good background of information and/or training in preparation for the class?
- Is the student's current grade a "C" or better?

When I informed our college's president about the evaluation procedure, he shared my enthusiasm and expressed the desire to inform other area principals and superintendents about the program. An open remark on the evaluation form states that Buhler's purpose is "to help us encourage [students] in this important transition and to evaluate our academic program...." I appreciate Buhler High School's concern. We need all the help we can get!

Bob Gassen, Instructor, English

For further information, contact the author at Hutchinson Community College, 1300 N. Plum Street, Hutchinson, KS 67501-5894.



UT PICTURA POESIS: ENHANCING ART STUDIO COURSES WITH POPULAR IMAGES AND RAP LYRICS

Not long ago, one of my printmaking students came up with a novel idea. He wanted to enter an MTV cover design contest for Korn, a popular hip-hop/rock/rap group that enjoys tremendous popularity among young students today. He asked if I would allow him to work on the design of the cover during class time and if I would mind giving him pointers about the composition and design. I thought that he should integrate the project as one of the assigned techniques (relief printing) in printmaking, thus maintaining the integrity and scope of course objectives.

The student worked on a lino cut, which was the easier technique by which he could graphically translate the design. He not only created the image, but also integrated some words into it. As if Horace's dictum, *ut pictura poesis*, "as in painting, so in poetry," had become a truism, other students became intrigued with the idea of connecting an image with words, and so the project took the form of a true "cordel literature," or literature on a string.

Cordel, a 16th century Iberian art form now thriving in northern Brazil, is the perfect vehicle for visual art students who want to expand their images with words. Relief illustration (woodblock or lino printing) has been both the craft and vehicle that provide the mechanics for these perceptual "literary" flights of the imagination. My students have become adept cordel authors who are not at all shy about performing their verses aloud, as well as displaying the images hanging from a string. These works, however, have been designed/written more for the eyes than for the ears.

With the intention of expanding the cordel idea of an image relating to a narrative, I have developed exciting projects for my Design I students. These students have honed their designing skills on projects as varied as a poster highlighting arts and letters day, a mural depicting the Hispanic heritage for a housing development in Little Havana, and a mural on marine life for the Miami Metropolitan Police Telecommunications Bureau.

The relationship between art and literature has been eased on our campus. Once students see the validity of obliterating the artificial barriers between disciplines, a multi-disciplinary approach to teaching/learning can become a reality. The English department and art department faculties, as well as students, have been working together in *Miambiance*, an award-winning

literary/art publication. All of these projects, however, had "strings" attached: By melding the verbal and the visual, the art students in the studio and the literature students in the classroom have crossed unseen boundaries together, without infringing upon their career interests. In fact, these literary/art projects have held these students and their audiences captive.

Albert Meza, Associate Professor Sr., Arts and Philosophy Department

For further information, contact the author at Miami-Dade Community College, Kendall Campus, 11011 S. W. 104 Street, Miami, FL 33176-3303.
e-mail: ameza@mdcc.edu

EDUCATION COUNCIL

Information Items Attached:

- ***Curriculum Committee Minutes***
- ***Intake Testing and Assessment Committee Minutes (January 28, 2000)***

***DIVISIONAL CURRICULUM COMMITTEE
MINUTES***

MONDAY, FEBRUARY 14, 2000

SURREY CAMPUS - ROOM #G-1140

4:00 pm - 6:00 pm

Present:

Evans, David
Gordon, Jody
Green, Karin

Lee, Gordon (chair)
Leung, Christopher
Lichimo, Marie

McEachern, Joan
Simon, Richard
Waldie, Kathryn

Western, John
Williams, David

Guests:

Ansley, Bevin (COOP)
Browne, Pat (MRKT)
Moniz-Lecce, Sandy (CAAS)
Nanson, Derek

1.0 APPROVAL OF AGENDA

Agenda approved with the following additions:

- 4.3 ACCT Degree
- 5.1 Business Management Certificate

2.0 APPROVAL OF THE MONDAY, JANUARY 10, 2000 MINUTES

The Monday, January 10, 2000, minutes were approved with no changes.

CARRIED UNANIMOUSLY

3.0 BUSINESS ARISING

3.1 PLA / COURSE OUTLINES -- BUSI

David Williams requires a copy of all BUSI course outlines and will present the PLA methods at the next meeting.

3.2 BTECH REVISION - EDUCATION COUNCIL

The recommendation of having Coop optional for the BTech degree went forward to Ed. Council for approval. Ed. Council suggested approval on revisions to give students exemption from Coop based on work they are currently doing related to the program.

4.0 NEW BUSINESS

4.1 CAAS COURSES - Derek Nanson & Sandy Moniz-Lecce

Gordon reported that a couple of years ago this committee did not accept the CAAS courses for credits in the School of Business programs. Derek asked the committee to re-visit the CAAS courses for possibility of accepting them as electives for the School of Business programs. Sandy explained the content of the CAAS courses. Derek distributed the CAAS 1100 and CAAS 1110 course outlines along with survey results and offerings at other institutions.

Members will take this back to their department for input. If you need any further information / clarification, please call Derek at local 2750. Please bring any concerns / questions / comments to the March meeting.

4.2 COURSE OUTLINES

course	changes	approval
INFO 4310	new course outline	deferred, have Keith Wallace present to answer questions
COOP 1110	prerequisites employability skills recommended for the following credentials	moved by David Evans, seconded by Kathryn Waldie
MRKT 2525	need a new number new course outline	deferred clarification under prerequisites & PLA
MRKT 2526	need new number new course outline	deferred
MRKT 2361	new course outline	deferred
MRKT 2461	new course outline	deferred
ACCT 1130	calendar description prerequisites content assessment methods learning objectives/outcomes	deferred
ACCT 1230	calendar description prerequisites content	deferred
ACCT 2335	calendar description content assessment methods learning objectives/outcomes	deferred
ECON 2450	calendar description assessment methods	deferred

4.3 ACCT DEGREE - John Western

John reported that the proposal was approved by DPAC and has been submitted to Ed. Council for approval. Once approved it will be sent to the Board of Governors and finally to the Ministry. The LBED component will be the same as the BBA degree with an additional statement: there may also be second, third and fourth year arts and science courses that follow introductory arts and science courses, assuming the student has the required prerequisite level course. The program will be up and ready for the Fall 2000 semester.

5.0 OTHER BUSINESS

5.1 BUSINESS MANAGEMENT CERTIFICATE

deferred

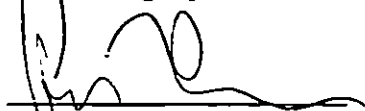
6.0 NEXT MEETING

Next meeting is scheduled for:

Monday, March 13, 2000 at the Surrey campus in room #G-1140 from 4:00pm-6:00pm.

7.0 ADJOURNMENT

The meeting adjourned at 6:00pm.



Gordon Lee
Dean, School of Business

/kkd

c:

April Andrews
Arthur Coren
Eugenia Culham
Iris Goodlet

Robert Gore
Zoë Johnston
Marnie McFarlane
Judith McGillivray

Barbara Melnyk (30)
David Sale
Abhijit Sen
Lance Shandler

Barb Smith
Douglas Smith
Peter Thesiger

FACULTY OF HUMANITIES
Curriculum Committee Meeting Minutes

Friday, January 21, 2000 from 10:00 a.m. to 12:00 noon at Room 1420, Richmond

Attending:	Raskob, Bruce	English (ENGL)
	Belter, Wendy	Counselling
	Bollo, Priscilla	Chairperson
	Smith, Barb	Admissions
	Lam, Celia	Recorder
	Ling, Arthur	English Language Training (ENLT)
	McBride, Scott	Fine Arts (FINA)
	Ramirez, Patricio	Modern Languages (MODL)
	Smolkin, Doran	Philosophy/Humanities (PHIL/HMNT)
	Talbot, Ann	English as a Second Language (EASL)
	Wayman, Tom	Creative Writing (CRWR)
	Tritchew, Panteli for Wiens, David	Applied Communications (CMNS)
Guest:	Rebecca Fairbairn, Deena Duggan	Fine Arts
Copies to Chairs:	Rhondda Porter, Panteli Tritchew, Christiane Richards, Bill Barthelemy, Dana Cserepes, Moira de Silva, English Chair, Joan MacLeod (representative)	

1. Approval of Agenda of January 21, 2000 and Minutes from November 19, 1999

Agenda:

- Add:** 2. ESL prerequisites (Rhondda Porter)
4.d) Responses from Ed Council re outlines submitted (Priscilla)

The amended agenda and minutes were approved.
Rebecca and Deena from Fine Arts were introduced to the committee.

2. COURSE OUTLINES – REVISIONS

FINA 1125, 1225

The outlines were changed to conform to the new template to include Employability Skills and PLA. Descriptive titles were changed to more accurately reflect contents of the courses. Transfer status was included. The outlines were approved pending receipt of a list of institutions for transfer status; clarification of credentials for 'Required for' and 'Recommended for'; and a change in content for FINA 1225 to reflect management practices as stated in Calendar Description.

Carried

ACTION: Deena to supply transfer list, credentials clarification, and revised content for FINA 1225.

ESL prerequisites (0055,0065,0075)

Postponed to the next meeting.

COURSE OUTLINES – NEW

FINA – Art Outside the Western World

A rationale sheet was distributed (attached). The committee went through the outline with extreme care and requested the designer to refer to the course outline manual and make changes to the outline (e.g. content, PLA, Recommended for). The amended version will be re-examined when changes are made.

ACTION: Rebecca to make changes and return the outline for approval.

ENLT 011, 021, 031, 041, 051, 061

ENLT 012, 022, 032, 042, 052, 062

ENLT 013, 023, 033, 043, 053, 063

The outlines were reviewed and discussed in sets. A rationale sheet was distributed by Arthur (attached). Although these were revisions to existing outlines, changes in credits warranted the

switchover to the new outline format. Total credits were brought down from 15 to 12 to maintain consistency with outlines for fixed intake courses in ENLT. The oral component will be emphasized in these courses. It was suggested that Arthur verify the course numbers with John Patterson as it is Kwantlen's practice to use four digits; and to re-word the PLA section of ENLT 061. The outlines were approved contingent on clean-up and verification of course numbers with the Registrar. Wendy from Counselling abstained.

Carried

ACTION: Arthur to make editorial changes and verify course numbers.

3. UNFINISHED BUSINESS

a) Prerequisites changes for CMNS and PHIL

In anticipation of the need to do a presentation to Ed Council/Board to explain the need to change the Philosophy prerequisites, a copy of the English presentation re prerequisites to the Board was sent to Doran. It was suggested that he contact Jody Gordon who can assist in obtaining statistical background. Panteli suggested that Philosophy should become involved with the developmental funding project for English as the English Department was the driving force for Philosophy's move to change its prerequisites.

Action: Doran

b) SFU proposed Humanities Major Program

c) Proposed Associate Degree of Arts in Humanities

Postponed to the next meeting.

d) CE ESL course outline - follow-up

Postponed to the next meeting.

e) Transfer innovations

Postponed to the next meeting.

4. NEW BUSINESS

a) Jim Gunson's visit to Curriculum Committees

- The process of course outlines approvals is as follow:

1. Division's Curriculum Committee	approve
2. Course Outline Sub-Committee (Judith McGillivray, Robin Russell, Marnie McFarlane, Jim Gillis, Barb Melnyk-recorder)	review and identify errors ; examine 'Content', 'Objectives', conformance to manual, 'Calendar Description' and grammatical issues
3. Ed Council	approve

- The introduction of the Linguistics courses was the milestone when Ed Council started to question their roles with regard to course outline approval.
- The routine of phone consultations with course designers of new courses became too cumbersome when the number of outlines increased. It was discontinued.
- Designers should not hesitate to consult with various members of the sub-committee if they disagree with the changes suggested.
- The process will change slightly in 2000. Karen Metzger from contract services will be joining the sub-committee. She will be available to assist in the writing of course outlines as well as to review outlines for adherence to the manual, style and grammar.
- In response to Bruce's question referencing the Board's blocking Ed Council's decision to approval the change in English prerequisites, Jim confirmed that the Board has legislative authority to do so. Ed Council's role is advisory and it's authority is as delegated by the Board. Bruce mentioned that delaying the clarification of Ed Council's role had caused unnecessary grief and frustration for members of the English Department.

- With regard to the Philosophy prerequisites, an example of what the Board may be concerned with is that students may not have enough time to act. With regard to Applied Communications, Jim suggested that consultations with affected departments should precede the request for change to the prerequisites. Panteli requested Jim to put this on the Ed Council's agenda for discussion.

Action: Jim Gunson

ACTION: Jim to add to the Ed Council agenda CMNS request to change prerequisites.

Bob Attridge's role in the Liberal Arts degree sub-committee was questioned. Previously elected as a representative of the Humanities Curriculum Committee, he is no longer serving on the Committee as of Spring 2000. Priscilla advised that Bob will still act on behalf of Humanities and will report back to this Committee on issues.

ACTION: Bob Attridge to report to this committee re developments pertaining to LBED degree development.

b) Grants Application Panel – call for proposals

Postponed to the next meeting.

c) Credits for AP and IB courses

Postponed to the next meeting.

d) Responses from Ed Council re outlines submitted

This was discussed in conjunction with the New Course Outline at the beginning of the meeting. It is the practice of the Course Outline Sub-Committee to return suggested changes via memos. Priscilla quoted some of the suggested changes and they are:

- use of the term 'applied for' in Transfer Credits
- limitation of Description Title to 22 characters
- leave a section blank instead of putting 'none'
- ensure the correct credentials are used in 'Required for' and 'Recommended for'
- use of 'Students will' at the beginning of the 'Course Description'

5. ADJOURNMENT

The next meeting will be held on Friday February 18, 2000 at the Richmond campus.

**Schools of Horticulture & Equine Studies
Curriculum Committee Meeting
3:00pm, Wednesday January 12, 2000**

Minutes

Present: Kit Anderson	Jack Finnbogason	Tricia Townsend
Carol Barnett	Bruce McTavish	Nancy Train
David Davidson	Sharon Paul	

1. Review of Minutes / Business Arising

Minutes accepted as distributed.

2. EQUA 1175

- there is a new instructor with a modified schedule of topics
- the course outline reflects changes to content
- the Curriculum Committee reviewed the changes to the content and approved them.

3. Suggestion to drop EQUA 1101 from required course of study and add EQUA 1185 to Citation format in the core

- Committee discussed removing EQUA 1101 - Contemporary Issues in Equine Studies from the Core (as it has proved to be too labor intensive) and replace it with EQUA 1185 - Equine Law and Ethics
- EQUA 1101 will become an elective
- Under the Citations: *Equine Facilities Management*, and *Equine Psychology and Behavior* EQUA 1185 will be deleted and replaced with TBA.

MOVED by Kit, seconded by Sharon to accept the change to the EQUA Citation Core and to the two Citations. Carried.

4. HRTA 1225 (tabled from last meeting)

- PJ has re-written the Plant I.D. to put it in-line with the daytime program.
- The outline was circulated with the following amendments:
 - a) **Required for the following credentials:** NONE
 - b) **Recommended for the following credentials:** Horticulture Citation
 - c) **Prerequisites:** NONE

d) ASSESSMENT METHODS:	Final	40%
	Mid-term	30%
	Assignment/Projects	30%
	(Projects: Herbarium	15%)
	(Card File	<u>15%</u>)
	Total	100%

* This outline will go to the Feb.7/00 Ed Council Meeting.

HRTA 1125 Plant ID II changes were accepted by the Curriculum Committee.
Carried.

5. HORT 2441 - Arboriculture II

The Committee reviewed the lecture size. Currently the class size is set at 20. We are now splitting this course into a Lecture and Lab format and therefore the class size will move to 30. The Lecture size will go to 15.

MOVED by David, seconded by Carol to increase the lecture size to 30 and set the lab size at 15. Carried.

6. BUSI 1204 - (should 1205 replace it?) - Preliminary Discussions

- BUSI 1205 is the required Business Course for the Technology Program
- BUSI 1204 is under subscribed / BUSI 1205 is over subscribed
- we pay for BUSI 1204 (full or not) with the class size set at 45
- BUSI 1205 is required to link to the BBA stream

Meeting Adjourned at 4:20 pm

Next Meeting: February 16, 2000 at 3:00pm

Tabled:

- A. Locally Initiated Curriculum Proposal
- B. HRTT 1201 (prerequisites)
- C. HRTA 1473/1474 - Spring 2000
- D. Challenge exam for apprenticeship
- E. HORT Floriculture Courses - Discussion
- F. Course information on-line
- G. Citation Discussions
- H. David Douglas

Pending:

- A. Review Package for Chem. Assessment
- B. HRTT 1302 - Credit change (currently 3, reduce to 2)

Copies:

Karin Green - L
Robert Gore - R

Judy Cameron
Yvonne Dinelle

Zoë Johnston - L

Ed Council - Barb McInyk - S 30 copies

MINUTES
Applied Design and Communications
Curriculum Committee Meeting
Monday, December 6, 1999 - 10:00 am in Room 1530

Present:	Phyllis Alexander (recorder)	Regrets:	Carol Anderson
	Charmaine Chung (co-recorder)		Richard Fox
	Marge Damon		Joy Jones
	Barbara Duggan (Chair)		
	Lucie Gagne		
	Susan Harman		
	S. Lee		
	Frank Ludtke		

1. **Approval of Agenda**

The agenda was approved with the following addition:

- 5.2. Description of Teaching Modes - Susan
- 5.3. Ed. Council & Degree Development Discussion with Jim Gunson – Barbara

2. **Adoption of Minutes**

Minutes from the October 25th meeting were approved and distributed.

3. **Review of Action Items**

3.6. PLA Information Package - It was suggested that to save time, these information packages could be distributed to interested students during interview sessions, advising students about the process and the importance of submitting information well in advance of registration. Katherine Zmetana and Rena Harris are working on the package.

ACTION: Barbara will meet and discuss with Katherine and Rena.

3.7. "Acceptance" Letters - There is a misunderstanding in using the word "Acceptance," and it was suggested to remove the word and revise the letter.

ACTION: Barbara will work with Carol Anderson to revise.

4. **Course Outlines**

4.1. IDSN Course Outlines

IDSN 1141 Interior Design Technology I

IDSN 1241 Interior Design Technology II

Under *Teaching Modes, Classroom-Related Instruction* would be changed from 2 to 4 *Total Student Contact Hours*, and the *Simulated Learning Environment* would be changed from 3 to 0 *Total Student Contact Hours*.

MOVED by Lucie Gagne, seconded by Susan Harman.

CARRIED

4.2. IDDS 1150 and IDDS 1250 Drafting for Interior Design

To remove "Interior" from the title therefore being called Drafting for Design.

MOVED by Marge, seconded by Frank.

CARRIED

5. Revisions to liberal education requirements for the Interior Design Degree

In order to create flexibility for applying students, Lucie proposed to retain 30 credits of liberal education, remove the prescription of courses and remove 12 credits of upper level courses.

MOVED by Lucie, seconded by Marge.

CARRIED

5.1. IDDS History courses and IDDS 1121 Interdisciplinary Studies as liberal education courses

ACTION: Barbara to explore this further with Roger Elmes

6. Old Business

6.1. Memo from Jim Jamieson to Ed Council re: possible Education Council debate

ACTION: Barbara will contact Julie to clarify.

6.2. Description of Teaching Modes

A subgroup was developed as a result of differing definitions of context, to explore this further.

6.3. Ed. Council & Degree Development Discussion with Jim Gunson

Are Kwantlen's mission/value statements being compromised? A discussion to explore this question further with the Curriculum Committee.

7. Adjournment

Meeting adjourned at 11:35 am.

Present: Charmaine Chung (recorder) Susan Harman Regrets: Carol Anderson
Marge Damon Joy Jones Richard Fox
Barbara Duggan (chair) S. Lee
Lucie Gagne Frank Ludtke

1. **Approval of Agenda**

The agenda was approved with the following addition and revision:

- 8.1. General/Liberal Education Component of Degree memo - Lucie
- 4.1. Course Outline → Teaching Modes – Joy

2. **Adoption of Minutes**

Minutes from the December 6th, 1999 meeting were approved.

3. **Review of Action Items**

3.6. PLA Information Package - It was suggested to distribute a package to interested students during interview sessions: advising students about the process and the importance of submitting information well in advance of registration. Katherine Zmetana and Rena Harris are continuing to work on the package. It was suggested to have more than one Division Advisor.

ACTION: Barbara to inform Shar of separate Dept. Advisors.

3.7 Acceptance Letters - There is a misunderstanding in using the word "Acceptance," and it was suggested to remove the word and revise the letter. Anita advised us that with telereg. several changes will have to be made.

ACTION: Barbara to explore further at Feb. 7th Telereg. Mtg #2.

5.1. IDDS History and IDDS 1121 – Barbara and Coords. attended Liberal Education meeting on Jan. 21st. The committee's mandate was unclear.

ACTION: Coords. to forward comments to Barbara for follow up correspondence with Roger Elmes (chair Lib. Ed. committee).

A new liberal education prescription in our division which matches the liberal education requirements/goals was suggested. To be brought up at a future meeting to discuss further.

4. **Teaching Modes**

- 4.1. JRNL 2372 Newspaper Publication I
 - JRNL 2474 Newspaper Publication II
- Joy has postponed this topic until further notice.

5.6. **English Entrance Requirements and Letter to FASN program applicants**

A handout (with chart) has been created for first year FASN program applicants to clarify the necessary entrance requirements. It will be included in their information brochure and handed out at orientation sessions.

MOVED by S., seconded by Frank.

CARRIED

7. **Course Outline Summary Form**

Susan requested to change the "Late Assignments" section on all PR Course Outlines. It was suggested to make the change in their Course Presentations and state "This is a departmental policy."

ACTION: Susan to create the departmental policy for inclusion in the PR Course Presentations.

8. **Other**

8.1. Revised General/Liberal Education Component of Degree Memo

Lucie requested to add this item to the agenda of Feb. 7th's Telereg. Mtg #2. It was noted that DPAC is the first body for distribution: next meeting - Feb. 1st.

ACTION: Lucie to write a cover memo for DPAC.

9. **Adjournment**

Meeting adjourned at 5:35 pm

Next Curriculum Meeting scheduled Feb. 22nd - 4:00 pm in Room 1530



INTAKE TESTING AND ASSESSMENT COMMITTEE

January 28, 2000
2:00 – 4:00 p.m.
Surrey Campus Boardroom (G2110)

MINUTES

1. Confirmation of Agenda

The agenda was confirmed as distributed.

2. Approval of Minutes

The Minutes of December 10, 1999 were approved by consensus.

3. Chair's Report

No report.

4. Language Lab

Paul Edwards attended the meeting to provide an update on the Richmond Campus Language Lab that will open on April 3, 2000. He stated that primarily ESL, ACP and ELT classes would use the lab.

Paul acquainted committee members to another form of English language assessment via Computer Adaptive Testing. This "latest in technology" software package has the ability to select the item that is most comparable to a student's ability in listening skills, speaking, and grammar usage. After taking the test, students would be advised on what specific courses might be most suitable to their current abilities. Paul cautioned that this is not a tool to assess the ability of English 1100 students. There isn't an essay component to the test; it is about linguistic ability as opposed to capability for thinking and writing. Paul suggested that this would be an excellent testing method to place students into an appropriate niche in the institution. He suggested that given the current student population of non-native speakers, there is sound justification to purchase the system, at least on a trial basis.

On discussion, it was stated that a desirable outcome would be for a uniform English assessment system throughout the Lower Mainland. Members of the ESL Articulation Committee have province-wide experts in language competence. It is a source where we can obtain other institutional objectives.

There was further discussion around the idea that the Intake Testing and Assessment Committee is still defining/refining procedures. It was suggested that it is important to first define the system and later process what we believe is required.

The Chair asked members if they would be interested in viewing a demonstration of Computer Adaptive Testing once the Lab opens. There was agreement, and a suggestion made that if it were to go ahead, that it be piloted for a year.

ACTION: Paul Edwards will continue to explore other systems, and will arrange for a lab demonstration once the system is in place.

4. C2T2 Report

The Chair informed Intake members that the document, *Identifying Proficiencies/Competencies Contributing to Success in Post-Secondary Studies*, (prepared by John Meagher), was written in March 1999. Apparently, there is no hard data on how students perform; information is based on opinion not fact. It was pointed out that suggestions arising out of the report are very much in sync with our own. Therefore, it was suggested that the Chair contact the Steering Committee making the recommendations, to find out if there are resources available for further study. As well, it was recommended that the Chair send last year's curriculum project proposal for vetting to John Meagher.

ACTION: The Chair will contact Karen Metzger, if assistance is required in putting a proposal together.

5. Proposed Assessment Tool

The Trades Division is investigating an assessment tool that would identify students' ability to understand English oral skills. The assessment would examine a student's ability to manipulate the English language, especially for safety issues. The ACP Department is assisting in this endeavour, and will be consulting with the Millwright Advisory Committee.

6. Notice of Motion re: Standardizing the Advising Procedures for LEP (Limited English Proficiency) Students

The Chair distributed a Notice of Motion as follows:

THAT the Intake Testing and Assessment Committee recommend to Education Council that it require all courses and programs which are knowledge, as opposed to skill-based, place a statement in the Calendar which will advise students who have English language deficiencies about their options for testing and remediation.

Although this was not seen as a solution to the problem, it was agreed that this information would benefit students (and instructors), particularly where there is a course with a strong reading and writing component.

ACTION: Once wording is in place, Robin will distribute it to members via the listserv.

7. Review of the Research Situation

Jody Gordon informed the Committee that she had met with Susan Chambers, and invited IET to participate more actively. Edmond Leung will provide assistance in this regard.

Academic history data will be gathered for Kwantlen students who have taken English, Philosophy and Communications courses over the past five years. This information will be cross-referenced with provincial examination data, and Edmond will merge the two files into one. We will not have the statistical package for Social Sciences until the March meeting, as the above project has been prioritized.

ACTION: Jody will discuss this situation with Judith McGillivray, as there is concern regarding getting the information prior to the March 15th education planning deadline.

It was suggested that grades be communicated as percentages.

8. Adjournment

The meeting adjourned at 3:30 p.m.

BF Apr 8

Memorandum

URGENT

Dean, Social Sciences &
Music

TO: **Liberal Education Curriculum Committee**
C: Skip Triplett
FROM: Roger Elmes *Roger*
DATE: 31 March 1998
SUBJECT: Liberal Education Courses fo B.B.A. and B.I.T

I have scheduled meetings for Monday 6 April and Wednesday 8 April at 1615 each day on the Surrey Campus, C-118 (behind switchboard).

The urgency arises from the need to consider the above courses and forward our recommendation to the Education Council for their meeting on 20 April so that the final submission to the province-wide degree approval committee meets their 24 April meeting date.

Please confirm your availability for these two important meetings.

Attached are the Liberal Education guidelines and criteria approved by the Education Council.

RE/ms
Attached

Distribution

Bob Attridge - ENGL
Tracey Kinney - HIST
Tom McMath - PHYS
Jim Jamieson - COUN
Don Reddick - ECON
Maureen Shaw - CIEA

Report of Liberal Education Task Force to Kwantlen Education Council

November 17, 1997

The Liberal Education Task Force has been asked to develop further policy recommendations for consideration and adoption by Kwantlen University College Education Council. The Task Force members-- John Slattery, Don Reddick, Jim Jamieson, Maureen Shaw-- have been working with previously established Liberal Education goals, learning outcomes and a principle governing the delivery of liberal education (see attached).

In order to broaden their understanding of issues and to elicit feedback, the members of the Task Force held the following meetings with members of Kwantlen University College:

Program development groups(Design, Business Administration, Information Technology and Nursing) October 8, 1997

Open Forum October 27, 1997

As a result of these meetings and after discussion of the input, the Task Force submits the following report, with observations and recommendations.

Observations

1. The goals and learning outcomes for Liberal Education previously approved by Education Council are broad and would need refinement as the development of degrees progresses.
2. The definition of liberal education is broader than that of liberal arts. It encompasses the humanities, the social sciences and the sciences.
3. The college-institute strategic plan, Charting A New Course, maintains there must be a balance between education for citizenship and education for the job market. K.U.C. is mandated to provide applied degrees, which implies a labour market focus. However, K.U.C. is presumably concerned that its graduates hold quality degrees, ones that ensure that they are flexible, adaptable, knowledgeable and well-trained in their chosen field and as citizens. The future job market will require that people be responsive to change and able to handle diversity. Through well designed degrees that incorporate the goals and learning outcomes of Liberal

Education, K.U.C. will offer students the depth and breadth of understanding they will require to succeed.

Recommendations

To ensure graduates achieve a broad-based education as well as skill specific training, it is recommended that:

1. There be a multidisciplinary approach and delivery in any degree design. For example, team taught, inter-disciplinary/program courses or capstone courses could be offered. These courses should be designed with learning outcomes related to degree area.
2. Degree program proposals demonstrate how the curriculum will meet the Liberal Education outcomes and indicate clearly how the achievement of these outcomes will be evaluated or assessed.
3. There be a clear connection drawn between the Liberal Education Outcomes and K.U.C. Employability Skills. In addition, degree program proposals should demonstrate how graduates will have achieved the Employability Skills.
4. In order to create a better means of integrating liberal education within degrees a Liberal Education Curriculum Committee be established, with its mandate to develop multi- or inter- disciplinary curriculum and with representation from humanities, social sciences and sciences.

Goals for Liberal Education in Kwantlen's Degree Programs

- 1. *Human Experience:*** To provide an integrated education that will increase understanding of the human experience. This includes emphasis upon scientific, social, multicultural, environmental, and artistic components to that experience, and the full realization of human potential as individuals and communities.
- 2. *Ethical Issues and Social Responsibility:*** To provide an integrated educational experience that develops an appreciation for and understanding of the relationships among personal, societal, and global well-being and the personal implications of such issues as the basis of ethical judgment, social diversity, and the expectations of social responsibility.

Learning Outcomes for a "Liberating" Education

1. that students become culturally literate in at least two senses:
 - that they gain an understanding of diverse cultural traditions,
 - that they understand how and why members of these cultures find value in their culture's world-views, traditions, practices, and artistic expressions and artifacts.
2. that students be prepared to make better informed and more carefully considered decisions in their future lives through exposure and critical examination of a number of ways of interpreting facts and observations.

These perspectives should come from a multitude of academic disciplines, and they should also come from exposure to a variety of religious, cultural, philosophical and scientific world views.

3. that students acquire the ability to see things in context.

This should be done both ecologically" (understanding the "interrelatedness" of things using a systems approach) and "geologically" (understanding the historical forces that have shaped the present).

Principle Governing the Delivery of Liberal Education

That the actual achievement of the Liberal (Liberating?) Education outcomes be integrated with the rest of the curriculum in each degree program.

This principle is intended to minimize the likelihood that students will see the Liberal Education requirement as an extraneous add-on to their "real" areas of study.



MEETING DATE: March 6, 2000
AGENDA #: 2
PREPARED BY: Barbara Melnyk

EDUCATION COUNCIL

ISSUE: Approval of Education Council Minutes

ACTION: THAT the minutes of the February 7 and 21, 2000 Education Council meeting be approved.



EDUCATION COUNCIL

February 7, 2000 - 4:15 p.m.
Surrey Campus Boardroom (G2110)

MINUTES

Present: Priscilla Bollo
Roni Clubb
Derek Francis
Jim Gunson (Chair)
Julie Hobart
Jim Jamieson
Wayne Jeffrey
Judith McGillivray
Robin Russell
Barbara Smith
Newton Wainman
Jeromie Williams
Skip Triplett
Barbara Melnyk (Recorder)

Regrets: Larry Anderson
Charon Graham
Linda Condell
Dave Hardy
Ron Shay
Jack Finnbogason

Guests: Jim Gillis
Gordon Lee
Karen Lemieux

1. Confirmation of Agenda

The Agenda was confirmed as distributed.

2. Approval of Minutes

The Minutes were approved as distributed. (Wainman/Bollo)

3. Chair's Report

The Chair stated he had attended a number of curriculum committee meetings. One issue raised is the consultation required for a course prerequisite to be changed when that course is required by another program. If the Communications Department proposes to change a prerequisite, this would then require consultation with all programs at Kwantlen.

4. Committee Reports

4.1 Degree Program Assessment Committee

The next DPAC meeting will be held on February 10, 2000.

4.2 Curriculum Approval

HRTT 1112 – Garden Centre Sales and Merchandising

Discontinuation: ECED 310 – Special Practicum

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

THAT the above course outlines be approved, as stated.

CARRIED

4.3 Grant Applications Panel – No report

4.4 Liberal Education Curriculum Committee – See Agenda Item #5

4.5 International Education Committee – No report

4.6 Prior Learning Assessment – No report

4.7 Intake Testing and Assessment Committee

Robin Russell informed Council that Paul Edwards came to the last Intake meeting to bring committee members up-to-date on the new Language Lab, which is set to open at the Richmond Campus in April. He will arrange a demonstration of Computer Adaptive Testing, which is another form of English language assessment via the computer.

Also, Robin reported that she has been asked by the Committee to investigate whether there is research money at the Provincial Government level for us to continue with the Grade 12 transition project.

5. Liberal Education Curriculum Committee Mandate

This agenda item was tabled at the Council meeting on January 10, 2000.

The Chair noted that the Liberal Education Committee was likely to propose that its membership be expanded to include two members from each of Social Sciences and Music, Humanities, and Science, Mathematics and Technology, and as well one member from each department offering a degree.

On discussion, it was suggested that a liberal education policy should provide a lot of choice for students in their selection of liberal education electives. Also, it was stated that students' writing skills are an issue; some faculty claim that it is difficult to work with students who are required to pass upper level liberal education courses.

A solution would be to make certain that students are meeting pre-established learning outcomes.

It was agreed to leave things as they are until more discussion takes place.

6. Letter of Intent: Travel and Tourism Certificate Program

Council reviewed the Letter of Intent for the Travel and Tourism Certificate Program.

Page 3: Under **Industry Standards**, 3rd bullet, delete "an optional" and replace with "(optional)" at the end of the sentence. Also, in the 4th bullet, delete the word "Graduate" and begin the sentence with "Students". Place a capital "A" on the word "association".

Page 4: Under **Classroom-related instruction**, in the second statement, place the word "planning" after the word "or".

Page 7: Under **Estimated preparatory costs**, delete the word "a" before the word "cost".

Moved by J. Jamieson, seconded by J. Hobart,
THAT the Letter of Intent for the Travel and Tourism Certificate Program be approved subject to revisions.
CARRIED

7. Revision in the Bachelor of Technology in Information Technology Degree

Moved by D. Francis, seconded by W. Jeffrey,
THAT students in the BIT Program may obtain an exemption from the co-op requirements provided they have work experience related to their current field of degree studies in Information Technology and that they submit a report outlining at least eight months of relevant post diploma work experience. *The report must be approved.*
CARRIED

8. Proposed Program Development Group for the BBA (Major in Accounting) Degree

Moved by B. Smith, seconded by J. McGillivray,
THAT Council approve the proposed Program Development Group for the BBA (Major in Accounting) Degree.

9. Proposed Validation Team for the BBA (Major in Accounting) Degree

Moved by J. Jamieson, seconded by R. Russell,
THAT Council approve the proposed Validation Team for the BBA (Major in Accounting) Degree.

10. Next Meeting

The Chair asked that Council agree to take a recess to this meeting until February 21, 2000, as the intention is to have Council review the BBA (Major in Accounting) Degree Full Program Proposal in order to meet the DPRC timeframe of March 23rd.

Moved by D. Francis, seconded by R. Clubb,
THAT Council recess until February 21, 2000.



EDUCATION COUNCIL

February 21, 2000 - 4:15 p.m.
Surrey Campus Boardroom (G2110)

MINUTES

Present: Larry Anderson Judith McGillivray
 Priscilla Bollo Barbara Melnyk (Recorder)
 Roni Clubb Robin Russell
 Derek Francis Jack Finnbogason
 Charon Graham Newton Wainman
 Jim Gunson (Chair) Jeromie Williams
 Julie Hobart Carolyn Granholm
 Jim Jamieson

Regrets: Linda Condell
 Wayne Jeffrey
 Ron Shay
 Barbara Smith
 Skip Triplett

Guests: Gordon Lee
 John Western

1. Confirmation of Agenda

The Agenda was confirmed as distributed.

2. Chair's Report

- The Chair remarked that a change in by-laws would be required to facilitate members being elected on alternate years. Also members would have to be prepared to resign after a year.
- The Chair reported that he had contacted the President regarding changes to the date of student elections to Education Council.

3. Full Program Proposal *Bachelor of Business Administration (BBA) – Major in Accounting*

During the initial discussion of the proposal, Council members determined that they considered it essential for students exiting from a four-year degree program to be able to communicate effectively in English. In that respect, it was considered important to examine communication techniques in courses offered at the diploma and degree level.

Special attention should be directed to “syntax”, both in oral and written communication, and particularly in the context of the business world.

Council reviewed the recommendations from the Validation Team, and concurs with the following points:

Page 6: top of the page: the suggestion to provide additional emphasis on the increasing importance of communication skills to ensure that students who graduate from the program are proficient in oral and written communication, including written analysis and analytical thinking.

Page 7/8: the concern that there appears to be more focus provided on new accounting courses, and the suggestion that these should be combined to provide additional curriculum space for more liberal education courses with a business emphasis, perhaps offered during the two-year Accounting Diploma Program.

Page 9: the recommendation that the Co-op Program should be mandatory with a requirement that includes a report that is assessed by both Business and Analytical and Writing Skills faculty. Where a student meets a specific work experience, the requirements would be varied. Council suggests that the developers examine the wording as found in the Bachelor of Information Technology degree program.

Council next reviewed the proposal, and suggested further revisions.

Moved by L. Anderson, seconded by D. Francis,
THAT Council approve the Full Program Proposal for a Bachelor of Business Administration – Major in Accounting, subject to revisions, and that the degree developers examine the competencies necessary for success for senior level work in liberal education courses.

CARRIED

5. Adjournment

The meeting was adjourned at 5:30 p.m.