



EDUCATION COUNCIL

April 3, 2000 - 4:15 p.m.
Surrey Campus Boardroom (G2110)

A G E N D A

1. Confirmation of Agenda
2. Approval of Minutes (*March 6, 2000*)
3. Chair's Report
4. Committee Reports
 - 4.1 Degree Program Assessment Committee
 - 4.2 Curriculum Approval
POLI 2150 – International Political Economy *Carrie*
 - 4.3 Grant Application 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. Number of Credits and English Requirements for Liberal Education – *postponed at last meeting for further discussion*
6. Interior Design Degree Special Status Students (*att'd.*)
7. Change in Credential Title for Environmental Protection Technology Program (*att'd.*)
8. Changes to Program Titles for:
 - Electronics Technology
 - Automation/Robotics Technology
9. Approval of a Program Development Group and Validation Team for the Bachelor in Applied Design, Major in Interdisciplinary Design Proposal (*att'd.*)
10. Next Meeting: May 1, 2000 – Surrey Campus Boardroom (G2110)
11. Adjournment



MEETING DATE: April 3, 2000
AGENDA #: 2
PREPARED BY: Barbara Melnyk

EDUCATION COUNCIL

ISSUE: Approval of Education Council Minutes

ACTION: THAT the minutes of the March 6, 2000 Education Council meeting be approved.



EDUCATION COUNCIL

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

DRAFT

MINUTES

Present: Larry Anderson
Priscilla Bollo
Linda Condell
Jack Finnbogason
Derek Francis
Charon Graham
Jim Gunson (Chair)
Julie Hobart

Jim Jamieson
Judith McGillivray
Robin Russell
Ron Shay
Barbara Smith
Newton Wainman
Barbara Melnyk (Recorder)

Regrets: Roni Clubb
Carolyn Granholm
Dave Hardy
Wayne Jeffrey
Skip Triplett
Jeromie Williams

Guests: Jean Konda-Witte
Ihor Pona

1. Confirmation of Agenda

Add: 6 (a) Approval of a Program Development Team and Validation Team for the Bachelor of Applied Journalism Program.
The revised agenda was confirmed as distributed.

2. Approval of Minutes (February 7/21, 2000)

Add to February 21, 2000: the suggestion that the degree developers should consult with the Library and Information Education Technology areas to determine if the resource amounts, as noted in the proposal, are correct.
The revised minutes were approved as distributed. (Wainman/Bollo)

3. Chair's Report

The Accounting Degree proposal will be taken to the March Board meeting for further discussion.

Chair's Report (cont'd.)

It has been suggested that the Board of Governors should review degree proposals at an earlier stage, such as at the Letter of Intent stage, to ensure that the degree proposal fits in with Kwantlen's mandate, before curriculum is developed.

The Chair reminded Council that elections for two staff and ten faculty would be coming up shortly. He encouraged members to think about staying on for another term.

The Curriculum Review Sub-committee has had to deal with a number of late course outline submissions after the Calendar deadline. Any substantive changes coming forward from now on will not be approved for immediate implementation.

4. Committee Reports

4.1 Degree Program Assessment Committee

The next DPAC meeting will be held on March 8, 2000.

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

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

Moved by J. McGillivray, seconded by N. Wainman,

THAT the above course outlines be approved, with revisions.

CARRIED

The four Real Estate courses were not approved as they require substantial re-writing.

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 she will be contacted regarding more information on the Data Warehouse Project.

5. Liberal Education Curriculum Committee – Mandate and Role

The Chair provided a summary of the history and character of the liberal education components of Kwantlen's degrees. Roger Elmes, Chair of the Liberal Education Sub-committee, introduced a series of proposals from the Committee that would further define the nature of liberal education, provide the Committee with a mandate to review degree proposals and change its membership.

There was concern about the effectiveness of the proposed requirements for 18 credits of liberal education and an English course for existing degrees. In particular, it was suggested that the English requirements went beyond what is demanded by the traditional universities.

Moved by R. Russell, seconded by R. Clubb,
THAT discussion of the composition of liberal education – the number of credits and English requirements – be postponed until the April 3rd meeting.
CARRIED

Roger Elmes suggested that it was important for some body to ensure that liberal education issues were considered. It was suggested that the proposed mandate might be interpreted as too prescriptive, and that it should be made clear that the Liberal Education Committee would not be making decisions, but offering advice to DPAC and Council. It was suggested that Letters of Intent make little reference to liberal education. Roger countered that it was important to alert degree developers to liberal education issues before they had developed the Full Proposal.

Moved by R. Russell, seconded by R. Clubb,
THAT the Liberal Education Committee be given the mandate to review all degree proposals at the Letter of Intent and Full Proposal stages and submit their advice to DPAC and Education Council, and that degree developers should confer with the Liberal Education Committee when they begin to develop their full proposal.
CARRIED

Dana Cserepes, Chair of DPAC, reiterated that at the Letter of Intent stage, there is not enough information provided to review curriculum and delivery, nor is it expected at this stage of the proposal's development. She suggested that Council reconsider and amend the above motion, deleting the Letter of Intent stage for review of liberal education content.

There was concern that the proposed membership of the Committee, with divisional representatives, would not allow degree programs to be represented individually. In reply, it was observed that representatives from each degree would lead to an unwieldy committee, and that Council itself had divisional representatives.

Moved by R. Russell, seconded by J. Finnbogason,
THAT the Liberal Education Curriculum Committee have the following members: 2 each from Humanities, Math/Sciences, Social Sciences and Administration, and 1 each from Nursing, Design and Business.
CARRIED

6. Revisions to the Liberal Education Component of the Interior Design Degree

Ihor Pona presented the proposed revision, in the absence of Sooz Klinkhamer. The revision is the first under Kwantlen's degree policies. The current degree requires students to take a set of courses prescribed by divisions (Humanities, Social Sciences and Math/Science) and by level (first year, etc.). The revision would distribute liberal education courses over the four years and allow students considerable free choice, subject to them meeting Kwantlen's liberal education outcomes. The intention was for students to choose courses of interest or which related to a theme in the core program.

There was considerable concern about the process by which a student's liberal education program would be assessed for compliance with Kwantlen's Liberal Education outcomes. Many felt that this would be confusing to students and unwieldy, compared to other schemes requiring fixed courses or requiring a number of courses from certain categories. It was suggested that the proposed approval scheme would be too subjective; there was a problem of balancing student choice with the need to achieve prescribed outcomes. There was also some concern about the proposal's wording.

Ihor indicated that approval of the general direction of the proposal would permit the program to proceed with planning the revisions. This prompted the following motion.

Moved by J. Jamieson, seconded by L. Condell,
THAT Council approve the Liberal Education requirements for the IDDS degree program comprising 30 credits spread over the four years of the program.
CARRIED

Further details require Council approval. The Chair indicated a willingness to work with the program to formulate a suitable scheme.

6.(a) Approval of a Program Development Team and Validation Team for the Bachelor of Applied Journalism Program

Moved by J. McGillivray, seconded by P. Bollo,
THAT Council approve the proposed Program Development Team and Validation Team for the Bachelor of Applied Journalism Program.
CARRIED

7. Next Meeting

The next meeting will take place on April 3, 2000 in the Surrey Campus Boardroom (G2110).

8. Adjournment

The meeting adjourned at 6:30 p.m.



MEETING DATE: April 3, 2000
AGENDA #: 4.2
PREPARED BY: Barbara Melnyk

EDUCATION COUNCIL

ISSUE: Curriculum Approval

ACTION: THAT the following new course outline be approved,
subject to revisions:

POLI 2150 – International Political Economy



MEETING DATE: April 3, 2000
AGENDA #: 5
PREPARED BY: Roger Elmes

EDUCATION COUNCIL

ISSUE: Number of Credits and English Requirements for Liberal Education

BACKGROUND: At the previous Council meeting, there was concern about the effectiveness of the proposed requirements for 18 credits of liberal education and an English course for existing degrees. In particular, it was suggested that the English requirements went beyond what is demanded by the traditional universities. It was moved, therefore, to postpone the discussion until the April 3rd Council meeting.

DISCUSSION: 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 or 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.

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

TO: **Jim Gunson, Chair - Education Council**

C: EDUCATION COUNCIL MEMBERS
LIBERAL EDUCATION SUB-COMMITTEE OF ED COUNCIL

FROM: Barbara Duggan
Sooz Klinkhamer

DATE: April 03, 2000

SUBJECT: 1. Models (proposed) for Liberal Education Component of IDSN degree,
2. Special Status Students.

I. MODELS (proposed) for Liberal Education Component of INTERIOR DESIGN Degree.

With reference to the Liberal Education Component of the Bachelor of Applied Design in Interior Design, students will have an approved educational plan utilizing one of the following four proposed models. These proposed models are in response to Ed Council's minutes of the March 6/2000 meeting.

MODEL 1

A total of 30 credits (or more) of liberal education, including at least one English course (minimum 3 credits); and Communications 1140 (3 credits), and additional courses totalling 24 credits (or more) covering no less than 3 of the 4 categories of:

Math/Sciences, Social Sciences, Humanities, and Electives.

MODEL 2

A total of 30 credits (or more) of liberal education, including at least one English course (minimum 3 credits); and Communications 1140 (3 credits), and additional courses totalling 24 credits (or more) covering no less than 2 of the 4 categories (as above), and including a minimum of 6 upper level credits.

MODEL 3

A total of 30 credits (or more) of liberal education, including at least one English course (minimum 3 credits); and Communications 1140 (3 credits), and additional courses totalling 24 credits (or more) covering at least one category (as above) in addition to LBED courses offered by Kwantlen University College (existing and to be developed).

MODEL 4

A total of 30 credits (or more) of liberal education, including at least one English course (minimum 3 credits); and Communications 1140 (3 credits), and additional courses totalling 24 credits employing a cluster model in which liberal education courses are selected in support of the major design project in

fourth year of the Bachelor degree program. An approved liberal education plan would be required by a specified time in the program – perhaps commencement of third year.

II. SPECIAL STATUS STUDENTS

The 15 students included in the chart, referred to as "special status students", each meet "current requirements" for the Bachelor of Applied Design in Interior Design, through one of the four models proposed above.

"Current requirements" are taken to mean the revisions to the Liberal Education component of the degree, approved at the Applied Design Curriculum Committee (Jan.2000); DPAC (Feb.2000), and Ed. Council (March 2000).

The "special status" requested pertains to our request to have these students considered for graduation this May, while awaiting College Board and Provincial Committee approvals of the revisions to the degree's liberal education requirements. To delay until these approvals are received may mean a further year's wait for these individuals to graduate with Kwantlen's annual convocation ceremonies. There is no intention of waiving or watering down requirements for the degree.



MEETING DATE: April 3, 2000
AGENDA #: 6
PREPARED BY: Sooz Klinkhamer
Barbara Duggan

EDUCATION COUNCIL

ISSUE: Interior Design Degree Special Status Students

BACKGROUND: The Interior Design Program is proposing that Council make special provision for 16 students to graduate. (See attached). These students have not achieved the current requirements.

A major concern is whether it is appropriate to waive program requirements on an individual basis. Perhaps the proper process is to amend requirements and then consider individual cases, otherwise we are in danger of damaging Kwantlen's reputation by failing to enforce our approved standards.

The 16 students were admitted under the current regulations, which remain in effect until revisions to the Interior Design Program are approved. What Council approved at its last meeting was the general direction in which the liberal education component could go, and has no immediate effect on the graduation requirements.

The attached information on these students' programs suggests that the current requirements are punitive. However, in the absence of any policy or process it would be difficult to decide which, if any, should be allowed to graduate.

The Chair proposes that Council not consider these individual cases, but adopt a policy that would allow students currently enrolled to elect to graduate under any newly approved program requirements.

Please turn over

This would mean that these 16 students might apply to graduate under new, Council-approved, liberal education requirements. It seems likely that the Interior Design faculty could develop a suitable process in time for approval at the May or June meeting of Council. Immediately afterward the approved process could take place, so that these students would know their status before the end of June. A special graduation ceremony is possible, if required.

ACTION:

Possible motion:

THAT when changes are approved to the graduation requirements of a program, students currently enrolled may elect to graduate under these new requirements.

Please note: the necessity of mailing out Council packages has meant that the above has been developed without full consultation of the parties involved.

**Jim Gunson
Chair, Education Council**

TO: **Education Council, Kwantlen University College**

C: **Judith McGillivray**
Sooz Klinkhamer
Mary Pake

FROM: **Barbara Duggan, Dean**
Applied Design & Communication

DATE: **March 24, 2000**

SUBJECT: **Interior Design Degree Special Status Students**

We request Education Council's consideration of these students for degree completion in Interior Design, to allow their graduation this May 2000. The following information is provided in support of our request to consider this group of students as "special status."

1. Background

Please refer to the attached spreadsheet of students and their liberal education accomplishments. These students entered the Interior Design (Bachelor of Applied Design) Degree program under a curriculum that included 93 discipline specific credits plus 33 non-discipline credits that took a prescriptive format as follows:

- 6 credits of English Literature and Composition
- 6 credits Humanities (other than English)
- 6 credits Social Sciences
- 6 credits of math and/or Science (including Natural Sciences)
- 6 credits of Electives
- 3 credits of CMNS 1140
- 12 of the above credits were to be upper level
- in addition, 3 of the 93 discipline specific credits – IDSN 2310, is approved (transferable as) a Social Science course.

In order to graduate, a student had to achieve approximately 144 credits in order to meet the non-discipline requirements, 24 credits more than required for the degree. During discussion of the Interior Design Program's liberal education revisions at a recent DPAC meeting, it was recommended that if the revisions to the liberal education component were approved by Education Council, then those students who have been prevented from graduating due to the highly prescriptive nature of the previous liberal education components, should be presented to Education Council as "special cases" to be granted approval to graduate.

The revisions to the Interior Design Program's Liberal Education Component have received the following approvals to date:

- Applied Design Curriculum Committee – December 1999
- DPAC – February 2000
- Education Council – March 2000

2. Special Status Students

We have 16 students who have 30 credits or more who, referring to the newly approved guidelines for the liberal education component, meet the English, Communications, and no fewer than three of the remaining 4 categories (for breadth) of Humanities, Social Sciences, Math/Sciences, and Electives. The spreadsheet illustrates their compliance with the new requirements.

PROPOSAL

That the 16 students who entered the program under the previous liberal education prescription, and that meet the current requirement (see attached approved guidelines), satisfy the need for completion of the Interior Design degree and be granted status to graduate this May 2000.

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

MOTION

**The Interior Design Department is requesting 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 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 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.

INTERIOR DESIGN DIPLOMA GRADUATES - 1999 - 2000

CREDITS COMPLETED	MATH/SCI	SOCIAL SCIENCES	HUMANITIES	ELECTIVES	ENG	CMNS
33 (T)	-	3 Econ, 3 Psyc	3 Eng, 3 Fren	9 Acct, 3 Bus, 6 Mkt	√	√
54 (T)	6 Geog	3 Psyc, 3 Soci	15 Engl, 6 Fren, 3 Hist, , 3 Humn	3 Busi, 9 Phil	√	√
39 (T)	-	6 Psyc	6 Hist, 3 Phil	6 Crwr, 15 Eng	√	√
33 (9 I, 24 T)	3 Geog	3 Anth, 3 Poli	3 Engl, 6 Fina, 3 Phil	3 Cbsy, 3 Acct, 3 Cmns	√	√
68 (T) none rec'd	3 Biol, 5 Chem, 7 Math, 3 Phys	3 Asian St, 3 Psyc, 3 Geog	3 Engl, 3 Hist, 19 Japn	13 Fina (6 desgn, 5 draw, 2 paint)	√	110
51 (T) only rec'd 30	3 Geog, 3 Math	3 Soci	3 Engl, 15 Fren, 3 Ling,	9 Mrkt, 9 Span	√	110
30 (I)	6 Geog.	6 Anth,	3 Eng, 3 Fina (hist)	6 Fina, 3 Cpsc,	√	√
47 (29 I, 18 T)	5 Astr., 3 Math	18 Anth	3 Engl, 6 Fina (hist)	3 Cbsy, 6 Geog	√	√
38 (T)	-	9 Psyc, 9 Soci	6 Engl	11 Psyc	√	√
57 (I)	6 Geog, 3 Math	6 Geog, 9 Psyc, 6 Soci	9 Engl, 6 Phil	9 Econ, 6 Fina	√	√
96 (3 I, 93 T)	6 Cpsc	3 Geog, 6 Poli, 6 Psyc	9 Econ, 3 Engl, 3 Hist, 9 Phil	6 Acct, 18 Busi, 27 Mrkt	√	110
30 (I)	-	3 Psyc	3 Engl, 6 Fina (hist)	15 Fina	√	√
57 (3 I, 54 T)	3 Cpsc	3 Anth, 9 Econ, 12 Psyc, 9 Soci	3 Engl	6 Acct, 3 Busi, 6 Cbsy	√	√
30 (I)	3 Geog	6 Psyc	3 Engl., 6 Hist	3 Cbsy, 3 Fina	√	√
33 (I)	3 Cpsc	9 Psyc	3 Engl, 3 Phil	9 Hist	√	√
30 (T)	6 Math	6 Econ	3 Engl, 3 Fina (?)	3 Cpsc, 3 Fina, 3 Poli	√	√



MEETING DATE: April 3, 2000
AGENDA #: 7
PREPARED BY: Brian Carr

EDUCATION COUNCIL

ISSUE: Change in Credential Title for Environmental Protection Technology Program

BACKGROUND: Please review attached document.

ACTION: Education Council to consider and approve:

THAT graduates of the Environmental Protection Technology program receive a Diploma of Technology in Environmental Protection as opposed to a Diploma in Environmental Protection Technology that has been granted up to now.

TO: **Barb Melynk**
C:
FROM: **Brian Carr**
DATE: **March 10, 2000**
SUBJECT: **Change in credential title**

Our Environmental Protection Technology program was recently accredited at the Technology level by the Association of Applied Science Technologists and Technicians of BC (ASTTBC). They have requested that all graduates of accredited technology programs be awarded a graduating credential with the heading "Diploma of Technology in".

I am requesting that graduates of our environmental program receive a Diploma of Technology in Environmental Protection as opposed to a Diploma in Environmental Protection Technology that has been granted up to now.

I request that this be put into place for the students currently completing their final year.

Could you please seek approval of this proposal at the next Educational Council meeting. Unfortunately I will be unable to attend the first week of April.



Brian

BGC/jt

P.S. This would bring us in line with the diplomas we have been giving in Electronics Technology and Automation/Robotics Technology - which are also accredited by ASTTBC.



MEETING DATE: April 3, 2000
AGENDA #: 8
PREPARED BY: Brian Carr

EDUCATION COUNCIL

ISSUE: Changes to Program Titles for:
- Electronics Technology
- Automation/Robotics Technology

BACKGROUND: Please review attached document.

ACTION: Education Council to consider and approve:

1. The title of Electronics Technology be changed to Electronics Engineering Technology
2. The title of Automation/Robotics Technology be changed to Automation/Robotics Engineering Technology.

TO: Judith McGillivray
Jim Gunson

C: D. Hutcheon, J. Patterson, M. McFarlane, G. Balazs, D. Cooper,
P. Chevrier, D. Ross, L. Berglund, Z. Johnston, K. Wainman

FROM: Brian Carr

DATE: March 14, 2000

SUBJECT: Program Titles

Many colleges use the term "Engineering Technology" for programs such as our Electronics Technology and Automation/Robotics Technology. BCIT did so for the former when they created their School of Electrical and Electronic Technology about five years ago. Their Robotics and Automation Technology is offered through their School of Engineering.

Graduates of our technology programs have several opportunities to further their education to the Bachelors level and beyond through bridging programs to third year engineering (e.g. to Lakehead, or to UVic or UBC through a Camosun bridge). Or, they can directly enter third year of BCIT's Bachelor of Technology in Electronics. BCIT has approached the Association of Professional Engineers and Geoscientists of BC (APEGBC) to begin talks of recognition by them. The relationship between the technology association (ASTTBC) and APEGBC is cordial. The distinction between technologist and engineering is blurring. Indeed, a draft report from the Canadian Technology Human Resources Board (CTHRB) states that the adoption of engineering software has enabled the responsibility of calculations, design and process control tasks to be passed from engineers to technologists.

In light of the above, I am seeking Education Council approval for a program title change to include the term "engineering". It is felt that this change is more in tune with what other colleges are doing and what is expected of our graduates. It is also felt that it may help us compete for students with BCIT and enhance the technology profile at Kwantlen.

PROPOSAL:

1. The title of Electronics Technology be changed to Electronics Engineering Technology.
2. The title of Automation/Robotics Technology be changed to Automation/Robotics Engineering Technology.

The proposed change has been supported by the Association of Applied Science Technologists and Technicians of BC (ASTTBC), the professional association that accredits our technology programs, and by APEGBC, the association who regulates and certifies professional engineers and engineering programs in the province. The proposal also has the blessing of our Technology Advisory Committee members.

Judith McGillivray/Jim Gunson

March 14, 2000

Page Two

I am proposing that the program title change be made effective for the September 2000 intake, and that graduating students effective Spring 2001 intake be awarded diplomas with the titles:

Diploma of Technology in Electronics Engineering

Or

Diploma of Technology in Automation/Robotics Engineering

All information on the WEB can be modified immediately to reflect this change. All written material will continue to show the old title until they are re-printed. This is not believed to be a problem. Interviews have shown that most technology applicants access our WEB sites to obtain information on the two programs. Leigh Berglund can inform the schools of the name change during her visits.

I will update the people copied in this memo of Education Council's decision. Since Education Council approval is needed for the change to take place, they are being informed of intent only at this point.

A handwritten signature in black ink, appearing to be 'BGC/lm', written in a cursive style.

BGC/lm

MEETING DATE: April 3, 2000
AGENDA #: 9
PREPARED BY: Frank Ludtke

EDUCATION COUNCIL

ISSUE: Approval of a Program Development Group and Validation Team for the Bachelor in Applied Design, Major in Interdisciplinary Design Proposal

BACKGROUND: Please review attached document.

ACTION: THAT Education Council approve the Program Development Group and Validation Team for a Bachelor in Applied Design, Major in Interdisciplinary Design Proposal.

*Need an Emily Carr
faculty member as there
was the indicated
requirement.*

RECEIVED

FEB 09 2000

Vice President, Education



Interdisciplinary Design Memorandum

To: Degree Proposal Assessment Committee

Please be advised that the following GRVD and IDDS faculty are designated to develop the full proposal for the Bachelor in Applied Design Major in Interdisciplinary Design.

**Rick Cuff, Ray Arnold, Bernie Lyon, Russell Taylor,
Marge Damon, Patrick Bennett and Frank Ludtke.**

**Frank Ludtke
Coordinator, GRVD**

Subject: Validation Team

Date: Tue, 14 Mar 2000 09:08:36 -0700

From: Frank Ludtke <frank@kwantlen.bc.ca>

To: babs@kwantlen.bc.ca, Patrick BENNETT <patricbe@kwantlen.bc.ca>

Hello Barbara:

It is required of us to submit the names of our Validation Team for the full Degree Proposal:

Senior Industry Reps:

Roberto Dosil

Praxis Corporate Communications Design
1285 W. Pender St.
Suite 1010
Vancouver, BC
V6E 4B1
Tel 689-4849
Fax 681-8791

dosil@praxiscanada.com

Gregory Ronczewski

Emplus Creative Solutions
4-1065 West 15th Ave.
Vancouver, BC
V6H 1R7
Tel 730-0306
Fax 732-7331

gregory@dna.bc.ca

External Faculty:

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Associate Professor
Technical University of BC
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Surrey, BC
V3R 7P8
Tel 586-5281
Fax 586-5237

wakkary@tu.bc.ca

Gillies Malnarich

Centre for Curriculum Transfer & Technology
Vancouver Branch
#602 510 West Hastings St.
Vancouver, BC

V6B 1L8
Tel 681-4555 or 681-4554
Fax 684-8520

gmalnarich@ctt.bc.ca

Internal Faculty:

Panteli Trichew

for Humanities

Chair of Applied Communications

Pat Browne

for Marketing

Instructor, Marketing

Please include this information in all documentation that require it.

Thanks

Frank Ludtke

TO: Jim Gunson (Education Council)
C:
FROM: John Slattery, Chair, Grants Application Panel
DATE: 29 March 2000
SUBJECT: Internal Curriculum Development Project Proposal Recommendations

The Grants Application Panel met three times in March to review 20 proposals worth \$238,076.49. GAP recommends that 9 of these worth a total of \$73,545 be approved. GAP further recommends that two additional projects worth \$5,775 and \$9,535 be "wait listed" in the event that one or more of the approved projects cannot be carried out as per the agreed upon terms.

A complete list of the projects received by GAP is shown below along with GAP's recommendations regarding each. A short description of the processes used by GAP in arriving at their decisions follows.

Title: *Revision of all Photography Courses for Journalism & Public Relations*
Division: Applied Design & Public Relations
Project Goal(s): Redesign two photography courses to accommodate new digital technology
Amount Requested: \$4,768
Recommendation: Approve as submitted

Title: *Welder Fitter Level II Project*
Division: Applied Technology, Trades & Vocational
Project Goal(s): Program upgrade of original 1986 program. Products to include new student guides, worksheets, drawings and an instructor's guide
Amount Requested: \$9,371
Recommendation: Approve as submitted

Title: *Library Resource Materials: New Sessions via the Web Page*
Division: College Resources
Project Goal(s): The offering of specific information retrieval and evaluation skills sessions via the web to enhance student library research skill sessions with curricula. Products: HTML coded resources delivered through the Library web page.
Amount Requested: \$9,386
Recommendation: Approve as submitted

Title: *Revision of Home Care and Community Nursing Modules in the Graduate Nurse Refresher Program*
Division: Faculty of Community and Health Services
Project Goal(s): As per the title, including the development of case studies and other learning-enhancement activities
Amount Requested: \$2,505
Recommendation: Approve as submitted

Title: *Development of Course Resource Materials for Retail Garden Centre Sales and Merchandising Course*
Division: Schools of Horticulture and Equine Studies
Project Goal(s): Production of study guide, slide set and video in support of the new Retail Garden Centre Technician Certificate Program
Amount Requested: \$12,035
Recommendation: **Approve up to \$9,536 (other costs to be borne by the Division)**

Title: *Urban Aboriginal Peoples and the Justice System*
Division: Faculty of Social Sciences & Music
Project Goal(s): Production of a 200-level Criminology course with this title, as a core course and as the first in a series of courses designed specifically for aboriginal students
Amount Requested: \$9,536
Recommendation: **Approve as submitted**

Title: *ELTT Millwright Training Management System*
Division: Applied Technology, Trades & Vocational
Project Goal(s): Set up the ELTT Millwright Program on the Microsoft "AUTHOR" Training Management System to give Millwright students independent access to multi-media presentations, modules, tests and individual progress reports.
Amount Requested: \$9,371
Recommendation: **Approve as submitted**

Title: *Public Safety Communications Program Development for Distributed Education*
Division: Customized Training and Business Development
Project Goal(s): To adapt the current PSCM curriculum for delivery in alternate modes (on-line, distributed education, training workshops, self-paced learning) – intended to allow program reach a broader base of students
Amount Requested: \$10,000
Recommendation: **Approve up to \$9,536 (other costs to be borne by the Division)**

Title: *Individualized Assessment and Program Planning for Advanced Entry into the Collaborative Nursing Program*
Division: Faculty of Community and Health Services
Project Goal(s): PLA guidelines for graduate nurses moving into semester 6 of the program, and a curriculum plan and directed study course for applicants who need them. (revised; scaled back from original request)
Amount Requested: \$9,535 (revised request; original was for \$38,142)
Recommendation: **Approve revised request for \$9,536 as submitted**

Title: *CAAS 0099: Personal and Academic Transitions (3-credit preparatory course)*
Division: Access Programs and Student Services
Project Goal(s): Targeted landed immigrants and international students, this course will assist students in making the personal, cultural and academic transition from EASL and ENLT courses to post-secondary studies.
Amount Requested: \$5,775
Recommendation: **Approve as submitted, but subject to funding becoming available (wait-list)**

Title: *On-line Writing Exercises with Attached Resource Guide*

Division: Applied Design and Communications

Project Goal(s): To produce on-line, self-correcting drills in Canadian Press Style and English grammar & punctuation, along with listings - and links – to additional resources. For use primarily by Journalism and Public Relations students, but available to other students as well.

Amount Requested: \$9,635

Recommendation: **Approve up to \$9,535, but subject to funding becoming available (wait-list)**

Title: *Marketing: Cyber Class Style*

Division: School of Business

Project Goal(s): To produce a comprehensive and explicitly documented on-line teaching model for introductory and second level marketing courses

Amount Requested: \$13,292

Recommendation: **Do not approve – too far below cut-off point on priority list**

Title: *Assessment Booklets, Facility Package and Student Manual*

Division: Faculty of Community and Health Services

Project Goal(s): For use in the Post-Basic ECE Program by practicum students (the Booklets), by sponsoring facilities (the Facility Package) and by entering students (the Student Manual)

Amount Requested: \$9,966

Recommendation: **Do not approve – too far below cut-off point on priority list**

Title: *ACPE 0087 - Technical English, Advanced Level (Development Proposal)*

Division: Access Programs and Student Services

Project Goal(s): A preparatory course to ACPE 0097, it will also allow an alternative for students to achieve grade 11 standing.

Amount Requested: \$12,983

Recommendation: **Do not approve – too far below cut-off point on priority list**

Title: *Clarification and Integration of Content in Semester 3 and 4 Nursing Courses*

Division: Faculty of Community and Health Services

Project Goal(s): Products: prototypes of commonly occurring health challenges for use across Collaborative Nursing courses in semesters 3 & 4. They would serve to integrate these courses, and may also point the way to a later, more extensive curriculum revision.

Amount Requested: \$9,535 (revised request; original was for \$38,142)

Recommendation: **Do not approve – too far below cut-off point on priority list**

Title: *Degree Revisions (Interior Design)*

Division: Applied Design and Communications

Project Goal(s): Modification of existing courses and the development of new courses at the year 2, 3 and 4 levels of this program.

Amount Requested: \$9,535

Recommendation: **Do not approve – funding available through degree curriculum fund**

Title: *A Curriculum Development Proposal for a Metis Studies Curriculum Guide*

Division: Access Programs and Student Services

Project Goal(s): A curriculum guide to instruction for inclusion in the “Restart” program (a life skills, English, math and native studies for adult aboriginal students returning to learning).

Amount Requested: \$5,349 + \$10,000 for a video (optional)

Recommendation: **Do not approve – fails to meet requirements**

Title: CAAS 1110 Revision and Updating
Division: Access Programs and Student Services
Project Goal(s): General updating, including the inclusion of entrepreneurial skill development in the curriculum. It has been 6 years since this course was created.
Amount Requested: \$9,216
Recommendation: Do not approve – fails to meet requirements

Title: Kwantlen Alternative Dispute Resolution (ADR) Map & Content List
Division: Faculty of Social Sciences and Music
Project Goal(s): A mapping matrix portraying existing courses at Kwantlen, dealing with conflict and ADR, and a list describing the courses' content.
Amount Requested: \$9,535
Recommendation: Do not approve – fails to meet requirements

Title: (none listed)
Division: Applied Design and Communications
Project Goal(s): To develop Spanish language and web design skills of the proposer, so he can use these to develop web-based design curriculum accessible by faculty and students from six universities in Canada, the US and Mexico. This is in support of a collaborative effort to foster exchange visits among these institutions.
Amount Requested: \$9,535
Recommendation: Do not approve – fails to meet requirements

PROCESS USED BY THE COMMITTEE

At the first meeting of the GAP, the members reviewed at some length its list of criteria. It then superficially reviewed the 20 proposals before it. Even at this point a some missing information was noted, and five cost estimates above the approval limits were also noted. The members of the Committee volunteered to go to these proposers to seek clarification, where necessary. In at least two cases where the costs were excessive, the members strongly urged the proposers to scale down their proposals to a level that GAP might find acceptable.

During its second meeting the members - using the criteria as a basis for their judgements – assigned an overall “grade” of ‘A’ (very good), ‘B’ (looks OK) or ‘C’ (reject) to each proposal. These individual assessments were tallied, and the results displayed. Following considerable discussion, the members eventually divided the 20 proposals into three groups: those that should definitely be approved at this point (6), those that should definitely be rejected at this point (4), and those that needed further study and rank ordering (10). For each of the rejected proposals, the members arrived at a consensus as to why they should be rejected, so that appropriate follow-up letters could be written. For the proposals still on the table, committee members agreed to solicit additional information in some cases.

During its third meeting, the members shared any new information they had gleaned concerning the 10 proposals still outstanding. They then individually reassigned points to each proposal. The results were then tallied and, after some further discussion, they were rank ordered. In some cases, the GAP indicated that specific feedback should be given to presenters so as to help them improve their chances for approval in future years.

At its fourth meeting, the GAP reviewed its process once again and prepared a series of recommendations for next year’s GAP. These are now being collected into a draft report that will be circulated among the GAP and presented at a future meeting of the Education Council.

EDUCATIONAL PLANNING

TO: Jim Gunson (Education Council)

C:

FROM: John Slattery, Chair, Grants Application Panel

DATE: 3 April 2000

SUBJECT: Locally Initiated Curriculum Development Fund Recommendations

The Grants Application Panel met on March 29 to review 2 proposals. GAP recommends that both of these be approved. The chair also received four additional proposals, all from the same source, but since these arrived well after the deadline, GAP elected not to review them.

The GAP is making no recommendation concerning the relative priority of these two projects, since in its view, this is the prerogative of the Education Council itself.

For the information of Council members, LIC proposals must be submitted over the President's signature to the Centre for Curriculum, Transfer and Technology by Monday, April 17.

Title: *On Line Writing Resource with Self-Correcting Exercises*
Division: Applied Design & Public Relations
Project Goal(s): This on-line resource will consist primarily of self-correcting drills in Canadian Press style and in English grammar, punctuation and spelling. Explanatory descriptions of specific grammar/style/punctuation points and references to other sources of useful information will also be included. A content specialist and a technology specialist will do the work. Designed primarily for the 80 students in the Public Relations and Journalism programs, it could also be used at places like Langara, Camosun, the Sing Tao School of Journalism, and other places.

Amount Requested: 9,636
Recommendation: Approve as submitted

Title: *Data Collection Training in Aboriginal Communities*
Division: Faculty of Social Studies and Music
Project Goal(s): This new course will provide Aboriginal youth with 4-6 weeks of intensive training in elementary survey data collecting techniques, qualitative interviews and observational data gathering methods. Completers will work within a newly formed United Native Nations research unit that is delineating the program and service needs of Aboriginal people in the areas of justice, youth, and health & welfare. The course would be deliverable anywhere in the Province.

Amount Requested: \$9,536
Recommendation: Approve as submitted (GAP recommends, however, that writing assistance be provided to give greater focus to the Rationale section before it goes to the President for signature. The proposer should also be asked to explain a bit more clearly how the course completers would be expected to work with research professionals in the UNN).

EDUCATION COUNCIL

INFORMATION ITEMS ATTACHED:

- **Curriculum Committee Minutes**
- **Degree Proposal Assessment Committee Minutes (February 9, 2000)**
- **Innovation Abstracts (Issues #7 and #8)**

**FACULTY OF HUMANITIES
Curriculum Committee Meeting Minutes**

Friday, February 18, 2000 from 10:00 a.m. to 12:00 noon at Room 1420, Richmond

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

1. Approval of Agenda of February 18, 2000 and Minutes from January 21, 2000

Agenda:

- Add:** 4.b) Transfer issues
4.c) Counselling representative

Minutes:

Additions to 4.a) – 6th corky dot: change it's to its.

Replace the last paragraph of 4.a) with the following (per email from Jim Gunson): 'Jim mentioned that the Council should address the issue of the degree of consultation required if a department wishes to modify a course required by a number of programs. A specific example was the raising of prerequisites of Communications course. Departments wishing to change the prerequisites of a course at the entry level should expect a lengthy process involving the Intake Testing and Assessment Committee, Education Council and the Kwantlen Board. The expected supporting information is best seen by reviewing what was required of the English Department.'

The amended agenda and minutes were approved.

Priscilla announced the passing away of Deena Duggan, Fine Arts instructor. A card was passed around for signing.

2. COURSE OUTLINES – REVISIONS

None

COURSE OUTLINES – NEW

FINA 1124

Rebecca made changes per the committee's recommendation. The outlines was approved with changes to 'Learning Resources' and will be forwarded to Ed Council for approval.

3. UNFINISHED BUSINESS

a) ENLT approved outlines – update

New course numbers have been determined through the help of John Patterson. The PLA section for the level 6 course has been updated according to the suggestions put forward at the last meeting. All outlines are expected to be ready in the final form for submission to Ed Council soon.

Action: Arthur

b) ESL prerequisites (0055, 0065, 0075)

The Dean has approved the request to modify the TOEFL band scores to reflect computerized examination marking in the above outlines. The amended pages of the outlines were done and sent to Marnie.

- c) SFU proposed Humanities Major Program
- d) Responses from Ed Council re outlines submitted
David will talk to Bob Attridge and Doran on this separately. Action: David
- e) CE ESL course outline – follow-up
Priscilla's response as a result of discussion with Jim Gillis was documented and attached.
- f) Transfer innovations
Members are requested to contact Priscilla if they require additional details on this funding source.
- g) Grants Application Panel – call for proposals
Deadline is March 3rd. Reference was made to a proposal made jointly by ENLT and Counselling to orient ESL students to the North American post-secondary system.
- h) Credits for AP and IB courses
The Registrars office has been notified that Philosophy will grant 6 credits as all other post-secondary institutions seem to be granting that amount. Chinese and Japanese now have standards for testing and are measured the same way literature courses are.

4. NEW BUSINESS

- a) Changes to prerequisites for ENLG 0099, 1100, 1110
As agreed with Judith, for the purpose of the department's internal housekeeping, Bruce distributed a page containing revised LPI scores (attached). The revised scores align the high school requirements with those from LPI's grading index (attached). These changes will be implemented for Fall 2000 and are endorsed by Skip Triplett and Judith McGillivray.

David proposed and Ann seconded that the changes be accepted.

Creative Writing will align their prerequisites to the above and bring their changes to the next meeting. Carried

Action: Tom

It was further agreed that PLA for all English courses be through Challenge Exam. The Dean's Assistant will ensure revised pages for these are put through.

Action: Celia

- b) Transfer issues
Kwantlen is the only institution that created a policy to govern transfer credits. Copies of the policy and form were distributed. Additional work is required for Kwantlen as a receiving institution in the transfer guide. It was suggested that Kwantlen create a descriptive page discussing Kwantlen as a receiving institution, indicate the limited number of courses for transfer credits and, at the same time, inform reader that Kwantlen is open to analysis of other courses.

Departments are requested to discuss informally the needs and weaknesses of ESL students and bring their comments for discussion as the next meeting.

Action: All

- c) Counseling representative
Counseling informed the committee via email that education advisors will attend Humanities' Curriculum meetings in future in place of Counselors.

5. ADJOURNMENT

The next meeting will be held on Friday March 17, 2000 at the Richmond campus.

LANGUAGE PROFICIENCY INDEX: A MARKER'S GUIDE TO GRADING

(See Reverse Side For Some ESL Exemplars)

Level 6: Above Average Writing

The essay is immediately recognizable as being superior in both thought and expression, possessing the qualities of imagination, and personal style, and not requiring any significant revision. (Score range: 18 to 20)

Level 5: Competent Writing

Writing at this level may lack flair and sophistication, but it is clear, controlled, and competent. It has few errors in sentence structure, grammar, or English idiom (none very serious); has varied and correctly employed vocabulary; and has adequately developed and well-organized content. (Score range: 15 to 17)

Level 4: Writing That Requires Some Revision

The writing is marred by one or another of a fairly wide range of deficiencies: it may contain unvaried, loose, or faulty sentence structure; its word choice may be inaccurate, inappropriate, or unidiomatic; it may be thinly developed, repetitive, or weak in its overall structure. (Score Range: 12 or 13)

Also to be placed at this level are essays that, even though they contain some second language errors, strongly indicate that the writer has sufficient English language skills to deal successfully with college level credit courses. (Score Range: 12, or possibly 13)

Level 3: Writing That Requires Considerable Revision

Students for whom English is their first language, and who are writing at Level 3, are obviously unaccustomed to attempting written expression, and need training and practice in sentence structure, vocabulary, paragraphing, and essay organization. (Score Range: 9 or 11)

Also to be placed at Level 3 are essays that are marred by a high density of errors in such matters as the use of articles, the plurals of nouns, verb forms, subject-verb agreement, and English idiom. Score Range: 10)

Level 2: Writing That Has Numerous and Serious Second Language Errors

Essays are placed at Level 2 if they contain numerous non-English clusters of words which indicate that the writer still has considerable need for further instruction and practice in basic elements of the English language. (Score Range 8 combined with 7)

Level 1: Writing That Does Not Communicate A Clear Idea

Essays are placed at Level 1 if the writer does not have the English Language skills to write a series of statements that can be understood by the reader. (Score Range: 5)

The mark of 0 is to be used when no essay has been attempted, when too little has been written to allow for a fair evaluation or the essay does not directly address any of the given topics.

FYI: HUMANITIES CURRICULUM COMMITTEE: 18 FEBRUARY 2000

English 0099 prerequisites should read as follows:

An English 12 grade of C or higher
or a Com 12 grade of C or higher
or KUC English Placement Test placement
or an EASL 0097/0098 or EASL 0075 grade of B- or higher
or an ACPE 0080 grade of B or higher
or an ACPE 0090 grade of C- or higher
or an LPI Essay score of 22 or higher

English 1100 and 1110 prerequisites should read as follows:

An English 12 grade of B or higher
or an English 0099 grade of C or higher
or an ACPE 0090 grade of C or higher
or KUC English Placement Test placement
or an LPI Essay score of 26 or higher

P. J. Am.
Approved by Curric. Ctee.
Feb 18/00.

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

1. **Approval of Agenda**
The agenda was approved.
2. **Adoption of Minutes**
Minutes from the January 25th, 2000 meeting were approved.
3. **Review of Action Items**
 - 3.6. *PLA Information Package*
It was encouraged to let the students know during the interview/coaching sessions when faculty are available to do PLA (prior to the end of June).
ACTION: COORDS. TO CHOOSE A DATE, NOT NECESSARILY THE SAME, AND ADVISE BARBARA BEFORE THE END OF SEMESTER.
 - 3.7 *Acceptance Letters*
Telereg. meeting has been postponed until further notice.
 - 5.1. *Liberal Education memo*
Memos from Mary Boni and Barbara have been sent to Roger Elmes. S. Lee is our division's representative and Lori Yonin will be the substitute.
 8. *DPAC memo re. IDSN degree*
DPAC has approved the memo "in principle."
ACTION: MEMO GOING TO ED. COUNCIL'S MAR. 6TH MEETING, LUCIE WILL UPDATE.
4. **Teaching Modes**
Marge approached KCFA who then directed her to LMRC (Labour Management Relations Committee).
ACTION: BARBARA TO CONTACT HUMAN RESOURCES TO CONFIRM PROCESS.
5. **Interior Design memo to Ed Council – dated Jan. 27th**
Revised memo went to DPAC → approved → sent to Ed Council. Members are encouraged to discuss issues before placing it on the agenda or inform parties in advance to allow for preparation time.

6. **Course Outlines**

6.1. *IDDS 1110 and 1210*

Due to INDE degree development, these course outlines were postponed until further notice.

ACTION: MARGE, BERNIE AND TIA TO MEET FOR REVIEW OF COURSE OUTLINES.

6.2. *IDDS 1150*

Please refer to 6.1.

6.3. *IDDS 1250*

Please refer to 6.1.

ACTION: BARBARA TO DISCUSS WITH PAT RE. INDE DEGREE TIMELINE.

6.4. *PRLN 2336*

Susan requests change in course number: from 2336 to **1236**. Course outline needs to be translated on an updated Course Outline template, this outline is pending.

7. **Other**

Info. Session – Wed. Feb. 23rd

This was rescheduled for Mar. 20th @ 4 pm in R 2550B.

8. **Adjournment**

Meeting adjourned at 5:35 pm

Next Curriculum Meeting scheduled Mar. 21st – 4:00 pm in Room 1530

Present:

Dana Cserepes (Chair)
Dave Davidson
John Slattery
Sue Doucette (Recorder)

Jean Church
Colin Haigh
Judith McGillivray
Barbara Duggan

Dana Goedbloed
Frank Ludtke
Jim Gunson
Paul Richard

Verian Farnsworth
Linda Rogers

Regrets:

Susan Morris
Casey McConill

Barb Melnyk
Mark Stephens

Guests:

Karen Metzger

1. **Call to Order**

The meeting was called to order at 4:15 p.m.

2. **Confirmation of Agenda**

Moved by Dana Goedbloed,
that the Agenda be confirmed.

CARRIED

3. **Approval of Minutes of January 12, 2000**

Moved by Paul Richard
that the minutes of January 12, 2000 be approved.

CARRIED

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

Moved by Barbara Duggan, seconded by Verian Fransworth
that the draft Full Program Proposal be approved with revisions, before proceeding to Education Council.

CARRIED

5. **Revision to the General/Liberal Education Component of the Bachelor of Applied Design in Interior Design Degree**

Moved by Paul Richard, seconded by Judith McGillivray
that we approve in principle the Motion presented by the Interior Design Department in their memo of February 8, 2000.

Before approval by DPAC, clarification is needed on the General/Lib Education component of degrees before proceeding further with this revision. Discussions are needed at various levels on the issue of grandfathering existing students who will be affected by these revisions and on the use of credits accrued for an earlier degree being used for a second degree.. The Revision will have to be approved by the Ministry at a provincial committee.

6. Ministry Letter re Draft Guidelines

The letter was distributed to the committee for information – no discussion resulted.

7. Ministry Letter Approving our LOI for Real Estate Development and Feasibility Studies Diploma Program

The letter was distributed for information purposes – no discussion.

The meeting adjourned at 6:30 p.m.

Next Meeting: Wednesday, March 8, 2000
4:15 p.m.
Room G3045 Surrey Campus
(3 weeks prior to Education Council meeting)



INNOVATION ABSTRACTS

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

THE TRUTH ABOUT TEACHING

Don't let anyone ever kid you: teaching is not hard work. It is exhausting, excruciating work. I had the honor of being an adjunct faculty member for Tunxis Community College during fall '99 semester, teaching the first section of freshman composition. Even though I have spent a fair amount of time in the classroom over the last 20 years, it has not been as a composition instructor. That was where I started in 1970, but the circuitous career path I have taken over the years has led me in other directions. Being in a composition classroom again, however, reminded me of all the emotions I used to experience every semester—a roller coaster of highs and lows, a swing between confidence and self-consciousness, a single breath between knowing and the panic of not-being-quite-sure-but-hoping-no-one-catches-my-error...if-there-was-one.

I had 15 students in this class—small by most standards and certainly a manageable size during paper-grading time. An evening class meeting once a week was a familiar pattern, and nothing seemed unusual until I actually got in the room and realized that I had three hours to make the class meaningful and enriching, rather than boring and potentially deadly. Yikes! What was I thinking? Why did I agree to do this? I felt just like I did that first semester out of graduate school when I walked into a class full of eager students, some of whom were older than I was. (OK, so age is not an issue any more....) Here are some of the thoughts I have about teaching after this experience:

- You can fool some of the students some of the time, but not for long. They know when you are not prepared, intellectually engaged, or paying much attention. They may be polite and not say anything, but they know.
- Most students do not expect you to be the expert all the time on every topic. They seem to enjoy teaching you something they know that you do not and really do appreciate you more if you are open to mutual exploration.

- You get better answers to questions if you ask only questions to which you do not already have a clear answer formulated.
- It is OK to stray from a lesson plan if something more important starts happening in the class. It is NOT OK, however, not to have a plan.
- There are few things more painful than a class that bombs.
- There are few things more exhilarating than a class that clicks.

I am certain that I was not discovering anything new about teaching and learning during this semester. Furthermore, the circumstances in which I operated this semester were not exactly typical. My students were all males between the ages of 18 and 21. They wore uniforms; I wore a body alarm. They were not allowed to go to the bathroom alone; I was told to make sure I had access to the door at all times.

Our classroom was small and not elaborately equipped. We had no computers, no overhead projectors, only one white board, and a VCR that sometimes worked. Students were allowed to have limited amounts of paper and a clear, plastic pen. They were allowed to go to the meager library only once every six days, but could have magazines with them from time to time. They had access to television, but not to cable. No, this was not a local high school, but rather the Manson Youth Correctional Facility in Cheshire. All of the students had been sentenced there. One had been there since he was 14 and will remain until he is 21. I have no idea what he did to earn that sentence. Another student was transferred out and had no choice about finishing the class; he simply disappeared somewhere into the prison system.

In spite of the circumstances, most of these students seemed to be fairly typical of that age group. They were bright, and most of them actually wrote rather well in spite of limited mental stimulation. They were eager students, for the most part, and appreciated anyone who took the time to pay some positive attention to them. One student told me that his mother wanted to be a lawyer and was a student at Manchester Community



College. She had a 4.0 average, and he was determined to match her, A for A.

One thing that surprised me was that these young men all understood why they were there. Not one student played the victim or blamed anyone else for his plight. They had strong opinions but were open to other points of view and to grappling with the subjects at hand. In other words, they were doing better with this education thing than was their teacher.

As always, however, I had high hopes that because of something they heard or read in this class, or perhaps because of (rather than in spite of) my efforts at helping them be better communicators, they would never again be incarcerated. The danger, of course, is that once they are out and return to the environments which contributed to their arriving at Manson in the first place, they will fall back into old patterns of thinking and behaving. There is a good chance that some of them will return to prison as adults. At least that is what the statistics tell us. It is small comfort to know that any who return will be able to write complete sentences and well-constructed paragraphs. So, I tried also to teach life skills which included communication, good decision making, rational thinking, and considering consequences when making choices.

Teaching was simpler when I thought I was responsible only for subject matter, when my primary objectives were helping my students be better writers and making sure they could write about specific pieces of literature. Now I believe there are other issues with which we must concern ourselves, making that job of teaching more complex and much more personal. I want my students to be able to communicate not only about specific literature, but also about issues that concern them directly, by analyzing what they read, what they hear, and what they say.

Ultimately, the ability to think critically, solve problems, and communicate with others will make it possible for students to achieve their goals. Thus, it is our role to remember that we are at our best as teachers when we are more concerned about what students learn than we are about what topics we teach. My incarcerated students may be in a physical prison, but that does not mean that they have to be in a mental prison as well. Helping them be better writers may open some windows, but helping them think for themselves may take down barriers and permanently open doors.

No wonder teachers work so hard—there is a lot at stake!

Cathryn L. Addy, President

For further information, contact the author at Tunxis

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Farmington, CT 06032.
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Suanne D. Roueche, Editor

March 3, 2000, Vol. XXII, No. 7

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Innovation Abstracts (ISSN 0199-106X) is published weekly following the fall and spring terms of the academic calendar, except Thanksgiving week, by the National Institute for Staff and Organizational Development (NISOD), Department of Educational Administration, College of Education, SZB 348, Austin, Texas 78712-1293, (512) 471-7545. Periodicals Postage Paid at Austin, Texas. POSTMASTER: Send address changes to *Innovation Abstracts*, The University of Texas at Austin, SZB 348, Austin, TX 78712-1293. Email: sroueche@mail.utexas.edu



INNOVATION ABSTRACTS

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

THE BROWN PAPER PASTE-UP ANALYSIS: AN INSTITUTIONAL EFFECTIVENESS MODEL

Public sector enterprises are being pressed for accountability data. Both governmental entities and publicly funded educational facilities are experiencing the accountability demands from the more vocal voter—who is both a contributor to and consumer of facility services.

The Brown Paper Paste-Up Analysis (BPP-UA) is an innovative institutional effectiveness model developed through a private-sector/public-sector partnership. The innovation was formulated by a team of volunteer business leaders in a metropolitan municipality, in cooperation with municipal employees. The problem to be solved was how to identify and mitigate the problem of expensive, inefficient, duplicative, and time-intensive transaction processing in a municipal financial services department.

The procedure involved wrapping inside corridor wall space of one entire floor of a city department with brown craft paper. The long-term goal was to automate and integrate the financial functions of all departments. The short-term goal was to begin to understand each department's financial functioning, one procedure at a time. There were no extant procedure manuals, only the informal network of employees who could be counted upon to "walk through" important transactions, which required timely processing.

The outside business volunteers queried the workers in each area of the department, trying to ascertain the area function, processing procedures, and the flow of documents. The oral procedures reported by the department workers were often contradictory or inconsistent. The volunteers began to "paste up" each document on the paper-covered corridor, visually representing the handling it received (shown by a handwritten notation explaining the processing, or with a stamp, cover documents, or other indicators of the processing actions).

The process was tedious and often required a restart until both the workers and the volunteers learned to work with the brown paper process. Once one procedure was "pasted up," the department workers were summoned to examine the depiction to verify that the procedures were valid. Then, the discussions began. Why does this document go here? Twice! What happens here? Where does it go next? Could this be done in a more effective way? The employees who performed the procedure were the initial effectiveness analysts. This procedure ceded to them the power to participate not only in the analyses of the problems, but in the development of solutions to problem areas.

The placement of all of the documents and all of the steps involved in transaction processing clearly illustrated bottlenecks, redundancies, and unnecessary steps. Placing the brown paper on the public corridors encouraged workers to participate because they and the public were observing the procedure and were curious about its meaning and vocal about its progress.

Once all procedures were pasted up and had been commented upon, and problem areas had been tentatively remediated by the area workers, the contents of the walls were flow-charted, with each component part labeled. The flow charts allowed the information to be portable and to be shared more easily. The process allowed the tracking of documents through departments. Similar pasting and analyzing occurred in each department until all had been brown papered.

The department management then analyzed inter- and intra-departmental flow. Common documents between and among departments were identified, and members of all involved departments discussed the processes. The presence of the business volunteers assured that the territorial issues were minimized and that the discussion focused on how to maximize processing.

Further, citywide meetings were convened, where recommendations for processing were discussed. Documents listing the recommendations were prepared, and the problem-solving analysis entered an even more critical phase.

In the municipal government environment, the BPP-



UA model led to citywide changes in the processing infrastructure. That clarified, simplified, efficient flow could then be integrated and automated. With integration and automation came procedure formalization and standardization, work area reengineering, and work task redefinition. The departments became more efficiency-minded. They now had performance data which could be used for benchmarking.

This model serves as a nonthreatening, yet thorough and accurate, instrument of analysis. The objective of the BPP-UA tool is to gather information on specific areas that interrelate directly with other areas. It affords the employee and the administrator a quantitative and qualitative perspective of the status quo, as well as a dynamic format allowing for innovation and change.

Its effectiveness depends largely on employee participation. Care must be taken to keep this tool effective by avoiding overuse. Its success relies on the quality participation of an energized employee, a member of a problem-solving team. Similarly, the process must not be protracted. In the municipal government application, the analysis was in clear sight of citizens who used the corridor for passage to other areas of the building complex, the mayor and the press, workers and administrators from other city divisions and departments, as well as the workers from the area under study. A large part of its effectiveness was the freshness and energy it generated with its "treasure hunt" nature and relatively short duration. (The actual brown paper exercise was transferred to smaller, more readable media; it was destroyed once its purpose had been achieved and its results had been characterized elsewhere.) The results of the analysis must be formalized (suggestions for change, improvements in processing flow, increased understanding and interworking among employees, for example) and shared with the group to allow all participants to benefit from understanding and owning the process, to assure everyone that the process is not a onetime occurrence and to emphasize that its results are pertinent.

The process itself is quite resource-independent. No particular supplies are needed, other than the brown paper, expansive walls, and capable facilitators who are able to assist the employees in depicting the workflows in a detailed, readable, and accurate manner.

The BPP-UA tool can be used in many environments. An important potential area for examination would be the registration process at a community college. It might be accomplished by papering an institutional access area, which could be rendered both impervious to graffiti and vandalism, and readily available to students, faculty, administration, staff, and taxpayers. Participants—students (student government representatives),

faculty (department advisors), administration (student services, counseling staff), and "gateway" or processing staff—would be responsible for their own inputs/outputs. Other areas of analysis could lead to decisions impacting the improved self-management versus outsourcing of various community college functions, student financial aid processing, purchasing procedures, and so on.

The Brown Paper process is a dramatic tool that allows for the palpable depiction of a usually non-characterizable process. It affords an opportunity to focus visually on the whole or a portion of a process. It is an easy-to-understand, nonthreatening, and friendly medium which can be utilized in extremely diverse work settings. It is both motivational and enjoyable for the participants, and effective and decisive in determining the "next steps" to be taken—a win-win strategy.

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March 10, 2000, Vol. XXII, No. 8

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Innovation Abstracts (ISSN 0199-106X) is published weekly following the fall and spring terms of the academic calendar, except Thanksgiving week, by the National Institute for Staff and Organizational Development (NISOD), Department of Educational Administration, College of Education, SZB 348, Austin, Texas 78712-1293, (512) 471-7545. Periodicals Postage Paid at Austin, Texas. POSTMASTER: Send address changes to *Innovation Abstracts*, The University of Texas at Austin, SZB 348, Austin, TX 78712-1293. Email: sroueche@mail.utexas.edu