



**AGENDA**

Robin Russell  
Surrey Campus

1. Confirmation of Agenda
2. Approval of Minutes (May 6, 2002)
3. Committee Reports
  - 3.1. Degree Proposal Assessment Committee (Dana Goedbloed, Chair)
  - 3.2. Curriculum Approval
  - 3.3. Liberal Education Curriculum Committee (Roger Elmes, Chair)
  - 3.4. International Education Committee (Derek Francis, Chair)
  - 3.5. Language Competency Liaison Committee (Rhondda Porter, Chair)
  - 3.6. Intake Testing and Assessment Committee (Robin Russell, Chair)
  - 3.7. Program Evaluation Committee (Robin Russell, A/Chair)
  - 3.8. Policy Review Committee (att'd.) (Charon Graham, Chair)
4. Program Proposal: Graphic Design for Marketing (GDMA)
5. Review of the Advice to the Board (distributed via e-mail)
6. Appeals Policy Report from the Appeals Policy Review Committee (att'd.)
7. Review of the Education Council Self-Evaluation Document and Report of the External Validation Team (previously distributed.)
8. Installation of incoming Council
9. Election of executive officers for 2002/2003
10. Next Meeting: To be confirmed
11. Adjournment

*Panteli - put out a memo re population of CITZ - Derek h. will serve as aw. & the deans. from meeting possible*

*Move to semi #2  
Move to PM  
semi*

Attached for Distribution

- Liberal Education Committee Minutes, March 2002
- Language Competency Liaison Committee Minutes, March 2002
- School of Business Divisional Curriculum Committee, Minutes of Meeting May 13, 2002
- Innovation Abstracts: Vol. XXIV – No's 12, 13, & 14

NOTE: Lunch will be served at 12:00. The afternoon session will deal with a review of the past two years and a projection of the work for the incoming Council.



**Kwantlen**  
UNIVERSITY COLLEGE

**MEETING DATE:** *June 3, 2002*  
**AGENDA #:** *2*  
**PREPARED BY:** *Karen Metzger*

## **EDUCATION COUNCIL**

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**ISSUE:** **Approval of Minutes**

**ACTION:** **That Council approve the Minutes of May 6th, 2002**



## MINUTES

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|                 |  |   |
|-----------------|--|---|
| <b>Present:</b> | Larry Anderson<br>Darren Gallagher<br>Steven Lee<br>Jack Finnbogason<br>Derek Francis<br>Dana Goedbloed<br>Charon Graham | Karin Green<br>Judith McGillivray<br>Karen Metzger (Recorder)<br>Graham Rankin<br>Robin Russell (Chair)<br>Newton Wainman |
| <b>Absent:</b>  | Gary Arneja<br>Roni Clubb<br>Marge Damon<br>Gary Jones   | Susan Morris<br>Maxine Mott<br>Brook Walker   |
| <b>Guests:</b>  | Colleen Chapman<br>Barbara Duggan<br>Nancy Graham  | Derek Nanson<br>Tom Radesh  |

**1. Confirmation of Agenda**

Item 9 was tabled to a future meeting, and item 10 to be dealt with before item 5.  
Agreement by consensus.

**2. Approval of Minutes (April 8 & 11, 2002)**

Minutes accepted as written by consensus

**3. Chair's Report**

Robin Russell thanked Newton Wainman and Susan Morris for their admirable job in representing Council's advice on program cuts and reductions to the Board. She has had much feedback that people were appreciative of their effort, and has also had comments on the process itself. She proposed that Council accept to have a transition meeting in June.

Skip Triplett commented that the Senior Leadership Team has not been able to bring the budget until the June meeting, and that May/June is a good month for transition. The new group might want to review the by-laws with respect to council transition.

Moved by Newton Wainman, seconded by Larry Anderson, THAT Council hold a retreat with incoming members on June 3, 2002, for the purpose of electing table officers, finishing old business, and reviewing the past year.

**MOTION CARRIED.**

**4. Committee Reports**

**4.1. Degree Proposal Assessment Committee**

(Dana Goedbloed, Chair)

DPAC moved at the April meeting to have proponents remain in the meeting during discussion/voting time. Feedback has shown that the past practice of asking guests to leave the room for that process was not well accepted. Agendas will be distributed without specific timelines, and all proponents can attend the whole meeting.

DPAC recommends acceptance of the program concept for the Home Support/Resident Care Attendant program.

# EDUCATION COUNCIL MINUTES

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## 4.2. Curriculum Approval

Moved by Steven Lee, seconded by Darren Gallagher, that Council approve the following new courses:

|           |                                    |
|-----------|------------------------------------|
| NRSG 2110 | Episodic Health Challenges         |
| NRSG 2140 | Nursing Practice 3add NRSG 2241    |
| GBRC 2010 | Professional Practice              |
| GBRC 2020 | The Therapeutic Process            |
| GBRC 2030 | Valuing Ethnicity and Diversity    |
| GBRC 2050 | Practicum II                       |
| GBRC 2070 | Identity and Professionalism       |
| GBRC 3050 | Practicum III                      |
| GRVD 1135 | Fundamentals of Typographic Design |
| GRVD 1120 | Visual Synthesis I                 |
| GRVD 1150 | Production Art I                   |
| MWIN 1101 | Millwright Trade Safety            |
| MWIN 1105 | Print Reading and Sketching        |
| MWIN 1115 | Layout and Machine Foundations     |
| MWIN 1130 | Welding Basics for Millwrights     |
| MWIN 1120 | Hand Tools and Bench Work          |
| MWIN 1110 | Measuring                          |
| MWIN 1205 | Lubrication                        |
| MWIN 1210 | Power Hand Tools                   |
| MWIN 1215 | Rigging                            |
| MWIN 1220 | Machine Tool Basics                |
| MWIN 1225 | Machine Tools                      |
| MWIN 1230 | Fasteners and Fittings             |
| MWIN 1235 | Hydraulics                         |
| MWIN 1240 | Pneumatics                         |
| MWIN 1250 | Metallurgy                         |
| MWIN 1255 | Machine Components                 |
| MWIN 1260 | Bearings and Seals                 |
| MWIN 1265 | Power Transmission                 |

### MOTION CARRIED.

Judith commented that the Millwright faculty have done an excellent job of taking the program and fitting it into the current model; they have only 7.5 credits left over for the new template for trades model. Jody Gordon helped recalculate the credits. They are now set up to allow laddering into diploma and degree programs.

### 1.1. Grant Applications Panel

Moved by Jack Finnbogason, seconded by Larry Anderson, THAT Council accept the report as distributed.

**CARRIED.**

Jack will meet with all applicants to explain rationale for final decision. He pointed out that there is some difficulty with funding new course development for degree programs. In the past, faculty have used PD/accountable time for course development. This is an important issue.

**ACTION: Dana Goedbloed**

To bring this issue to DPAC for discussion.

### 1.2. Liberal Education Curriculum Committee

No report.

### 1.3. International Education Committee

No report.

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**1.4. Language Competency Liaison Committee**

No report.

**1.5. Intake Testing and Assessment Committee**

No report.

**1.6. Program Evaluation Committee**

No report.

**1.7. Policy Review Committee**

The following policies have been reviewed and have had their templates changed to reflect current practice:

B.4 Final Examinations and Grade Reporting for Semester-Based Courses

B.7 Attendance and Performance in Semester and Other Term Based Courses

B.8 Credit for Advanced Placement Program Courses

B.9 Credit for International Baccalaureate Program Courses

B.14 Credit for Prior Learning

B.15 Transfer of Articulated Courses from other Post-Secondary Institutions to Kwantlen University College

B.15a Transfer Credit Approval Process (Attachment to Policy B.15)

B.16 Principles of External Alliances

The following policies are still in committee or being rewritten, and are to be reviewed at the next meeting:

B.11 Program and Curriculum Development and Change

Out of date: Rewrite

B.12 Program Review

Out of date: Rewrite  
2002/2003

B.13 Curriculum Approval

Out of date: Rewrite

C.7 Kwantlen University College Scholarships

In committee

C.8 Plagiarism and Cheating

In committee

C.18 Admission to the College

In committee

C.20 Student Evaluation and Grading

In committee

C.23 Minimum Academic Standards for Programs in which Letter Grades are Assigned

In committee

C.29 Application Timelines for College Programs

In committee

C.31 Academic Renewal

In committee

C.34 Compassionate Withdrawal

In committee

C.42 Requirements for Graduation

In committee

Moved by Charon Graham, seconded by Dana Goedbloed, THAT Council approve policies as amended.

**CARRIED.**

**1.1. Appeals Policy Review Committee**

(Robyn Rushford, Chair)

Moved by Derek Francis, seconded by Judith McGillivray, THAT Council accept the revised policy *C.5 Appeals of Academic or Admissions Decisions* to be renamed *C.5 Appeals of Academic Decisions*, with the following changes:

- p. 1, under Procedural Guidelines: rename item A. to First Stage Non-Grade Appeal
- p. 2, item 5, insert as follows: ...ten working days of the Registrar's request or the appeal ...
- p. 3, h: add "of the process" at the end of the last sentence

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- p. 3, item 2, first bullet: replace Student Services with Learner Support
- review entire document for consistent usage of hyphenation and possessive pronouns

Changes were noted, and item was deferred to the June meeting.

2. **Review of the Advice to the Board (distributed via e-mail)**  
Deferred to the June meeting.
3. **Review of the process for Course Outline revisions (as distributed)**  
The Curriculum Approval Sub-Committee presented a revised draft Course Outline Summary Form along with a recommendation to change the course outline approval process as follows: Course outline revisions that are minor in nature will be approved directly by the divisional curriculum committees. Moved by Judith McGillivray, seconded by Jack Finnbogason, THAT Council delegate to the divisional curriculum committees the review and approval of Course Outline revisions that are minor in nature.  
**CARRIED.**
4. **Program Concept: Home Support/Resident Care Attendant**  
This program will replace the current Resident Care Attendant program. It will follow provincial curriculum guidelines for resident care attendant programs with additional material required for working in home support, and employment opportunities will be expanded. Graduates of this program will be readily employable in both facility and home support settings.  
The program length is increased by five weeks, with a related increase in fees.  
Moved by Dana Goedbloed, seconded by Graham Rankin, THAT Council approve the program concept for the Home Support/Resident Care Attendant program.  
**CARRIED.**
5. **Graphic and Visual Design Revised Program Proposal**  
Proposed revisions to this program are driven by student and industry demand. Changes include condensing drawing courses and embedding aspects of manual and digital illustration in new courses in design technology, and the addition of business and marketing courses in the third and fourth semesters.  
The proposed changes will smooth the path toward development of a proposed degree in Graphic Design for Marketing (BGMA).  
Moved by Steven Lee, seconded by Graham Rankin, THAT Council approve the revised Graphic and Visual Design Program proposal.  
**CARRIED.**
6. **Requirements for Graduation (previously distributed)**  
Tabled to next year.
7. **Appeals Policy Report from the Appeals Policy Review Committee (previously distributed)**
8. **Review of the Education Council Self-Evaluation Document (verbal) and Report of the External Validation Team (att'd.)**  
Deferred to the June meeting.
9. **Next Meeting: Council Retreat, June 3, 2002**  
*(Members are asked to confirm attendance with Karen Metzger)*
10. **Adjournment**  
Meeting was adjourned by the Chair at 6:20 pm.

## ***EDUCATION COUNCIL***

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**ISSUE:** Curriculum Approval

**ACTION:** THAT Council approve the following new course outlines

|            |                                       |
|------------|---------------------------------------|
| JRNL 42210 | Journalism – Special Topics           |
| JRNL 4295  | Journalism Honours Seminar            |
| GRVD 1101  | Drawing and Illustration              |
| GRVD 1151  | Sequential Imaging                    |
| GRVD 1230  | Fundamentals of Typographic Design II |
| GRVD 2301  | Illustration Mediums                  |
| NRSG 2241  | Nursing Practice 4                    |
| MUSI 1165  | Major Instrument – Secondary Level    |
| MUSI 1265  | Major Instrument – Secondary Level    |
| MUSI 2365  | Major Instrument – Secondary Level    |
| MUSI 2465  | Major Instrument – Secondary Level    |

*ABT9 1140*

Date: June 3, 2002

To: Education Council

From: Program Development Group,  
GDMA - Graphic Design for Marketing

Re: Graphic Design for Marketing (GDMA) Degree Proposal

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Last week the following was sent out to Ed. Co. members in support of the GDMA FPP:

- GDMA Full Program Proposal (without appendices). A full appendices package (approximately 90 pages in length) is available via Karen Metzger / Marge Damon
- Appendix E.1 - Learning Areas
- Appendix E.2 - Description of Learning Areas
- Appendix E.3 - Program Model
- Appendix E.4 - Course Descriptions
- Appendix B.2 - Purview letter from Allyson Vanstone, Dean, School of Design, Emily Carr Institute of Art and Design, dated May 29, 2002.
- Appendix H.2 - Letter of support from GDMA Validation Team, dated May 28, 2002

### **History:**

Kwantlen University College currently offers a two-year Graphic and Visual Design (GRVD) diploma. From 1996 to 1999, several Letters of Intent were submitted for a proposed graphic design degree at Kwantlen, under the umbrella degree of Bachelor of Applied Design. The titles and focus of the proposals were not supported by ECIAD.

In 1999, a Letter of Intent for a Bachelor of Applied Design in Interdisciplinary Design was approved by IDPRC, the Internal Degree Program Review Committee of the Ministry of Advanced Education, Training and Technology. However, the Ministry requested "that KUC reconsider the naming of this degree, as the name Major in Interdisciplinary Design is relatively generic and does not clearly indicate to potential students and employers what employment destinations the student will be qualified to pursue" (as per Appendix B.1). However, the faculty, at that time, decided to continue to develop a proposal for an Interdisciplinary Design degree (INDE) and submitted a draft INDE Full Program Proposal to DPAC. DPAC recommended that the proposal be reworked in order to fully clarify the employment destinations for graduates.

In Spring 2001, a program development group was formed to put together a new proposal. The Graphic Design for Marketing (GDMA) proposal is not a reconstituted INDE proposal, but rather it is a new proposal that reflects current graphic design industry research and analysis. However, graphic design is an interdisciplinary activity, therefore, the GDMA proposal remains consistent with the Letter of Intent for a Bachelor of Applied Design in Interdisciplinary Design while also responding to the Ministry's request for a change of name for the degree, as well as a tighter focus in the employment and/or education destinations for graduates of the program.

*M. Damon*  
*for PDG (GDMA)*





**Kwantlen**  
UNIVERSITY COLLEGE

**MEETING DATE:** *June 3, 2002*  
**AGENDA #:** *3.6*  
**PREPARED BY:** *Karen Metzger*

## ***EDUCATION COUNCIL***

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**ISSUE:** **Intake Testing and Assessment Committee**

**Minutes attached for your information**

## **Intake Testing and Assessment Meeting**

**May 13, 2002**

**10:00-12:00**

### **Present:**

Robin Russell  
Panteli Tritchew  
Wendy Belter

### **Guests**

Karen Buxton  
Brian Carr  
John Inglis  
Graham Rankin

### **Minutes**

- 1. Agenda approved**
- 2. Minutes of the April 2, 2002 approved**

#### **3. Chair's report**

The chair reported that she had spent some time working with Karen Buxton to establish clear prior and concurrent categories for capturing information related to the exclusion of potential math/science students due to the implementation of English language requirements.

#### **4. Business arising: ACPE report**

The response from ACPE to questions arising from the Gunson report was deferred since no response has been received.

#### **5. New Business: Impact of the new English language requirements on math/science using all qualifying categories except English 12.**

Karen Buxton walked the group through the latest impact study. Roughly speaking, the impact on students enrolled in math/science areas stands at about half of the figures presented in the March 25 impact study. Taking Math 1112 as an example: 368 of the original 731 students without English 12 C over five semesters would have qualified for Math 1112 using alternates to Grade 12 English such as LPI, EPT etc. Thus the original estimated impact of 33% was reduced to 16.5% or 363 students or about 76 students per term. Karen was asked to further narrow this work by taking an extraction from the Fall 2001 data that gave a grade breakdown for the potentially excluded group.\*

Brian Carr expressed concern that the new English requirements passed by the Board of Governors was based on work done by the Intake Testing and Assessment Committee that did not take success and retention factors in mathematics and science sufficiently into account. John Inglis noted that in his experience at Columbia College ESL students with fairly low levels of English successfully participated in mathematics courses. He stated that at Columbia, only students with very low English skills were kept in full time ESL courses.\*\*

Members of Intake stated that the new language requirements have been established because of evidence that students are not achieving program or transfer success and that language competency plays a significant role in this. College regulations already state that students are required to be able to undertake studies in English. Even if a student is able to succeed in a course that is not English dependent, he or she must still be gaining skills in English in order to enjoy overall success. It was noted that Judith McGillivray, Vice-President of Learning, has committed to retaining math/science sections as the new language requirement takes effect. In this way, we will be able to implement change and track the results without impacting the educational plans of the affected areas.

The group as a whole agreed that there should be discussion with the Registrar's office regarding registration dates for EASL courses as these might need to be earlier in order to allow students to demonstrate concurrent registration. There was also general agreement that the data from the math/science impact studies should be used to help plan for the additional ESL spaces that will be needed.

## **6. Adjournment**

The meeting was adjourned at 11:50.

\*On May 14, Karen Buxton forwarded an extraction from the Fall 2001 data as requested. Projecting the planned changes to the English language requirements, we see that, while the overall impact on Math 1112 success and retention would have been very small, about -.6%, the impact on students in the A and B or good student category would have been greater as the potentially excluded group accounted for about 12% of the A and B students.

\*\*Since our meeting, I have talked to a former ESL teacher at Columbia College. She indicated that in fact Kwantlen's new English language competency requirement will very closely resemble Columbia's. Students at Columbia must currently be at the high intermediate (our EASL 075) level before they can take university study courses including math and science.



**Kwantlen**  
UNIVERSITY COLLEGE

**MEETING DATE:** June 3, 2002

**AGENDA #:** 3.8

**PREPARED BY:** Karen Metzger

## **EDUCATION COUNCIL**

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**ISSUE:** Policy Review Committee Update

**ACTION:** THAT Council approve accept the recommended changes to the following policies:

**C.1 Assessment of Student Eligibility**

**C.7 Kwantlen University College Scholarships**

**C.8 Plagiarism and Cheating**

**C.20 Student Evaluation and Grading**

**C.23 Minimum Academic Standards for Program in which  
Letter Grades are Assigned**

**Policy Review Committee Update: May 6, 2002**

**Policies Identified for Review and Status of Review**

| <b>Policy</b>  | <b>Comment</b>  |
|--|---|
| B.4 Final Examinations and Grade Reporting for Semester-Based Courses                                      | Approved Council May 6, 2002  |
| B.7 Attendance and Performance in Semester and Other Term Based Courses                                    | Approved Council May 6, 2002  |
| B.8 Credit for Advanced Placement Program Courses  | Approved Council May 6, 2002  |
| B.9 Credit for International Baccalaureate Program Courses   | Approved Council May 6, 2002  |
| B.11 Program and Curriculum Development and Change   | Out of date: Rewrite  |
| B.12 Program Review  | Out of date: Rewrite 2002/2003  |
| B.13 Curriculum Approval   | Out of date: Rewrite  |
| B.14 Credit for Prior Learning   | Reviewed 11/2000: Current   |
| B.15 Transfer of Articulated Courses from other Post-Secondary Institutions to Kwantlen University College | Approved Council May 6, 2002  |
| B.15a Transfer Credit Approval Process (Attachment to Policy B.15)   | Approved Council May 6, 2002  |
| B.16 Principles of External Alliances  | Approved Council May 6, 2002  |
| C. 1 Assessment of Student Eligibility   | Revised Template to Council June 3, 2002                              |
| C.5 Appeals of Academic or Admissions Decisions  | Revised policy to Council June 3, 2002                                |
| C.7 Kwantlen University College Scholarships   | Bring to Foundation attention; For discussion at Council June 3, 2002 |
| C.8 Plagiarism and Cheating  | Revised policy to Council June 3, 2002                                |

|  |   |
|--|---|
| C.18 Admission to the College  | <b>Out of date: Rewrite</b>                                 |
| C.20 Student Evaluation and Grading  | <b>For discussion at Council June 3, 2002</b>               |
| C.23 Minimum Academic Standards for Programs in which Letter Grades are Assigned | <b>For discussion at Council June 3, 2002</b>               |
| C.29 Application Timelines for College Programs                                  | <b>Determined to be primarily administrative</b>            |
| C.31 Academic Renewal  | <b>Rewrite with Registrar; to Council September 9, 2002</b> |
| C.34 Compassionate Withdrawal  | <b>Rewrite with Registrar; to Council September 9, 2002</b> |
| C.42 Requirements for Graduation   | <b>Out of date: Rewrite</b>                                 |



**Kwantlen**  
UNIVERSITY COLLEGE

**Policy No.** C.1  
**Reviewed by:** Senior Leadership Team, Education Council  
**Responsibility:** Vice President Learner Support

## POLICY

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|                          |  |
|--------------------------|--|
| <b>TITLE:</b>            | <b>ASSESSMENT OF STUDENT ELIGIBILITY</b> |
| <b>APPROVED BY:</b>      | Senior Leadership Team                   |
| <b>EFFECTIVE:</b>        | 23 September 1998                        |
| <b>REVISED:</b>          |  |
| <b>RELATED POLICIES:</b> |  |

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Kwantlen University College welcomes all students, but reserves the right to place students in courses or programs, according to reasonable, fair and appropriate guidelines, or criteria linked to the initial performance expectations of the course or program. We recognize that learning may be acquired by both formal and informal means. Some students may need upgrading before or concurrent with their course or program in order to ensure success and progress.

Admission criteria to programs ~~will be to~~ ensure that student have a reasonable chance of success *in the courses comprising the credential*. Students meeting these threshold criteria will be admitted to the program based on their dates of application.

To this end, the University College has established program entry requirements, course prerequisites and corequisites and assessment practices to evaluate the knowledge, skills and preparedness of applicants to the University College, its programs and its courses. The University College recognizes that applicants have life and work experience and the University College will, upon request, assess, and, if appropriate, formally recognize such prior learning.

The following principles will apply to all assessments:

1. In order to ensure applicant assessment meets with commonly accepted standards and complies with relevant legislation, assessment tools used by the University College must be of demonstrable reliability, validity and relevance. This includes non-standardized assessment tools administered by departments, disciplines, schools or programs. The criteria for non-standardized assessments must be clearly stated and demonstrably linked to student success in the course or program to which the non-standardized assessments apply.
2. Where appropriate, assessment tools should be standardized across disciplines, programs and courses.
3. The University College will inform applicants of assessment results by a date specified in advance. Kwantlen University College will endeavour to provide advice and outline options for applicants who do not meet program entrance requirements.

The University College will endeavour to provide programs and courses that will assist applicants in meeting those entrance requirements.

#### PROCEDURES

1. Entrance requirements for specific programs will be included in the University College calendar, program information, brochures, etc. Prerequisites and corequisites for individual courses will be specified in the course outlines and in the course description included in the calendar.
2. Under the direction of the Dean, entrance requirements for programs and courses will be recommended, reviewed and, when necessary, revised by Divisional Curriculum Committees through the curriculum review process. The Division Curriculum Committees will recommend requirements to Education Council.
3. Program entrance requirements and the assessment tools used to ensure those requirements are met will be reviewed, and, if required, revised during the program review process in consultation with an individual with expertise in assessment from outside the division.

#### DEFINITIONS

**Entrance requirement (for a program):** the minimum skills, knowledge and preparedness necessary for success in a program of studies. These may be defined in terms of standardized test scores, prior course work, prior work experience, high school grades, a non-standardized assessment (e.g., interview, role-play, portfolio), etc.

**Assessment:** the process by which the University College determines student knowledge, skills and preparedness in relation to established and documented entrance requirements.

**Non-standardized Assessment:** informal assessments of knowledge, skills and preparedness administered on a non-uniform basis. These could include personal interviews, letters of interest, prior work experience, etc.

**Standardized Assessment:** assessments of knowledge, skills and preparedness administered in a uniform way to allow comparisons within a large group over a period of time.

**Corequisite:** a specific course, or courses, which must be taken at the same time as, or previous to, a registered course.

**Prerequisite (for a course):** a specific course, or courses, (or other requirements), that must be successfully completed with a minimum grade of C unless otherwise specified prior to registration.

**Relevance:** the degree to which the attributes and characteristics being assessed are linked in practice to student success in particular programs or courses.

**Reliability:** the degree to which an assessment instrument provides consistent measures over time.

**Validity:** the degree to which an assessment instrument/practice measures what it is purported to measure.





**Kwantlen**  
UNIVERSITY COLLEGE

**Policy No.** C.7  
**Reviewed by:** ~~Management Team~~ *Senior Leadership Team, Scholarship and Awards Committee*  
**Responsibility:** ~~Vice President Educational Services~~ *Learner Support*

**POLICY**

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|                          |  |
|--------------------------|--|
| <b>TITLE:</b>            | <b>Kwantlen University College Scholarships</b>          |
| <b>APPROVED BY:</b>      | <del>Management Team</del> <i>Senior Leadership Team</i> |
| <b>EFFECTIVE:</b>        | 23 November 1998   |
| <b>REVISED:</b>          | 18 June 1996   |
| <b>RELATED POLICIES:</b> |  |

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The Kwantlen University College Scholarships are designed to recognize scholastic achievement and to attract and retain outstanding students.

The Scholarships are awarded as follows:

|             |          |   |
|-------------|----------|---|
| Seven (7)   | \$ 1,250 | Full Time (4 courses or more) Applicants for Programs 1 year duration or less / 1 year awards (non-renewable) |
| Twelve (12) | \$ 1,250 | Full Time (4 courses or more) Applicants for Programs of 2 year duration / Year 1 (renewable)                 |
| Twelve (12) | \$ 1,250 | Full Time (4 courses or more) Applicants for Programs of 2 years duration / Year 2 (non-renewable)            |
| Ten (10)    | \$ 500   | Part Time Applicants; All Programs / 1 year awards (non-renewable)  |

The first year scholarship recipients will have the opportunity to receive a continuing scholarship (subject to qualification requirements).

Students will apply for the scholarships to Kwantlen University College, and selection of recipients will be made by the Scholarships and Awards Committee. The Scholarship and Awards Committee will work to ensure that there is a balanced representation of recipients from the four school districts in the Kwantlen region.



**Kwantlen**  
UNIVERSITY COLLEGE

**Policy No.** C.8  
**Reviewed by:** Education Council, ~~Legal~~, Senior Leadership Team  
**Responsibility:** Vice President Educational Services-~~Learner Support~~  
*Learner Support*

## POLICY

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|                          |   |
|--------------------------|---|
| <b>TITLE:</b>            | <b>Plagiarism and Cheating</b>  |
| <b>APPROVED BY:</b>      | <del>Management Team</del> <i>Senior Leadership Team</i>                            |
| <b>EFFECTIVE:</b>        | 29 June 1998  |
| <b>REVISED:</b>          | 18 January 2001   |
| <b>RELATED POLICIES:</b> | C. 5 Appeals of Academic or <del>Admissions</del> Decisions<br>C.21 Student Conduct |

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### Introduction

#### 1. DEFINITIONS

Cheating, which includes plagiarism, occurs where a student or group of students uses or attempts to use unauthorized aids, assistance, materials or methods. Cheating is a serious educational offense.

Plagiarism occurs where a student represents the work or ideas of another person as his or her own.

#### POLICY

Kwantlen University College condemns all forms of cheating.

If it is determined that a student has cheated, the University College will proceed with discipline in the following manner:

1. for most first offences, a grade of zero will be awarded for the affected assignment, test, paper, analysis, etc.;
2. for most second offences, a failing grade will be assigned in the affected course;
3. depending upon the circumstances surrounding a first or second offense, a more severe level of discipline may be imposed by the University College;
4. where deemed appropriate in the circumstances, for any third offence, the matter must be referred to the University College Vice President Learner Support under Policy No. C.21 Student Conduct for the assignment of discipline, which may include suspension or expulsion from the University College.
5. Any student who contributes to an act of academic dishonesty by another student may face disciplinary action.

This policy must be communicated in all Course Presentations.

## **PROCEDURAL GUIDELINES**

- 1. When an instructor or invigilator believes that a student has cheated (which includes intent to cheat), the student will be asked for an explanation of the events that led the instructor or invigilator to make the allegation. If after hearing the explanation, the instructor or invigilator still believes that the student has cheated, the instructor or invigilator will gather all available evidence and inform the Dean in writing. Documentation should include, but is not limited or restricted to, a clear description of the offence (the date when the incident occurred or was detected, the course number and section, the student's name and number); evidence (cheat notes, plagiarized samples, photocopies of, or actual, unpermitted aids or materials, etc.) as applicable; and names and phone numbers of witnesses if applicable. It should be sent to the Dean within 10 days of the incident or discovery, unless there are problems contacting the student. The instructor or invigilator will inform the student of her/his decision regarding the assignment of a grade to the affected work and that the documentation will be forwarded to the appropriate Dean.**
- 2. The Dean, upon (and only upon) receipt of the written information from the instructor or invigilator, will assign any additional disciplinary action which may be in order under the policy described above, and will inform the Registrar.**
- 3. The Registrar will maintain a record of each offence in the student's file.**
- 4. The affected student has the right at any time to consult with a University College counsellor and/or the student ombudsperson.**
- 5. Except in circumstances where the matter has been referred to the President under Policy No. C.21 Student Conduct, a student may appeal a decision or penalty under this policy to the Kwantlen University College Appeals Committee ( C.5 Appeals of Academic Decisions).**



**POLICY**

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|                          |  |
|--------------------------|--|
| <b>TITLE:</b>            | <b>Student Evaluation and Grading</b>  |
| <b>APPROVED BY:</b>      | <del>Management Team</del> <i>Senior Leadership Team, Education Council</i>                                |
| <b>EFFECTIVE:</b>        | 01 September 1991  |
| <b>REVISED:</b>          | December 1993  |
| <b>RELATED POLICIES:</b> | B.4 Final Examinations and Grade Reporting for Semester-Based Courses<br>C.5 Appeals of Academic Decisions |

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**GENERAL**

The University College process of formal evaluation will enable students to determine their current performance status in a given course and program. It will also enable the University College to make consistent decisions regarding students' progress in relation to established program standards. The translation of evaluation measures into university college-defined grades formalizes the students' status in both course and program.

Because courses vary widely in purpose, content, approach and delivery, the method of evaluating component parts of courses should be related to the objectives of each or all of the parts. It is in translating the overall achievement of course objectives into a college-wide grading system that consistency is assured.

It is thus essential that university college grading categories are described in terms meaningful to both faculty and students.

**EVALUATION**

Normally a final grade in any given course is based on continuous evaluation of the achievement of course objectives. The manner in which achievement is to be evaluated will be stated in writing in the course presentation given to students at the beginning of each course.

Students' final marks should be based on no fewer than four separate evaluations. Normally no single evaluation shall be worth more than 30% of the final mark, but a final exam may be worth up to 50% if it is appropriate to the course objectives. The number of evaluations required will be pro-rated for courses of less than a semester in length. Normally two evaluations should be given, graded and returned prior to the last day for withdrawal from a course.

The following evaluation information must be given to students:

- a. the minimum level required to pass the course

- b. the elements that contribute to the grade and the proportion each represents (e.g. tests, assignments, lab/studio work, performance, attendance, etc.)
- c. an appropriate schedule of tests and/or due dates

Not all of the above may apply to students in performance-based courses or in courses using a mastery grading system.

## GRADING SYSTEM

### Letter Grades

Letter grades are used to describe the achievement level attained within a particular course.

| Grade  | Grade Points | Definition   | Percent Equivalent |
|--|--------------|--|--------------------|
| A+   | 4.33         | Exceptional Achievement                                  | 90 - 100           |
| A  | 4.00         | Outstanding Achievement                                  | 85 - 89            |
| A-   | 3.67         | Excellent Achievement                                    | 80 - 84            |
| B+   | 3.33         | Very Good Achievement                                    | 76 - 79            |
| B  | 3.00         | Good Achievement   | 72 - 75            |
| B-   | 2.67         | Good Achievement   | 68 - 71            |
| C+   | 2.33         | Satisfactory Achievement                                 | 64 - 67            |
| C  | 2.00         | Satisfactory Achievement                                 | 60 - 63            |
| C-   | 1.67         | Marginal Achievement                                     | 56 - 59            |
| This grade does not permit students to pursue another course for which the graded course was a prerequisite. |              |  |                    |
| D  | 1.00         | Minimal Achievement                                      | 50-55              |
| This grade does not permit students to pursue another course for which the graded course was a prerequisite. |              |  |                    |
| F  | 0.00         | Unsatisfactory Achievement                               | <50                |
| Student did not meet minimum requirements  |              |  |                    |
| INC  | Incomplete   | Course requirements to be completed within specific time |                    |

|        |  |
|--------|--|
| W NC   | Approved withdrawal from course or program   |
| CIP NC | Course in progress   |
| DEF NC | Deferred   |
|        | The course duration does not correspond to the usual semester or term duration, hence no grade assigned.   |
| AUD NC | Student attended classes but was not evaluated   |
| AE NC  | Aegrotat. A pass standing based on satisfactory term marks but student has been unable to complete all course requirements due to a disabling illness or other circumstance. |
| TRF NC | Transfer credit  |
|        | Student granted transfer credit based on successful completion of equivalent course at another institution. Note: All credits are semester credits. NC means Not Calculated  |

### **Incomplete (I) Grade Information**

The *I* grade is intended to assist responsible students to carry out their commitments and is not intended to encourage students to procrastinate. It is reasonable, therefore, to expect that it will be infrequently used. The withdrawal procedure may well be far more realistic for many students. The guidelines used are:

- a) Any *I* grade is subject to review by the dean, whose signature is required on the contract. Student applications for *I* grades should be received by the instructor no later than the last day of classes for the semester or term.
- b) The following criteria are to be used by instructors in deciding whether to agree to a contract:
  - i) Previous work in the course should have been at a satisfactory level;
  - ii) The student must have been prevented from completing requirements by some abnormal circumstance or juxtaposition of other responsibilities, such as
    - embarking on a project whose completion turns out to be more time-consuming than contemplated
    - an emergency situation such as illness or accident has prevented the student from completing one or more of the course requirements.
  - iii) The student should be able to complete an *I* contract within two to four weeks after it is made;
- c) A student receiving an *I* grade will be allowed to reregister in the subsequent semester only after review of her/his course load and her/his *I* contract by a counsellor or educational adviser or the Registrar at registration. Students must bring their *I* contracts to registration along with their statement of marks.

d) There is no limit to the number of *I* grades that a student may carry.

#### **Other Grades (Without Numeric Value)**

The following grade designations form part of the overall college grading system but do not carry numeric value.

#### **Mastery Grading System**

Certain courses have been designated by the college as Mastery courses. These courses demand a clearly defined high standard of performance in which the student must demonstrate complete mastery of all knowledge and/or performance requirements. Because of their nature they are not included in calculating the grade point average.

|     |    |   |
|-----|----|---|
| MAS | NC | Mastery. Student has met and mastered a clearly defined body of skills and performances to required standard.                                       |
| NCG | Nc | No Credit Granted. Student has not met the required standard for the course and/or has not participated to the required level in course activities. |

#### **Experience Grading System**

Certain courses offered by the college provide an appropriate learning environment, but only the students can assess and decide how much value the course has been. Such courses demand student participation and, provided students participate, credit will be granted.

Because of the nature of this marking system, credits earned in this type of course will not be used in calculating the grade point average.

|     |    |  |
|-----|----|--|
| EXP | NC | Experience. Student has participated at the required level in course activities. |
|-----|----|--|

#### **GRADE POINT AVERAGE**

The grade point average is a weighted average. It is calculated as follows:

- a. Grade Point Average (GPA) is calculated by multiplying the grade points associated with the letter grade assigned for a course by the number of semester credit hours assigned to that course, adding those values for all courses taken, and dividing the result by the total number of semester credit hours taken. Withdrawals are not included in the calculations. For repeated courses, only the highest grade achieved is used in the calculations.
- b. Term Grade Point Average (TGPA) is the GPA calculated for all courses taken in a specific term.
- c. Cumulative Grade Point Average (CGPA) is the GPA calculated over all the terms in which the student has been enrolled. In calculating CGPA, only the highest achieved grade is used for repeated courses.

- d. Program Grade Point Average (PGPA) is the grade point average calculated over the courses required for the completion of a program.

#### **PASSING GRADE IN A COURSE**

The minimum passing grade in a semester-based or term-based course is a D grade. Courses in which a grade of D or better has been achieved may be used to satisfy program requirements for graduation.

The minimum passing grade in most fixed-intake and continuous-intake vocational programs is a grade of Mastery (MAS). Courses or modules in which a grade of MAS has been achieved may be used to satisfy program requirements for graduation. In vocational programs that use letter grades, a minimum grade of D is required to pass.

#### **REPEATED COURSES**

All grades are recorded on the student's transcript. If a course is repeated to replace a failed or lower grade, the higher grade will always be used to compute cumulative and program grade point averages or to determine standing. Normally a course may not be repeated more than once.

#### **MINIMUM GRADE REQUIRED IN PREREQUISITE COURSE**

In order to enrol in a course for which there is a prerequisite course (or courses), a student must have been assigned a grade of C or higher or an AE or TRF in the prerequisite course (or courses).

#### **GRADE CHANGES**

Any changes in grades, either upwards or downwards, must be approved by the instructor and the appropriate dean, and submitted on a change of grade form to the Registrar's Office no later than four weeks after the end of the semester (incompletes excepted).

#### **GRADING APPEALS**

If a student wishes a formal reassessment of a final grade, he/she must make the request in writing to the Registrar within 20 days of the posting of grades. Please refer to Policy C.5 Appeals of Academic Decisions.





**Kwantlen**  
UNIVERSITY COLLEGE

Policy No. C.23  
Reviewed by: ~~ECCO~~/Education Council, Management Team  
Senior Leadership Team  
Responsibility: Vice President ~~Educational Services~~-Learner  
Support

## POLICY

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|                   |   |
|-------------------|---|
| TITLE:            | <b>Minimum Academic Standards for Program in Which Letter Grades are Assigned</b> |
| APPROVED BY:      | <del>Management Team</del> Senior Leadership Team/Education Council               |
| EFFECTIVE:        | 24 January 1991   |
| REVISED:          | 12 June 1995  |
| RELATED POLICIES: | C. 5 Appeals of Academic or <del>Admissions</del> Decisions                       |

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### INTRODUCTION

All students attending Kwantlen University College are expected to maintain an acceptable standard of academic achievement in order to be permitted to continue in their program from term to term. For programs in which letter grades are assigned, a minimum CGPA of 2.00 is expected. Failure to meet this minimum academic standard will result in restrictions on registration and can lead to academic suspension from the University College.

The following policy outlines the penalties and procedural guidelines where students fail to meet minimum academic standards. The University College provides services to assist students who are in academic difficulty. It is the responsibility of students to avail themselves of these services.

### DEFINITIONS

1. Grade Point Average (GPA) is calculated by multiplying the grade points associated with the letter grade assigned for a course by the number of semester credit hours assigned to that course, adding those values for all courses taken, and dividing the result by the total number of semester credit hours taken. Withdrawals are not included in the calculations. For repeated courses, only the highest grade achieved is used in the calculations.
2. Term Grade Point Average (TGPA) is the GPA calculated for all courses taken in a specific term.
3. Cumulative Grade Point Average (CGPA) is the GPA calculated over all the terms in which the student has been enrolled. In calculating CGPA, only the highest achieved grade is used for repeated courses.

## **POLICY**

The academic standing of all students enrolled in programs in which letter grades are assigned will be determined at the end of each term of their enrolment.

1. **Good Academic Standing.**  
All students are assumed to be in Good Academic Standing unless stated otherwise on their academic record.
2. **Academic Probation.**  
Where a student has completed a minimum of 9.0 semester credit hours and has achieved a CGPA of less than 2.00, the student will be placed on Academic Probation. A student on Academic Probation may not repeat a course for which a grade of C or better has been assigned.
3. **Restored to Good Academic Standing.**  
A student who is on Academic Probation and who has completed a minimum of 18.0 semester credit hours will be restored to Good Academic Standing provided both the TGPA and CGPA are 2.00 or higher.
4. **Remain on Academic Probation.**  
A student who is on Academic Probation and who has completed a minimum of 18.0 semester credit hours will remain on Academic Probation if either:
  - a. the TGPA is 2.00 or above but the CGPA is less than 2.00, or
  - b. the CGPA is 2.00 or above but the TGPA is less than 2.00 (this may occur if students are repeating courses during the probationary period).
5. **Required to Withdraw.**  
A student who is on Academic Probation and who has completed a minimum of 18.0 semester credit hours and whose TGPA and CGPA are both less than 2.00 will be referred to the College President for a decision as to whether:
  - a. the student shall be required to withdraw for a period of not less than six (6) months, or
  - b. other action should be taken.
6. **Re-Admission on Academic Probation.**  
A student who has been Required to Withdraw may appeal for re-admission to the University College for a term which begins at least six (6) months after the student was required to withdraw. The application for Re-admission must be submitted by the application deadline for the term for which the student is applying, and must be accompanied by an Educational Plan. Applications will be accepted no more than one month prior to the application deadline unless the student has already been away from the College more than six months. Late applications or late Educational Plans will not be accepted due to the time required for review.

The Educational Plan must include:

- The reasons for the poor performance
- The steps taken or that will be taken to rectify the problem(s)

- The major activities since leaving the college
- Any courses taken elsewhere
- Any activities undertaken to upgrade academically or improve study skills
- Educational goal, including reasons for changing or not changing the goal.

The Assistant Registrar (or designate) will review the educational plan. The student may be required to discuss it further, by telephone or in an interview, with the Assistant Registrar (or designate), or may be referred to Counselling. Once the Educational Plan is complete, the Assistant Registrar will confirm whether re-admission to the College on Academic Probation has been granted. If re-admission is granted, the provisions of Section 4 and 5 above will apply, with the exception that the student must have completed a minimum of 27.0 semester credit hours before further action will take place.

NOTE: Granting re-admission to the College does not guarantee admission into any particular program. Students who apply for selective-entry programs must still go through the selection process.

If re-admission is denied, the student may appeal the decision within 20 working days, in accordance with the University College Policy C.5 Appeals of Academic and Admissions Decisions

**7. Academic Suspension.**

A student who has been Re-admitted on Academic Probation and has completed a minimum of 27.0 semester credit hours and whose TGPA and CGPA are both less than 2.00 will be referred to the University College President for a decision as to whether:

- a. the student shall be placed on Academic Suspension for a minimum of five (5) years, or
- b. other action should be taken.

**8. A student who has been placed on Academic Suspension may apply for re-admission to the College for a term which begins after 5 years have transpired. The Application for Re-admission must be submitted by the application deadline for the term for which the student is applying, and must be accompanied by an Educational Plan. Applications will be accepted no more than one month prior to the application deadline. Late applications and late Educational Plan will not be accepted due to the time required for review.**

The Educational Plan for Students Applying for Reinstatement must include:

- The reasons for the poor performance
- The steps taken or that will be taken to rectify the problem(s)
- The major activities since leaving the college
- Any courses taken elsewhere
- Any activities undertaken to upgrade academically or improve study skills

- Educational goal, including reasons for changing or not changing the goal.

Letters of reference from employers or instructors may be included.

The student will also be required to appear before the Admissions Committee, which will consist of an Assistant Registrar or designate, the dean responsible for the program, and a student representative. It is expected that the student will be able to demonstrate that steps have been taken to prepare for the resumption of academic studies with an increased probability of success. The committee will render a decision on whether re-admission to the University College will be granted. If re-admission is granted, the student will be re-admitted in Good Standing and will be advised to consult with an advisor regarding a future program of studies.

**NOTE:**

Granting re-admission to the College does not guarantee admission into any particular program. Students who apply for selective-entry programs must still go through the selection process.

If re-admission is denied, the student may appeal the decision with 20 working days, in accordance with the College Policy C.5 Appeals of Academic Decisions.

**9. Notations.**

The academic standing of a student will form a part of their permanent academic record and will appear as a notation on enrolment verification forms, statements of grades and unofficial and official transcripts.



**Kwantlen**  
UNIVERSITY COLLEGE

**MEETING DATE:** June 3, 2002

**AGENDA #:** 4

**PREPARED BY:** Karen Metzger

**EDUCATION COUNCIL**

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**ISSUE:** Program Proposal: Graphic Design for Marketing

**ACTION:** THAT Council approve the Graphic Design for Marketing program proposal



**Kwantlen**  
UNIVERSITY COLLEGE

MAILING ADDRESS  
12668 - 72<sup>nd</sup> Avenue  
Surrey, BC  
Canada V3W 2M8

TELEPHONE  
604-599-2100  
WEBSITE  
[www.kwantlen.ca](http://www.kwantlen.ca)

**Memorandum**

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**TO: Education Council**  
**C:**  
**FROM: Karen Metzger**  
**DATE: May 28, 2002**  
**SUBJECT: Graphic Design for Marketing program proposal**

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Please note, the program proposal for Graphic Design for Marketing will follow shortly.



**Kwantlen**  
UNIVERSITY COLLEGE

**MEETING DATE:** June 3, 2002  
**AGENDA #:** 6  
**PREPARED BY:** Karen Metzger

## **EDUCATION COUNCIL**

**ISSUE:** Appeals Policy from the Appeals Review Committee

**ACTION:** THAT Council accept the revised policy C.5 Appeals of Academic Decisions

*Final stem session  
sent to Sandy Klassen  
and Sandy Huzjak.*

## POLICY

**TITLE:** Appeals Of Academic Decisions  
**APPROVED BY:** Education Council  
**EFFECTIVE:** 12 October 1988  
**REVISED:** April 2002

### RELATED POLICIES:

B.2 Attendance & Performance in Individualized Continuous Intake Programs

B.7 Attendance & Performance in Semester and Other Term Based Courses

C.8 Plagiarism and Cheating

C.21 Student Conduct

C.23 Minimum Academic Standards for Programs in which Letters Grades are Assigned

Board Governance Policy No. 3.10 Standard Procedures for Conducting an Appeal before the Board of Governors

G.2 Human Rights

Kwantlen recognizes that, from time to time, a student may be dissatisfied with an academic decision made by a University College employee or may wish to appeal a grade. For this reason, Kwantlen provides an appeal procedure through which these and similar issues may be addressed.

Any University College employee whose decision is being appealed at any level of the process must be made aware of the appeal and given the opportunity to state their position. While an appeal is in progress, the original decision will stand.

### PROCEDURAL GUIDELINES

The student must attempt informal resolution with the concerned individual prior to proceeding with a formal appeal in the case of academic decisions or grade appeals. Prior to submitting a formal appeal, the student should consult with a counsellor to obtain information and advice on how to proceed.

#### A. <sup>Grade</sup> First Stage Non-Degree Appeal

1. If informal resolution is not successful, the student should obtain an appeal form from the Office of the Registrar on any campus and complete it in full. It should contain:
  - a. A written statement of the matter being appealed;
  - b. a written statement of the solution sought;
  - c. a brief chronological statement of the circumstances relating to the appeal;
  - d. copies of any documents that the student intends to rely on during the appeal hearing;
  - e. written statements from other people that relate to the appeal.

*students in programs cannot go on - advice of legal counsel*



2. To initiate the appeal procedure the student must submit the appeal form to the Office of the Registrar on any campus within twenty working days of the matter giving rise to the appeal.
3. Upon receipt of the appeal form, the Registrar or his/her delegate, will either investigate and make a decision to grant or deny the appeal or forward it to the appropriate administrator to investigate and make a decision. The concerned academic personnel will be consulted.
4. Should the appeal involve allegations of human rights violation (even if the appeal involves other appealable matters), the appeal will proceed directly to the third stage, the Vice President, Learner Support.
5. If the Registrar requires further information from the student, that information must be provided within ten working days of the Registrar's request or the appeal will be deemed to be permanently abandoned and the original decision will stand.
6. Once the investigation is completed, the Registrar or his/her delegate, or other administrator will make a decision to approve or deny the appeal and will record this decision on the appeal form, together with the reason(s) where appropriate. The student will be informed of the decision in writing, with copies of the appeal and the letter sent to the student being returned to the Office of the Registrar for inclusion in the student's file.
7. **Grade Appeal**  
If informal resolution does not resolve the matter to the student's satisfaction, then the student can submit a formal grade appeal. The fee is refundable if the grade is raised.

#### **Procedures**

- a. The student must have the instructor sign off on the attempt to reach informal resolution (refer to the back of the appeal form). The student is then required to state specifically which aspect of their work they wish to have reviewed. All work returned to the student, however, must be submitted with the formal grade appeal.
- b. The Dean will notify the faculty member responsible in a timely fashion that a grade appeal has been initiated. The Dean will contact the Faculty member to ensure that informal resolution with the student had been sought and to verify that the body of work submitted by the student is authentic, accurate and complete. The instructor may be required to submit to the Dean all additional course work completed by the student that was not returned to the student, and any additional instructional materials that were provided by the instructor to the student.
- c. Once a formal grade appeal has been forwarded to the Dean from the Office of the Registrar, the Dean will decide to either solicit input from independent reviewers or to reach a decision on his/her own. Under most circumstances, the Dean will direct a committee of independent reviewers, composed of two faculty members from the same or related discipline, to review the student's work in question.

- d. The Dean, in consultation with the instructor, will confirm that the merits of the appeal are limited to the re-evaluation of the student's work and do not involve a complaint about instruction received or academic honesty issues.
- e. Each of the investigating reviewers is provided with copies of the work the student wishes to have reviewed (retyped if necessary to ensure that previous marking and/or grades are not visible). At any point in the review, either reviewer can request to see all of the body of work completed by the student (retyped if necessary to ensure that previous marking and/or grades are not visible), but this does not require the reviewer to re-evaluate all of the course work.
- f. Unless there are extenuating circumstances, the reviewers must review the work and arrive at an independent assessment within ten working days of receipt of the appeal package. The reviewers will independently submit in writing the reasons for the grade determination on the remarked work and forward this to the Dean. Neither reviewer will share or discuss this with the other member.
- g. Upon receipt of the assessments from the two reviewers, the Dean will consider them and reach a decision on the appeal. If a change in grade is being considered, consultation with the instructor(s) involved must occur prior to the decision being finalized. A grade reconsideration may raise the grade, lower the grade, or leave the grade unchanged. That decision shall be final. The Dean will then report to the student in writing conveying the outcome of the grade appeal including the reason for the grade change if applicable. The Dean will also inform the instructor of the outcome of the grade appeal.
- h. A student can appeal the decision of the Dean to the Appeal Committee but the Appeal Committee will not attempt to evaluate the academic merits of any course grade. It will deal only with cases of alleged unfairness or bias of the process.

## B. Second Stage

1. Should the student not be satisfied with the decision at this level, he/she has the right to request that the appeal be considered by the Appeal Committee. To initiate this step, he/she must so inform the Office of the Registrar within ten working days from the date of the postmark on the letter sent to the parties by the administrator. The Office of the Registrar will forward the appeal to the Appeal Committee for consideration.
2. There will be three standing Appeal Committees; one at the Richmond Campus, one at the Surrey Campus (to serve both Surrey and Newton Campuses) and one at the Langley Campus. Each will be comprised of the following members:
  - Chair: Dean, ~~Learning Support~~ *Acad Program & Student Services*
  - Voting members: One campus faculty member (recommended by the Educational Deans and selected by the Chair)
  - One campus student member (two students recommended by the K.S.A., one as a principal member, and one as an alternate)
  - One educational administrator (selected by the Vice President, Learning)

The Chair will be non-voting except when required to vote to break a tie.

A member of the Committee shall not take part in an appeal where to do so would

involve the member of the Committee in a conflict of duty and interest. Members of the Committee will be expected to serve at least one year on the committee. New members will participate in an annual orientation designed and facilitated by the Chair. Replacement of members will be initiated by the Chair as necessary.

3. The Chair may, of her/his own volition or at the request of the student or the person(s) who have made the decision being appealed, extend the time limits provided for in these regulations. If the Chair refuses to extend the time limits on the request of the student or the person(s) who have made the decision being appealed, his/her decision may be appealed to the Committee as a whole, and the Committee may extend the time limits as it sees fit.

#### 4. Procedures Prior to the Hearing

Upon receipt of an appeal, the Chair will schedule the appeal to be heard before the appropriate Appeal Committee at the next available meeting of that Committee. All other parties to the Appeal will also be invited to appear.

The student will be informed in writing of the date of the hearing.

The student is expected to confirm his/her attendance at the Appeal Committee hearing for which he/she has been scheduled within ten working days from the postmark on the letter. If the student fails to confirm attendance within the ten working days, the Appeal will be deemed abandoned. Once attendance is confirmed, if the student is unable to attend, he/she must notify the Chair no later than twenty-four hours prior to the hearing (unless there are extenuating circumstances as reviewed by the Chair). Failure to notify the Chair in a timely manner will result in the appeal being deemed to be permanently abandoned.

The Chair will circulate copies of material submitted by the student and the person(s) who made the decision being appealed to the members of the Appeal Committee, the student, and the person(s) who made the decision being appealed.

Information from previous semesters may be included if the information is judged to be relevant. The determination of relevance will be left to the discretion of the Chair, who will use the principle of "direct relevance to the current appeal" in his/her determination. All information must be submitted in advance to the Chair.

#### 5. Procedures at the Hearing

- a. Attendance of any party to the Appeal may be waived if the party so desires. As the matters discussed are sensitive, proceedings of the Appeal Committee are private. For this reason and because it would inhibit the process, it is the University College's practice NOT to allow sound recording of Appeal Committee hearings. Any party may be accompanied by an adviser.
- b. At the hearing, subject to the rulings of the Committee, the following procedure should be followed:
  - The student may make a verbal statement.
  - Other people who are involved in the appeal may make a verbal statement.

- Members of the Committee, the student, and the person whose decision is being appealed may ask questions of parties to the appeal to clarify the verbal and written information presented to the Committee.
- The student may make a closing statement.
- The person whose decision is being appealed may make a closing statement.
- The student may respond to any matters arising out of the above closing statement to which he/she has not yet spoken.

The Committee may request that it be provided with further information other than that supplied initially by the parties to the appeal. Without limiting this general power, if, after a hearing, the Committee is of the opinion that it requires further information in order to reach a decision, it may either ask that the information be supplied at a further hearing, or without a hearing, it may ask that the information be supplied to it in writing. In the latter case, all parties must be given the opportunity of commenting on the information so supplied before the Committee reaches a final decision.

- c. The Committee will move to an in-camera session to make a decision on the appeal according to a majority vote. No new information may be introduced at this session. All members present will be bound by the requirement of confidentiality.
- d. The committee may break during the in-camera session to acquire further information from one of the parties. In these cases, both parties will return to the hearing, and there will be an opportunity for both parties to respond to the further information. The student will make the final statement.
- e. The Committee will render its decision and supporting reasons to the parties orally at the conclusion of the hearing where possible and in writing within ten working days from the date the decision was rendered. Copies of the decision will be sent to the Registrar and included in the student's file.
- f. Whether an appeal is granted or denied, the Committee may make recommendations that the Committee sees as a reasonable outcome to the appeal issue.
- g. Written records of the appeal, a brief summary of the reason(s) for the decision, and documents used will be kept on file.

### C. Third Stage

1. Should the student wish to pursue the matter beyond the decision of the Appeal Committee, he/she can request further consideration of the Vice President, Learner Support.
2. The Vice-President, Learner Support may conduct a hearing and/or investigation in the manner he/she deems appropriate, at which all parties will be given an opportunity to make submissions.

*add:  
Some limit 10 days.*

**Liberal Education Curriculum  
Committee  
Minutes 15 March 2002  
Richmond Campus**

**In Attendance**

Roger Elmes – Chair  
Paul Richard – Sciences  
S. Lee – Design Center  
Tracey Kinney – Social Sciences  
Arthur Coren – Assoc. Dean, School of Business  
Le Roi Smith – School of Business  
Douglas Torrance – Sciences  
Panteli Tritchew – Humanities

**Regrets**

Sue Ann Cairns - Humanities  
Laurie Papas – Health Sciences

**Guests**

Beatrice Pires – Modern Languages  
Brian Salisbury – Human Service Worker  
Noemi Gal-Or – Political Science

1. The meeting was called to order at 1410.
2. Members and guests introduced themselves.
3. Calendar Icon for Liberal Education courses; Process for selecting 3<sup>rd</sup> and 4<sup>th</sup> year liberal education courses to be offered under a central budget; Templates for submission of requests for designation as liberal education; and Fashion arrangements were added to the Agenda. The amended agenda was adopted. It was agreed that the agenda would be reordered as necessary to accommodate guests' schedules.
4. Brian Salisbury presented the rationale for designating the following courses as liberal education:
  - HSWC 1145 Introduction to the Community: Context for Professional Practice
  - CAHS 2100 The Reflective Practitioner IntroductionQuestions were raised about access to these courses by students outside the programme. The Chair agreed to check with The Dean of Health and Community Studies to ensure that the course outlines reflect "Permission of Instructor" as one form of prerequisite.  
The Committee reviewed the rationale provided and approved the courses for designation as liberal education.
5. Beatrice Pires presented the rationale for designating the following courses as liberal education:
  - LING 1100
  - LING 1200

Calendar Description from official course outline  
Learning Outcomes from official course outline  
Content from official course outline

These three items are to be extracted from the official course outlines and presented on a single sheet of paper (two if necessary)  
Rationale showing how a particular course meets the criteria established by Education Council for designating a course as liberal education.  
The format for presenting this rationale will be discussed electronically by the Committee based on a template to be circulated by S. Lee.

A person familiar with the course under consideration must be in attendance.

13. The Committee suggested that the Admissions Office be requested to create and maintain a repository of courses designated as liberal education. This could be a section of the Admissions Office web site. The Chair will discuss this with the Registrar and her staff.
14. The Meeting adjourned at 1550.

#### **Summary of Courses Designated as Liberal Education**

LING 1100  
LING 1200  
POLI 1120  
POLI 1125  
POLI 1145  
POLI 1150  
POLI 1240  
POLI 2140  
POLI 2150  
POLI 2155  
POLI 2235  
ENTR 3033  
MRKT 1299

Copies to:

Committee Members

Guests

Jack Finnbogason – Dean, Faculty of Humanities (Item 5 INFO; Item 7 ACTION)

Maxine Mott – Dean, Faculty of Health Sciences and Community Studies (Item 4 ACTION)

Judith McGilvray – V-P Learning and Provost (Item 11 – BUDGET ACTION)

Jodi Gordon – Registrar (Item 10 ACTION; Item 13 – ACTION)

Robin Russell – Chair, Education Council



SCHOOL OF BUSINESS

**DIVISIONAL CURRICULUM COMMITTEE  
MINUTES**

MONDAY, MAY 13<sup>th</sup>, 2002

SURREY CAMPUS - ROOM #G-1140

4:30 PM – 6:30 PM

Present:

Cheema, Chamkaur  
Coren, Arthur  
Crothers, Richard  
Green, Karin

Lee, Gordon  
Leung, Christopher  
Lichimo, Marie

McEachern, Joan  
McFarlane, Marnie  
Owen, Derwyn

Sawasy, Jackie  
Western, John  
Williams, David

1.0 APPROVAL OF AGENDA

Agenda approved with the following additions:

4.5 Course Outlines  
ABTY 1115  
ABTY 1135.

5.1 Block Transfer – Century College

2.0 APPROVAL OF THE MONDAY, APRIL 15<sup>TH</sup>, 2002 MINUTES

The Monday, April 15<sup>th</sup>, 2002, minutes were approved with no changes.

**CARRIED UNANIMOUSLY**

3.0 BUSINESS ARISING

No business arising was discussed.

4.0 NEW BUSINESS

4.1 Admission Requirements

Karin explained the attached e-mail regarding admission requirements and the wording in the calendar.

*Marnie will take the e-mail back to the registrar's office for input and also check with them to see if student requirements are verified when filling in a program status change form.*

**ACTION Marnie McFarlane**

*Chairs are to take this issue (stated on the e-mail) back to their departments for discussion.*

**ACTION Department Chairs**

4.2 Curriculum Approval Process

The course outline revision process has changed to allow the divisional curriculum committees to approve minor revisions to course outlines. Minor revisions are changes that do not affect credit, transfer, access, teaching modes or other programs. Others changes to course outlines and new course outlines are to be approved by Education Council.

#### 4.3 ENTR Electives

The Financial Services Management Degree Letter of Intent has been approved by DPAC. The Accounting BBA Degree Program has seven ENTR electives.

*Moved by John Western, seconded by Chamkaur Cheema that 3<sup>rd</sup> and 4<sup>th</sup> year FNSR courses may be used in lieu of ENTR electives in the School of Business Degree Programs.*

**CARRIED UNANIMOUSLY**

#### 4.4 Degrees Including LBED Component

The proposal (attached) for the Degrees to include LBED components was to adhere to Education Council guidelines, allow for depth of study vs. breadth in a specific discipline, etc.

*Moved by Karin Green, seconded by John Western to approve and to forward to DPAC for approval the following amended proposal for graduation requirements for the School of Business Degrees with regards to the liberal education component effective January 2003 to be:*  
*3 credits of first year English (not counted towards the credits required for upper level degree completion.)*  
*and 15 credits including:*  
*3 credits of 3<sup>rd</sup> / 4<sup>th</sup> year liberal education course(s)*  
*12 additional credits of liberal education courses, (of which 9 must be from outside the course discipline(s) of the degree.)*  
*For the purposes of School of Business Degree recipients, the term "outside the course discipline(s) of the degree" shall generally mean courses offered by departments other than ABTY, ACCT, CBSY, CPSC, CISY, MRKT, BUSI, CMNS as well as other courses that may reasonably be regarded as technical / operational business courses (e.g. FASH 4210 – Fashion Business Practices). Student should enquire PRIOR to taking the course.*

**CARRIED UNANIMOUSLY**

#### 4.5 Course Outlines

| <i>course</i>                    | <i>changes</i>   | <i>approval</i>  |
|----------------------------------|--|--|
| ABTY<br>Academic Writing         | new course outline   | Moved by J. Western, seconded by R. Crothers with amendments to be done to the content section |
| ABTY<br>Conveyancing             | new course outline   | Moved by J. Western, seconded by C. Leung  |
| ABTY<br>Wills & Estates          | new course outline   | Moved by K. Green, seconded by J. Sawasy   |
| ABTY<br>Litigation               | new course outline   | Moved by C. Cheema, seconded by J. Western   |
| ABTY<br>Family Law               | new course outline   | Moved by J. Sawasy, seconded by R. Crothers  |
| ABTY<br>Corporate Law            | new course outline   | Moved by K. Green, seconded by J. Western  |
| ABTY 1115<br>Basic Bookkeeping   | teaching mode<br>class size change from 22 to 32   | Moved by C. Cheema, seconded by C. Leung   |
| ABTY 1135<br>Computer Competency | calendar description<br>learning objectives content<br>teaching modes learning resources | Moved by J. Western, seconded by K. Green  |

*Course numbers will be assigned by the Registrar's Office.*

**CARRIED UNANIMOUSLY**



5.0 OTHER BUSINESS

5.1 BLOCK TRANSFER – CENTURY COLLEGE

Century College sent us an application to request for a block transfer to our BTech Degree Program. Course outlines and exam papers were reviewed and there courses are very similar in course content with our courses (CISY).

*Moved by C. Leung, seconded by M. Lichimo to approve and send forward to Education Council for approval the proposal "that students of Century College who have completed either the E-Commerce Information Technology Diploma Program or the E-Commerce Business Information Technology Program with a GPA of 3.0 or higher (on a 4.0 scale) and have a minimum of 60 credits be granted admission to the Kwantlen BTech Program. Students will be expected to meet all other pertinent Kwantlen University College admission requirements."*

**CARRIED UNANIMOUSLY**

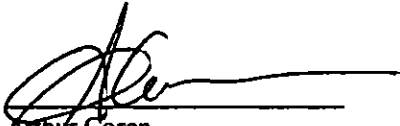
6.0 NEXT MEETING

Next meeting is scheduled for:

Monday, June 10, 2002 at the Surrey Campus in room #B-206 from 2:30pm – 4:30pm.

7.0 ADJOURNMENT

The meeting adjourned at 6:00pm.



Arthur Coren  
Associate Dean, School of Business

AC/kkg

c:

Pat Browne (MRKT)  
Eugenia Culham (CPSC)  
Iris Goodlet  
Robert Gore  
Judith McGillivray

Karen Metzger (30)  
David Sale (ACCT)  
Abhijit Sen (CISY)  
Lance Shandler (ECON)  
Ron Shay (BUSI)

Barb Smith  
Kathryn Waldie (ABTY)  
Dorothy White  
Jock Wylie (CBSY)

**FACULTY OF HUMANITIES  
Curriculum Committee Minutes**

Friday, May 17, 2002 at 2:00 p.m. in Room 1420, Richmond Campus

|                   |                  |       |                  |            |
|-------------------|------------------|-------|------------------|------------|
| <b>Attending:</b> | Jack Finnbogason | Chair | Heather Harrison | PHIL       |
|                   | Sundari Bala     | EASL  | Sue Ann Cairns   | ENGL       |
|                   | David Wiens      | CMNS  | Genni Gunn       | CRWR       |
|                   | Scott McBride    | FINA  | Sophie Dunbar    | Admissions |

**Absent:** Brinsley Stewart, Arthur Ling, Laura Arneson      **Guest:** Robert Gelineau (FINA)

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**1. Approval of Agenda, and Minutes from the March 15<sup>th</sup> meeting.**

Agenda items added – 3 (b) ENGL 1100/1110 – LPI 30 (Change from 26)  
**MOVED/SECONDED** (David, Genni) for approval of the agenda and minutes      **Carried**

**2. UNFINISHED BUSINESS – None to report**

**3. NEW BUSINESS**

**a) New Course Outline Summary Form**

At their May 6 meeting, the Education Council approved a change to the course outline revision process. Only certain revisions to course outlines must now be passed by the Education Council. A new course outline summary form has been created, and it indicates the types of changes that do not need to be approved by Education Council (revision A), and those that do (revision B).

**b) ENGL 1100/1110 – LPI 30 (Change from 26)**

Jim Gunson completed research on the various screening devices used at Kwantlen (English 12 grades, Kwantlen's English Placement Test, the LPI,...) to determine whether or not these devices were good predictors of success in English courses at Kwantlen. According to the research, the LPI is the worst predictor of success.

The English department recently voted to raise the LPI entry requirement for ENGL 1100/1110 from an essay score of 26 to an essay score of 30 (in effect raising it from level 4 to level 5). This change must be approved by the curriculum committee, and then sent to the Education Council for approval.

**4. COURSE OUTLINES:**

**a) ENGL 2316/2317** -- Minor changes were made to the calendar descriptions, learning objectives, content, and employability skills.

**MOVED/SECONDED:** (Sue Ann, David) to approve ENGL 2316/2317 as amended.      **Carried**

**b) FINA 1100/1200/2300/2400**

--Minor changes were made to the calendar descriptions, content, learning objectives (2300/2400), employability skills, learning activities, and assessment methods.

**MOVED/SECONDED:** (Scott, Sundari) to approve FINA 1100-2400 as amended.      **Carried**

**c) FINA 1110/1210/2310/2410** – postponed to next curriculum committee meeting

**5. ADJOURNMENT**      Meeting adjourned at 14:15 p.m.

**Next Meeting will be Friday, June 28<sup>th</sup> at 10:00 a.m.  
Room G2105, Surrey Campus**