



AGENDA

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|---|------|------------------------------|
| 1. Confirmation of Agenda | 4:15 | Dana Goedbloed |
| 2. Approval of Minutes (March 1, 2004) | | Dana Goedbloed |
| 3. Chair's Report | 4:20 | Dana Goedbloed |
| 3.1. Ad hoc committee for program cancellation | | |
| 4. Standing Committee Reports | 4:25 | |
| 4.1. Degree and Program Assessment Committee
(David Davidson, Chair) | | David Davidson |
| 4.2. Program Review Committee
(Panteli Tritchew, Chair) | | Panteli Tritchew |
| 5. Sub-Committee Reports | 4:35 | |
| 5.1. Curriculum Approval | | Dana Goedbloed |
| 5.2. Liberal Education Curriculum Committee
(Maxine Mott, Chair) | | Maxine Mott |
| 5.3. International Education Committee
(Derek Francis, Chair) | | Derek Francis |
| 5.4. Policy Review Committee
(Jan Carrie, Chair) | | Jan Carrie |
| 5.4.1. Policy C.3 President's Honour Roll | | |
| 5.4.2. Policy C.22 Graduation with Distinction | | |
| 5.4.3. Principles of Academic Freedom (for discussion) | | |
| 6. FPP: Bachelor of Psychiatric Nursing | 4:55 | Sharon Andersen, Maxine Mott |
| 7. Articulation Agreement: Drafting CTC | 5:25 | Joanne Massey |
| 8. Program Revision: BA Graphic Design for Marketing (GDMA) | 5:30 | Marge Damon |
| 9. Program Revision: BA Fashion Design and Technology
(distributed for Mar. 1, 2004 meeting) | 5:40 | Mary Boni |
| 10. Pre-concept: General Arts Degree | 5:50 | Dr. Bob Brown |
| 11. Next Meeting: Monday, May 3, 2004 | | |
| 12. Adjournment | | |

Attached for your information:

1. Memorandum of Understanding: Trades Education, Judith McGillivray
2. Faculty of Humanities, Curriculum Committee Minutes, March 19, 2004

Note: This agenda will be distributed electronically to the Deans' mailing list and to the presenters.

postponed to May 3.

sent to Sandi ✓
sent to Sandi ✓
tabled
sent except for minutes tabled → FPP in the file.
feedback sent
moved to next meeting.

Attendance, Date: Apr. 5/04

NAME	PRESENT	ABSENT
Carrie, Jan (D)	✓	
Coan, Lisa (Student)	✓	X
Courtney, Lyle (F)		✓
Damon, Marge (F)	✓	
Daniels, Caroline (F)	✓	
DeAdder, Dawna (F)	✓	
Edger, Rob (Student)		✓
Francis, Derek (A)	/	
Goedbloed, Dana (F)(Chair)	✓	
Irvine, Lorraine (F)	✓	
Jeffrey, Wayne (F)		?✓
Kranz, Anita (S)	✓	
Lee, Steven (Student)	✓	
Lengert, Gerry (D)	/	
McGillivray, Judith (A)	✓	
Metzger, Karen (S)	✓	
Perkins, Bob (F)	✓	
Rhodenizer, Larry (F)	✓	
Richmond, Alexandra	✓	
Young, Kate (Student)		✓
Ex Officio Members		
Robinson, Susan		✓
Triplett, Skip		✓
Gordon, Jody	✓	
Guests		
Davidson, David	✓	
Macpherson, Alice	✓	
Tritchew, Panteli		✓
<i>Russell Ogden</i>		
<i>Mark Collins</i>		
<i>Sharon Andersen</i>		
<i>Marine Hatt</i>		

working
*Crim
Engl.*
*Jeanne Massey
Mary Boni*



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

approved

MEETING DATE: Apr. 5, 04

AGENDA #: 2

PREPARED BY: Karen Metzger

ISSUE: Approval of Minutes

ACTION: *THAT Council approve the minutes of the Mar. 1, 2004 meeting.*



MINUTES

Present:	Jan Carrie (Vice-Chair) Caroline Daniels Dawna DeAdder Dana Goedbloed (Chair) Jody Gordon Wayne Jeffrey Lorraine Irvine Anita Kranz	Gerry Lengert Judith McGillivray Karen Metzger (Recorder) Bob Perkins Alexandra Richmond Susan Robinson Larry Rhodenizer Kate Young
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Regrets:	Lisa Coan Lyle Courtney Marge Damon (Member-at-Large) Rob Edger	Derek Francis Steven Lee Skip Triplett
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Guests:	Art Coren David Davidson	Rhondda Porter
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1. Confirmation of Agenda

The meeting was called to order at 4:30 pm.

Moved by Judith McGillivray, seconded by Anita Kranz, THAT Council approve the agenda as amended, with item 6 deleted.

MOTION CARRIED.

2. Approval of Minutes

Moved by Kate young, seconded by Bob Perkins, THAT Council approve the minutes of the Feb. 9, 2004 meeting as amended:

Item 6: change 'Kwantlen might' to 'Kwantlen will' assess the impact ...

MOTION CARRIED. 1 abstention.

3. Chair's Report

Dana Goedbloed reported that the revised *Principles of Academic Freedom* has recently been approved by legal counsel, and that the current version will be distributed via email to Council members. She asked that members send any feedback to Jan Carrie for collation.

Dana will be away for two weeks in March and will be in touch with those who volunteered for the Prioritization Committee to determine whether they will meet before or after her trip.

4. Standing Committee Reports

4.1. Degree and Program Assessment Committee (David Davidson, Chair)

David Davidson stated that DPAC met Feb. 25 and recommended approval of item 6 through 11 on today's agenda, with the exception of item 7, Program Revision: GDMA, which was tabled to the next DPAC meeting. The committee wanted to see a more detailed explanation of how the content of the courses would be reorganized while still maintaining the total program content as approved.

The committee also looked at the DPAC membership terms, as current practice is not in line with the mandate. David will present a proposed new model for membership at the next meeting.

Discussion about the Library Assessment Template resulted in the recommendation that only the summary be attached to program concepts, though the summary will be expanded to include sub-totals.

The full assessment document, which is primarily a tool for program developers and the Library, should be made available to the Library representative on Council. There was also discussion about service areas preparing cost estimates for program proposals.

4.2. Program Review Committee (Panteli Tritchew, Chair)

4.2.1. Presentation on Program Review

Panteli made the PowerPoint presentation that he has presented to curriculum committees and chairs' meetings over the past few months, and has modified it according to their feedback. He explained that the Program Review committee was set up (as a result of MAE's guidelines and SCOEA's meta-evaluation) with the mandate to develop a two-tiered program review structure.

It is difficult to create a Level One review structure that adequately fits Kwantlen's varied 91 programs from 100+ departments. The committee is working hard to structure a process that will be a useful tool to all programs to facilitate short- and long-term planning.

To address concerns by the Kwantlen community about program review, the presentations have stressed that the process is to be primarily formative, and that it is not related to program reductions. In terms of workload concerns, Panteli explained that the process will be simple, and that much of the required data is already available through SORS and the Office of Institutional Analysis and Planning. It is expected that the process can support 10 to 12 program reviews per year.

5. Sub-Committee Reports

5.1. Curriculum Approval

Moved by Dawna, second by Jan to approve the new and revised courses as listed.

NEW COURSES

ACCT 3520	Management Accounting I & II
ACCT 4720	Advanced Managerial Accounting
ABTY 1141	Keyboarding & Introductory Word Processing
CRWR 3101	Short Fiction
CRWR 3110	Poetic Forms & Techniques
CRWR 3210	Advanced Poetic Forms & Techniques
ENTR 4848	Global Marketing Strategies
FINA 1111	Professional Practice
GEOG 2170	Regional Geography of Europe
MATH 2335	Statistics for Life Sciences
POLI 2110	Ideology and Politics

REVISED COURSES

CPSC 2302	Data Structures and Program Organization
FASN 1100	Fundamentals of Fashion Design
FASN 1120	Drafting & Sewing I
MUSI 1156	Major Instrument Applied I
MUSI 1256	Major Instrument Applied II
MUSI 2356	Major Instrument Applied III
MUSI 2456	Major Instrument Applied IV
PSYC 5000	Honours Thesis I
PSYC 5010	Honours Thesis II

MOTION CARRIED.

5.2. Liberal Education Curriculum Committee (Maxine Mott, Chair)

Dana Goedbloed reported that changes proposed to Liberal education will come forward to Education Council within the next few months.

5.3. International Education Committee (Derek Francis, Chair)

No report.

5.4. Policy Review Committee (Jan Carrie, Chair)

Jan Carrie stated that the following policies are currently under review, and it is expected that they will come to Education Council for approval in April:

Policy C.5 Appeals of Academic Decisions

Policy C.3 President's Honour Roll

Policy C.22 Graduation with Distinction

Policy C.42 Requirements for Graduation

Further, *Principles of Academic Freedom* as per the Chair's report, and *Policy C.8 Academic Honesty* has been with legal counsel and will be sent back to the Deans for more input, after which it will come to Council for approval.

6. AA Phil: Program Revision

David Davison addressed this item on behalf of Doran Smolkin, who was unable to attend. The proposed changes will align this credential more closely with other associate degrees, and will make the program more flexible. It follows Ministry requirements. Students will get a sufficient foundation in philosophy to go on to further studies in the field.

Moved by Alexandra Richmond, seconded by Kate Young, THAT Council approve the revisions to be Associate of Arts Degree in Philosophy as presented.

MOTION CARRIED.

7. Program Revisions: BA Fashion Design & Technology

1. Changes to FASN calendar copy re ENGL 1100

The proposed change in English requirements brings them into line with other non-Fashion courses for the degree program and accommodates students who transfer in from other institutions.

Moved by Gerry Lengert, seconded by Wayne Jeffrey, THAT council approve the revision to the English requirements for the BA in Fashion Design and Technology as presented.

MOTION CARRIED.

2. Full-time entry to the Fashion Design and Technology degree program

Moved by Dawna DeAdder, seconded by Bob Perkins, THAT Council approve the change to full-time enrollment only for the BA in Fashion Design and Technology.

There was general discussion about the proposed change in enrollment for the BA in Fashion Design and Technology, but as no representative from the department was in attendance to fully explain the proposed change, Council was unable to reach a conclusion.

MOTION TABLED.

8. Program Revision: Diploma of Business Management and General Business Studies

Arthur Coren explained that the proposed change to move *ECON 1250 Principles of Macroeconomics* from a required to a recommended course was brought about by a number of factors including changes to SFU's transfer requirements; *ECON 1101 Foundations of Economics* prepares students for further studies, and changes in English requirements have eliminated one elective course from the program. The department of Economics has endorsed the proposed revision. Students who wish to proceed into Kwantlen's BBA degree will take *ECON 1150 Principles of Microeconomics*.

Moved by Wayne Jeffrey, seconded by Lorraine Irvine, THAT Council approve the revision to the Diplomas of Business Management and General Business Studies as presented.

MOTION CARRIED.

9. Program Revision: Business Administration Diploma

Arthur Coren presented the proposed revision to group D electives for the Business Administration Diploma program, which flows from changes made by the English department. ENGL 1202 or 1204 will replace ENGL 1205 or 1206.

Moved by Alexandra Richmond, seconded by Wayne Jeffrey, THAT council approve the changes in group D electives for the Business Administration Diploma.

MOTION CARRIED.

10. Program Revision: School of Business Co-op Option

Arthur Coren spoke to the proposed addition of a prerequisite course (*COOP 1101 Job Search Techniques*) for *COOP 3210 Work Semester 3*. The new course, which replaces two mandatory workshops, prepares students for the 3rd-year work experience for School of Business degrees. It will add one credit to the co-op option, which gives students special designation on their credential, but in no way changes the basic requirements for the degrees without the co-op option.

Moved by Gerry Lengert, seconded by Kate Young, THAT Council approve the addition of a prerequisite course (COOP 1101) for COOP 3210.

MOTION CARRIED.

11. LCLC: English Language Proficiency Standards

Rhondda Porter attended to present concerns identified by the Language Proficiency Liaison Committee (LCLC) about students being under-prepared with language skills for some courses they get into. Some students have been able to use their English Placement Test as the equivalent of English 12 with a C, which in effect is giving them access to failure.

There was discussion about how students might be flagged and tracked to ensure they get the preparatory English training they need to be successful. Suggestions included placing them in a qualifying or preparatory year before they go on to university studies.

The Office of the Registrar (OREG) will be commencing a study in May 2004 of English language proficiency to look at the impact of the change in entrance requirements to English 12 with a C. The study is expected to be completed by November 2004. OREG is collecting data and feedback from English, ACP, and ELS. The study will look at all courses students have taken with those entrance requirements.

At present, students are not required to be concurrently enrolled in preparatory courses and other courses; they are able to drop a preparatory course and still be enrolled in a university transfer course. Jody Gordon will bring this issue back to the Deans for further discussion.

Discussion also touched on establishing exit as well as entrance standards.

Council will table these concerns and will continue to deal with this issue.

12. Next Meeting: Monday, Apr. 5, 2004

13. Adjournment: Alexandra Richmond moved to adjourn the meeting at 6:15 pm.



approved

EDUCATION COUNCIL

ISSUE: Curriculum Approval

ACTION: THAT Council approve the following new and revised course outlines

NEW COURSES

- | | |
|-----------|--|
| CAHS 3105 | Healing Arts I |
| CRIM 3100 | Advanced Theories of Crime & Community |
| CRIM 3103 | Quantitative Data Analysis |
| CRIM 3104 | Qualitative Research Methods |
| CRIM 3213 | Community Corrections |
| CRIM 3305 | Law and Society |
| DRAF 1163 | Drafting Office Software – FrontPage |
| IDDS 4100 | Design Education Theory & Methods for Teachers |
| HIST 3330 | Germany in the Long Nineteenth Century |
| HIST 3331 | Twentieth Century Germany |
| POLI 2147 | Introduction to International Relations |
| POLI 2420 | Canadian Government and Politics |
| POLI 3160 | International Organizations |

REVISED COURSES

- | | |
|-----------|------------------------------------|
| COOP 3210 | Work Semester 3 |
| DRAF 1302 | Customizing AutoCAD™ |
| DRAF 1306 | 3D Modeling and Rendering |
| NRSG 3350 | Consolidated Practice Experience 3 |
| NRSG 3355 | Consolidated Practice Experience 4 |
| PSCM 1100 | Call Processing |
| PSCM 1120 | Radio Communications |
| PSCM 1140 | Human Behaviour |
| PSCM 1150 | Legal & Regulatory Influences |
| PSCM 1200 | Police Communications |
| PSCM 1240 | Human Behaviour II |
| PSCM 1260 | Practicum |
| PSCM 1300 | Fire Communications |
| PSCM 1400 | Emergency Planning |
| PSCM 1500 | Emergency Medical Communications |



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Apr. 5, 04

AGENDA #: 5.4.1 & 5.4.2

PREPARED BY: Jan Carrie

ISSUE: Approval of revised policies

ACTION: *THAT Council approve the revisions to Policy C.3
President's Honour Roll.*

and

*THAT Council approve the revisions to Policy C.22
Graduation with Distinction.*

Policy No. C.3

Reviewed by: Senior Leadership

Responsibility: Vice President / Learner Support

approved

POLICY

TITLE: President's Honour Roll

APPROVED BY: The President

EFFECTIVE: 06 September 1989

REVISED: July 2003

RELATED POLICIES:

Policy Statement: The purpose of this designation is to recognize the outstanding academic achievement of those students pursuing a full-time course load in their program of study.

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

1. A student in a semester-based or term-based program who meets all of the following conditions will be placed on the President's Honour Roll:
 - a. The student has completed 15 or more **semester** credit hours at Kwantlen University College.
 - b. The student has a CGPA of 3.75 or greater.

- c. The student has a TGPA of **3.5** or greater for the ***semester being evaluated***.

Assessment for determining placement on the President's Honour Roll will occur at the end of each semester or term, as appropriate.

2. A student in a program for which only grades of MAS and NCG are assigned (e.g. trades, vocational, health sciences, adult basic education) will be placed on the President's Honour Roll at the completion of her/his program upon the recommendation of the program coordinator/instructor in recognition of outstanding achievement or performance.
3. The official transcript of a student placed on the President's Honour Roll will include the phrase PRESIDENT'S HONOUR ROLL immediately following the entry for each enrolment period in which this distinction was earned.
4. Each student placed on the President's Honour Roll will receive a letter of commendation from the President. In addition, a list of the names of those honoured will be presented to the **University** College Board and published in **University** College publications.

RATIONALE

Under the present policy students can qualify for the President's Honour Roll by only taking one course in the semester they have achieved a CGPA of 3.75 or greater. This is not consistent with honour roll policies at other institutions. The majority of institutions reserve honour roll for those students completing a full course load. The recommendation to increase the term GPA (TGPA) to 3.5 is also more consistent with other institutions who do not consider a "B" average sufficient enough for the honour roll standing.

Policy No. C.22

Reviewed by: Senior Leadership

Responsibility: Vice President / Learner Support

approved

POLICY

TITLE: Graduation With Distinction

APPROVED BY: The President

EFFECTIVE: 01 February 1991

REVISED: July 2003

RELATED POLICIES:

Policy Statement: The purpose of this designation is to recognize the outstanding academic achievement of our graduates for course work completed towards a credential.

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.
4. **Program Grade Point Average (PGPA)** is the cumulative grade point average calculated for those courses listed as program requirements for graduation.

POLICY

1. A student who graduates with a *minimum* PGPA of 3.75 ~~or greater~~ from a program which utilizes letter grades will be considered to have **GRADUATED WITH DISTINCTION**.

2. A student who graduates with outstanding achievement (as determined by program faculty) from a program which does not utilize letter grades will be considered to have *GRADUATED WITH DISTINCTION*.
3. A student who graduates with Distinction will receive a *Credential* on which will appear the phrase *WITH DISTINCTION*.
4. The official transcript of a student who graduates with Distinction will include the phrase *WITH DISTINCTION*.
5. Each student who graduates with Distinction will receive a letter of commendation from the President. In addition, a list of the names of those honoured will be presented to the University College Board of Governors and published in *University* College publications and released to the local press.

RATIONALE

Under the present policy students can qualify for Distinction by only achieving a PGPA of 3.75 or greater. This is not consistent with Distinction policies at other institutions. The majority of institutions reserve Distinction for those students graduating with both PGPA and CGPA thresholds.



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Apr. 5, 04

AGENDA #: 6

PREPARED BY: Sharon Andersen

ISSUE: Approval of a full program proposal

ACTION: *THAT Council approve the full program proposal for a Bachelor of Psychiatric Nursing degree.*

*FPP in the
file*



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Apr. 5, 04

AGENDA #: 7

PREPARED BY: Joanne Massey

ISSUE: Approval of an articulation agreement

ACTION: *THAT Council approve an articulation agreement for the CTC Drafting/CADD Advanced Placement Program between Kwantlen and school districts.*



Karen Metzger
Sent by: Karen Metzger

04/06/04 03:05 PM

To: Joanne Massey/emp/kwantlen/Ca,
cc:
Subject: EdCo revisions for articulation agreement

Hi Joanne,

Here's an excerpt from the unapproved minutes of the Education Council Apr. 5 meeting re the revisions required for your articulation agreement. Please make the changes and send a clean copy to me for Dana's approval before this can go the Board for final approval. An electronic copy will be fine.

Articulation Agreement: Drafting CTC

Joanne Massey attended to present the proposed articulation agreement, which would prepare secondary school students for advanced placement into Kwantlen's Drafting/CADD programs while gaining dual credits.

Moved by Gerry second by Alexandra to approve an articulation agreement for the CTC Drafting/CADD Advanced Placement Program between Kwantlen and school districts, pending the following revisions:

Page 1: delete first sentence in third paragraph

Page 2: Target Students: Grade 11 and 12 secondary school students

Page 3: delete the chart

Page 4: delete 2nd and third paragraphs; and delete credits for now; change 1163 to 1110

Thank you!

Karen

Karen Metzger
Kwantlen University College
Ph: (604) 599-2475 Fax: (604) 599-2235



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Mar. 1, 04

AGENDA #: 7

PREPARED BY: Barbara Duggan

ISSUE: Approval of a program revision

ACTION: *That Council approve the revision to the Graphic Design for Marketing Degree Program.*



**CTC Drafting/CADD Advanced Placement
Partnership Program**
Prepared by Joanne Massey and CTC
February 5, 2004

Articulation Agreement Between

**School District # _____ AND
Kwantlen University College**

This agreement will develop pathways for Secondary School students showing an aptitude in Drafting/CADD studies at _____ School District to produce a portfolio conducive to Advanced Placement in the Drafting/CADD Programs at Kwantlen University College. The agreement would avoid unnecessary duplication of learning and provide the most effective education for students. Students would begin this program in Grade 11 or 12 at a Secondary School and complete their studies at Kwantlen University College.

The intent of this agreement is to address the disparity of Drafting/CADD resources in the Secondary School system. Due to financial restraints there is a vast range of hardware, software and CADD expertise in the Secondary Schools and in many cases there is no Drafting/CADD program at all.

~~The Kwantlen University College Drafting/CADD programs would like to give opportunity to promising Drafting/CADD students to complete up to 100% of the Kwantlen Drafting/CADD Core in their home school. This would foster the students' skills to be conducive to Advanced Placement into the Drafting/CADD programs. It would also build a strong relationship between Kwantlen Faculty and the Secondary Drafting/CADD instructors.~~

PROGRAM DETAILS

Target Students:

Grade 10 to 12 Secondary School students demonstrating an interest in Drafting/CADD, Architecture or Engineering.

start telling them in grade 10

- go on to record

Models:

A) Full Time

CTC students attend one full semester at Kwantlen and earn Kwantlen University College Drafting/CADD Core and District Secondary credit.

B) Part Time

CTC student registers as a part time Kwantlen student and completes the Drafting/CADD Core program at his/her home school. Assessment and instruction are performed primarily by home school instructor in conjunction with instruction and assessment from Kwantlen Faculty. This will occur during the school term and is based upon 1/8 FTE per student, or 3 hours per week.

All instructional material is available on-line.

- School Districts will pay the college tuition on behalf of the CTC student.
1 Kwantlen University College Full Time FTE is 2 CTC students.
1 Kwantlen University College Part time FTE is 8 CTC students.
- Students will be guaranteed enrollment into the Kwantlen Drafting/CADD programs.
- Upon successful completion of the Drafting/CADD Core the student is eligible to continue in the Drafting/CADD specialty of his/her choice at Kwantlen (* see prerequisites below)

Application Process:

Candidates are identified and recommended for this Advanced Placement Opportunity by Secondary School Drafting/CADD Teachers

- Career Facilitators will inform students in Secondary Schools where there is no Drafting/CADD is available. (Only the full-time option is available to students in schools with no Drafting/CADD).

Students complete the CTC application and return it to their District Career Education office by the last Friday in April.

District Career Education representatives meet with Kwantlen Faculty to assess the applications for suitability.

Student attends work placement at Kwantlen for one week Orientation.

- Student must have a signed Non-Standard Work Site Agreement
- Student will participate in an orientation regarding
 - Participation expectations
 - Drafting Core material
 - Textbooks and resources
 - Portfolio Tracking
 - Submission of assignments and tests
 - Assessment guidelines

School District Career Education Office:

Richmond	Tony Kalf	tkalf@richmond.sd38.bc.ca	604-668-6478
	Ken Caig	kcaig@richmond.sd38.bc.ca	604-668-6060
Surrey	Vicki Munn	munn_v@fc.sd36.bc.ca	604-587-2308
Delta	Marijke Merrick	mmerrick@deltasd.bc.ca	604-943-7407
Langley	Sherri SilcoxBurk	ssilcoxburk@sd35.bc.ca	604-534-7891

Program Information

Students enroll at Kwantlen once they have been accepted based on suitability and available seats. This entitles them to access to the college library resource materials and all online instructional materials and tests. Final exams will be administered at Kwantlen.

Part time students complete the majority of their portfolio at their home school under the tutelage of their Secondary Drafting Instructor at the same time attending Kwantlen for 3 hours/week for assessment and instruction.

Student produced portfolio of assignments and tests (Kwantlen Drafting Core) will be assessed by the Secondary School Drafting/CADD teacher to determine which Secondary Learning Outcomes have been achieved.

Kwantlen University College will assess the completed assignment portfolio and tests to determine letter grade of each completed course and/or determine % complete of unfinished course. Students may be required to write a Kwantlen Challenge exam to determine final grade.

In cases where students do not complete the entire Drafting/CADD core by the time they complete Grade 12 they can register in the evening program (continuous entry – individually directed) to complete the Core on their own.

Students seeking PSI (Post Secondary Institution) Credit to meet Secondary School Graduation requirements must submit their portfolio to Kwantlen by June 30 to allow time for Kwantlen to submit Final Assessment to School District Office.

***Prerequisites for Drafting/CADD Core:**

- Principles of Math 10 C+
- English 10
- Commitment to Complete the program
(Assessed by completion of a sign-off form by Secondary Teacher or Career Facilitator – based on an interview)

Students wishing to continue in a Specialty to earn a Certificate in Drafting/CADD at Kwantlen must meet the following criteria:

***Prerequisites for Certificate:**

- Completion of Drafting/CADD Core at Kwantlen
- Principles of Math 11 C+ (or permission of Dean)
- English 12 (or Communications 12)
- Kwantlen Entrance requirements

Kwantlen Drafting Core:

Course Number	Description	Kwantlen Credits
DRAF-1100	Drafting Fundamentals	9
DRAF-1150	CAD (Computer Aided Drafting)	2
DRAF-1160	Word & Excel with AutoCAD	4
<i>DRAF 1110</i>	<i>6</i>	15 Credits

Credits can be awarded as follows:

Assessment by:	Secondary Credit	Dual Credit*	Kwantlen Credit
Secondary Teacher	Drafting 11 (4 *PSI Credits)	Drafting 11	Already has Drafting 11 & /OR Drafting 12
Secondary Teacher	Drafting 12 (4 *PSI Credits)	Drafting 12	Already has Drafting 12
Kwantlen	Did not meet Kwantlen minimum requirements	DRAF-1100	DRAF-1100
Kwantlen	Did not meet Kwantlen minimum requirements	DRAF-1150	DRAF-1150
	4 *PSI Credits DM 12	DRAF-1160, & 1163 1110	DRAF-1160 & 1163 1110

- PSI = Post Secondary Institution

The Secondary Schools in School District # _____ and Kwantlen University College agree to support cooperation and articulation by holding regular meetings of faculty to ensure curriculum continues to match Minsitry authorized outcomes to Kwantlen course outcomes.

This Agreement will be in effect for a two-year period from April 15 2004 until April 30 2006 with review to take place after one year on April 15 2005.

Signed the _____ day of _____ 2004

Skip Triplett, President
Kwantlen University College

, Superintendent
_____ School District # _____

Arvinder Bubber, Chair
Board of Governors
Kwantlen University College

, Chair
Board of Trustees
_____ School District # _____



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: *Apr. 5, 04*

AGENDA #: *8*

PREPARED BY: *Marge Damon*

ISSUE: **Approval of a program revision**

ACTION: ***THAT Council approve the revision to the BA in Graphic Design for Marketing (GDMA) program.***

March 19, 2004

To: DPAC Members

From: Graphic Design for Marketing Program
Marge Damon, Rick Cuff, Panteli Tritchew

Re: PROPOSED CHANGES TO THE GDMA PROGRAM MODEL

Please find attached a copy of two models for the Graphic Design for Marketing program:

- a) Program Model – Full Program Proposal – June 2002
- b) Program Model – Changes – March 2004

A review of the program model, originally submitted as part of the Full Program Proposal in June 2002, was carried out by the Program Development Group. While the June 2002 program model was based on hypothetical or projected student performance levels, the proposed changes captured in the March 2004 model are responding to actual student performance and skill level attainment during the first year of the degree.

Changes to the structure of the program will not result in the loss of learning outcomes at the program level, but rather will support, reinforce, and increase learning outcomes across the curriculum, while also strengthening the integrated nature of the program.

There will be no changes to current corequisite and prerequisite courses, other than one change to a course number in first year due to a course title revision (Print Production Software Applications 1). Second year, third semester curriculum is in the process of being vetted by the divisional Curriculum Committee, with co- and prerequisites based upon the March 2004 program model.

The changes we propose to the GDMA program structure will not result in changes to entrance or graduation requirements.

• FIRST YEAR COURSES

1. A comparison of the June 2002 model and the March 2004 model will show that course titles have been simplified for many of the first year courses (first year courses have been through the full approval processes and were taught in 2003/2004).
2. Page Layout Software Applications 1 (2002 model) has been revised to Print Production Software Applications 1 (2004 model) Minor changes have been made to the course outline to include industry-specific software. The course outline has been submitted to Curriculum Committee and is pending approval.

• SECOND YEAR COURSES

1. Typographic Design for Interactive Applications (2002 Model) – it was recognized that students need more time to attain basic skills relating to print

applications before moving them into 'interactive' applications. Therefore, this course has been refocused to reflect typographic design for print, and has been renamed **Publication Design 1**. It has been submitted to Curriculum Committee and is pending approval.

2. In keeping with the decision to reinforce basic print-related skills before moving the students into 'interactive' applications, **Interactive and Sequential Image Development, Interactive Software Applications 1, and Interactive Software Applications 2** have been repositioned.
3. **Information Design (2002 Model)** has been relocated to third year, and has been replaced by **Publication Design 2 (2004 Model)** in order to provide one more semester for students to increase their abilities to work with typography and, in particular, to focus on typographic design for print.
4. **Editorial and Advertising Illustration (2002 Model)** has been resynthesized into a new course called **Introduction to Advertising Design (2004 Model)** that will provide students with more breadth. Although the new course will still include editorial and advertising illustration in the content and learning outcomes, students will understand the 'function' of illustration in advertising, as opposed to creating the illustrations themselves. **Introduction to Advertising Design** has been submitted to Curriculum Committee and is pending approval.
5. **Interactive Communications Design (2002 Model)** has been changed. The content of this course has been integrated into **Interactive and Sequential Image Development** and **Social Contexts for Interactive Communications**. It was recognized that students would need more exposure to marketing in second year (they have marketing-related courses in Year 1, 3 and 4), therefore, a new course entitled **Introduction to Marketing Communications (2004 Model)** will provide students with consistent exposure to marketing in all years of the program, and will prepare them for the **Marketing Communication Design 1 and 2 (2004 Model)** courses in third year. As well, it should be noted that interactive communications will be part of the proposed **Introduction to Marketing Communications** course, but will no longer be the central focus.
6. **Social Contexts for Interactive Communications Design** has changed its course title to **Social Contexts for Interactive Communications** and has been submitted to Curriculum Committee for approval.

• THIRD YEAR COURSES:

1. **Publication Design (2002 Model)** has moved up to second year and has become **Publication Design 2 (2004 Model)** as outlined in # 3 above.
2. **Print Technologies (2002 Model)** has been moved up to second year.
3. **Marketing Communications Design (2002 Model)** has been changed to **Marketing Communications Design 1 (2004 Model)**.

4. **Display Design** (2002 Model) has moved to fourth year.

• FOURTH YEAR COURSES:

1. **Introduction to Advertising** (2002 Model), originally to be taught by the Marketing Department, has been reconceptualized as **Marketing Communications Design 2** (2004 Model) and moved up to third year. (As well, a new Introduction to Advertising course has been moved into second year, but this course has a design focus as opposed to a marketing focus). Changing the old **Introduction to Advertising to Marketing Communications Design 2** will widen the opportunities for students to create various types of designs for marketing communications (including the design of advertisements). **Marketing Communications Design 2** will help to strengthen both the communications design and marketing focus of the GDMA program.

Bachelor of Applied Design in Graphic Design for Marketing (GDMA)
PROGRAM MODEL - FULL PROGRAM PROPOSAL

JUNE 2002

YEAR 1

Fundamentals of Typography (Title Change)	Fundamentals of Image Development (Title Change)	Page Layout Software Applications 1 (Title Change)	ENGL 1100 LIB ED English	Social Contexts for Graphic Design (Title Change)
Typographic Design for Print Applications (Title Change)	Illustrative and Photographic Image Development (Title Change)	Page Layout Software Applications 2 (Title Change)	CRCT 1189 Introduction to Marketing	Specialties in Graphic Design (Title Change)

YEAR 2

Typographic Design for Interactive Applications (Refocused into Publication Design 1)	Interactive and Sequential Image Development (Moved)	Interactive Software Applications 1 (Moved)	Business Communications	Graphic Design, Conventions and Popular Culture (Title Change)
Information Design (Moved)	Educational and Advertising Illustration (Refocused into Intro to Advertising Design)	Interactive Software Applications 2 (Moved)	Interactive Communications Design (Refocused into Introduction to Marketing Communications)	Social contexts for Interactive Communications Design (Title Change)

YEAR 3

Publication Design (Title Change & Moved)	Web Design	Print Technologies (Moved)	Marketing Communications Design (Title Change)	Liberal Education Elective
Corporate Communications Design 1	Packaging Design	Advanced Software Applications	Display Design (Moved)	Liberal Education Elective

YEAR 4

Corporate Communications Design 2	Externship for Professional Practice	Small Business Essentials	Introduction to Advertising (Refocused into Libl. Comm. Design 2)	Contemporary Issues in Graphic Design
Graphic Design and Public Relations	Direct Marketing Design	Major Project	Global Issues and Marketing	Advertising Design

Bachelor of Applied Design in Graphic Design for Marketing (GDMA)
PROGRAM MODEL - Changes

MARCH 2004

YEAR 1

GDMA 1100 Fundamentals of Typographic Design 1	GDMA 1110 Fundamentals of Image Development 1	Print Production Software Applications 1 (At Curriculum Committee)	ENGL 1100 LIB ED Writing, Reading and Thinking: An Introduction	GDMA 1140 LIB ED Graphic Design and Society 1
GDMA 1200 Fundamentals of Typographic Design 2	GDMA 1210 Fundamentals of Image Development 2	GDMA 1220 Print Production Software Applications 2	CRCT 1189 Introduction to Marketing	GDMA 1240 LIB ED Graphic Design and Society 2

YEAR 2

Publication Design 1 (At Curriculum Committee)	Introduction to Advertising Design (At Curriculum Committee)	Print Technologies (At Curriculum Committee)	Business Communications (At Curriculum Committee)	GDMA 2140 LIB ED Communication Design, Conventions and Popular Culture
Publication Design 2	Interactive & Sequential Image Development	Interactive Software Applications 1	Introduction to Marketing Communications	Social contexts for Interactive Communications (At Curriculum Committee)

YEAR 3

Information Design	Web Design	Interactive Software Applications 2	Marketing Communications Design 1	Liberal Education Elective
Corporate Communications Design 1	Packaging Design	Advanced Software Applications	Marketing Communications Design 2	Liberal Education Elective

YEAR 4

Corporate Communications Design 2	Display Design	Externship for Professional Practice	Small Business Essentials	Contemporary Issues in Graphic Design
Advertising Design	Direct Marketing Design	Graphic Design and Public Relations	Global Issues and Marketing	Major Project

- concept development
- image development
- media, technology and production
- marketing and business
- social contexts
- specialist areas of employment



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Apr. 5, 04

AGENDA #: 9

PREPARED BY: Mary Boni

ISSUE: Approval of a program revision

ACTION: *THAT Council approve the revision to the BA in Fashion Design and Technology program.*



TO: **Karen Metzger**
C: Mary Boni, S. Lee
FROM: Barbara Duggan
DATE: 29-Jan-04
SUBJECT: FASN changes - for DPAC/Ed Council

The following changes were approved at the January 26, 2004 division's Curriculum Committee meeting. As these are program changes, DPAC's recommendation and Ed Council's approval are requested.

DEGREE PROGRAM CHANGES

1. Changes to FASN calendar copy re ENGL 1100

The program amended their Semester 1 English requirement to read:

ENGL 1100 Writing, Reading & Thinking or any 1st year, post secondary, 3-credit English course

Rationale: The addition (underlined) will bring the English requirement into line with other non-fashion courses that make up the 4-year plan for the degree, e.g. MRKT 1199 or any first year post secondary 3-credit marketing course. This allows students who have taken a similar English course at another post-secondary institution to use it in place of ENGL 1100.

2. Full time entry to the Fashion Design and Technology degree program

Entry to the Fashion Design and Technology degree program (FASN) will be changed from full time and part time entry to full time entry only commencing Fall 2005. As with our other degree programs, all of which are full time, (GDMA, JRNL, IDSN) the program accommodates students with extenuating circumstances on a part time basis. Students who are able to attend part time only, take courses in the Fashion Marketing Certificate (which transfer to the degree) and then enter the full time stream at a later date.

This is NOT an issue of access but of **enrolment management** for the following reasons:

1. When a student takes only part of the FASN courses 'package', seats in the other half are left vacant and remain so through the four years. This is exacerbated by the diploma exit point and general attrition
2. Part time students face difficulty meeting pre requisites and corequisite requirements necessary to complete a sequence of courses in a timely manner.

3. Seats taken by part time students who are in their upper years (but still taking first and second year courses per #2 above) restrict access to courses for incoming students, at times restricts our ability to ensure seats for diploma students, and restricts access for those who wish to return to Kwantlen to complete their degree. Currently each part time student has to be individually tracked to determine the availability of seats each semester.
4. As curriculum becomes more integrated between courses, part time students miss information, opportunities, and content (field trips, guests speakers etc) covered in other areas that are either relevant or an asset to the courses they are taking.

This has been discussed at great length with Admissions and is the only way we can ensure seats for students on the diploma or degree track.



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Apr. 5, 04

AGENDA #: 10

PREPARED BY: Dr. Bob Brown

ISSUE: Approval of a change in approval process

ACTION: THAT Council change the approval process to proceed directly to the development of the full program proposal (FPP) for the BA Major in Psychology; BA Major in Criminology; BA General Studies and BA Double Minor.



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Apr. 5, 04

AGENDA #: 10

PREPARED BY: Dr. Bob Brown

ISSUE: Approval of a program pre-concept

ACTION: *THAT Council approve the pre-concept for a General Arts Degree.*



Kwantlen
UNIVERSITY COLLEGE

**REQUEST FOR
PRE-CONCEPT APPROVAL
FOR A GENERAL ARTS
DEGREE FRAMEWORK**

March 2004

Name of Proposed program:	BA, General Studies
Proposed Credential to be Granted:	Baccalaureate of Arts
Expected length of program:	Four years
Anticipated start date:	September 2005

A. EXECUTIVE SUMMARY

In recognition of the growing need for additional access to post secondary education in the South Fraser Valley, the provincial government revised Kwantlen University College's mandate to include undergraduate degrees in the humanities, social sciences and sciences. At the same time, Kwantlen, as one of four post-secondary institutions in the area, has identified growth potential of approximately 2100 additional FTEs to our base by the years 2009/2010 to help meet access/capacity needs.

One major component of this increased access is the development of undergraduate Baccalaureate of Arts programs. The addition of the undergraduate Arts programs will enhance students' learning opportunities, provide additional access, meet the provincial government's mandate to include undergraduate Arts degrees, and meet the core values outlined in Kwantlen University College's Strategic Framework (June 2003):

- Learning – Student and graduate success
- Quality – Education and service excellence
- Community – Service to communities

Within the Baccalaureate of Arts programs one educational pathway will be a BA, General Studies; this pathway will provide students with an opportunity to create an individual program of study that best meets his or her needs upon graduation.

B. PURPOSE

The purpose of this paper is to request approval, in principle, to develop a Full Program Proposal for the Baccalaureate of Arts, General Studies; the BA, Major in Psychology; the BA, Major in Criminology; and the BA, Double Minor.

C. RATIONALE

British Columbia faces significant challenges over the next decade in providing access to quality post-secondary education for BC students and expanding the capacity of its post-secondary sector. These challenges are not uniform across the province and the South Fraser region in particular, where Kwantlen is

the province and the South Fraser region in particular, where Kwantlen is located, is in critical need of new access opportunities given demographic characteristics of the area (At Our Doors: The Demand for Post-Secondary Education in the Fraser Region of Southwestern B.C. A collaborative report to the Ministry of Advanced Education from Douglas College, Kwantlen University College, Simon Fraser University and University College of the Fraser Valley) .

Mounting an undergraduate Arts degree will serve more of Kwantlen's students who are required to transfer to other universities to complete their studies. Currently, approximately 20% of former students who apply to continue their studies at another university are not accepted, despite meeting GPA requirements. Over the next decade, heightened demand for a university education will be fuelled both by a population surge of 18-24 year olds and by increased participation rates (Trends in Higher Education, AUCC 2002, p.2).

The demand for post-secondary education in the South Fraser region over the next decade is driven by a number of factors, including population growth, an increased number of graduates of the school system, and an expected increase in post-secondary participation rates.

C.1 The Growing Population Pool

The population of the Lower Mainland will grow differentially. The population in the South Fraser region represents a significant portion of the province's population. According to the 2001 Census, the population in the South Fraser region was almost one million people or 24% of the provincial population. Almost two thirds of the Lower Mainland population growth of 303,000 between 2003 and 2011 will be in the Fraser Region, with virtually all of the growth in the prime college-attending age cohort of 18 to 29 occurring in the South Fraser region. Overall, the number of 18 to 29 year olds in the Fraser Region will increase by 29,000 by 2011 and 41,000 by 2026. Finally, the Fraser Region's population of 30 to 54 year olds will also increase 20% by 2016. This means that the Fraser Region will be home to about 95,000 more residents in this age group, the vast majority being in the South Fraser region.

Note: Census data and population projections were derived from Population Section, BC Stats, Ministry of Management Services, Government of B.C., and PEOPLE 28, as well as projections made by the Ministry of Education. Twelve (12) projections were used.

C.2 Participation Rates

Grade 12 enrolment will grow for at least the next decade. In 2003, the Ministry of Education updated its Grade 12 enrolment projections by school district to the year 2012. Whereas the provincial total drops for the next few years and then recovers by 2012, the Lower Mainland's Grade 12 enrolment will grow by about

7% during the same period. Once again, the variations by geographic area are considerable, e.g., Kwantlen faces a 15% decline (358 Grade 12 students) in Richmond but a 22% increase (1,017 Grade 12 students) in Surrey.

There is a continuing need for a greater number of BC residents to have a university education. Recent Statistics Canada figures show that from 1991 to 2001, almost one-half of the growth in workers in BC was in highly skilled occupations requiring university qualifications. This growth will continue, according to the forecast of the Canadian Occupations Projection System (Human Resources Development Canada), which states that three-quarters of all BC job openings between 1998 and 2008 will require some post-secondary education.

Regions with larger populations need institutional capacity proportional to their population. Three institutions in the Fraser Region (Douglas College, University College of the Fraser Valley and Kwantlen University College) collectively enrolled about 13 FTE's for every 1000 people living in the region in 2002. This is considerably lower than the provincial average of 18 FTE's in the college and university college sector per 1000 population. In addition, the inadequate capacity is reflected in the growing number of qualified Grade 12 and college transfer students who are not being admitted to university (2,500 – 3000 according to studies from BC Council on Admission and Transfer) and in the large number of students (surveys show up to half in some Fraser Region institutions) who are not able to obtain the full number of courses they want each semester.

C.3 Kwantlen University College Transfer Patterns to BC Universities

In addition to Kwantlen's transfer patterns to universities, an unpublished research report commissioned and published 'in-house' by the BC Council on Admissions and Transfer (BCCAT, Fall 2003) confirms the difficulty transfer students from colleges and university colleges have in accessing BC's universities. In Fall 2002, 1,408 (25%) qualified university applicants from BC's other post-secondary institutions were not given offers of acceptance to BC universities.

According to the BCCAT (Fall 2003) unpublished report, 1,382 students from Kwantlen applied to BC universities in 2001/2002. The universities assessed 1,179 (85.3%) of these applicants as qualified for their area of study, but made offers of acceptance only to 923 students (70% of qualified applicants). Of those students, who were given offers of acceptance, 719 (77.9%) followed through in registering.

In 2002/03, 1,285 students from Kwantlen applied to B.C. universities, and 1,149 (89.4%) were assessed as qualified. Of those qualified applicants, 758 (65.9%) were given offers of acceptance, but only 608 (80.2%) actually registered.

More qualified Kwantlen students were denied access to university education than the provincial average (65.9% Kwantlen/75% B.C. average).

C.4 Kwantlen University College Student Feedback Regarding Continuing Their Studies at Kwantlen

During the period between Fall 2000 and Fall 2003, an overall enrolment pattern change occurred, suggesting more students are staying at Kwantlen longer. In Fall 2000, 6,231 continuing students registered. This amount increased to 7,495 continuing students in Fall 2003.

In addition, a survey of close to 1000 continuing students in Summer/Fall 2003 indicates almost all would remain at Kwantlen to complete an undergraduate degree in Arts if it ~~was~~ ^{were} available.

D. CURRICULUM

The Bachelor of Arts, General Studies degree provides students with an opportunity to create an individual program of study in consultation with an advisor. All general requirements for the BA must be met, within a program of study that will normally involve a selection of courses from and between departments that most interest the student and best meet his/her needs for a coherent program. At least 45 upper levels credits must be included in this selection. Up to 30 upper levels credits may be transferred to Kwantlen from another accredited institution with prior written approval of the student's advisor. Minors are not required for the BA, General Studies, but students may complete one or more minors in any academic area should they choose to do so.

Students will achieve a BA, General Studies degree at Kwantlen by completing a minimum of 120 credit hours with a cumulative grade point average of 2.0. In addition to satisfying all the essential requirements listed, students must complete at least 65 of the 120 credit hours in arts subjects, and at least 45 credits must be taken at the upper levels.

Essential requirements will be common to all Kwantlen general arts degree programs. The following requirements are to be completed during the first 60 credits of study:

- 6-credit writing requirement including ENGL1100 and one of either ENGL 1202 or 1204.

- A minimum 9-credit quantitative requirement, at least 6 credits of which are to be completed within the first 60 credits taken. These 9 credits must include a minimum of 3 courses. (Acceptable courses to be determined). "To qualify as a Quantitative course, we propose that a course must have either quantitative (e.g., numerical, geometric or statistical) or formal, or scientific (e.g., logically deductive or probabilistic) reasoning as part of its primary subject matter." (Adapted from SFU New Directions discussion paper.)
- To qualify as meeting this "quantitative requirement", a course must have either quantitative (e.g. numerical, geometric or statistical) or formal/scientific (e.g. logically deductive or probabilistic) reasoning as an underlying principle of its learning outcomes.
- At least 3 credits (i.e., one course) of the above 9 quantitative credits must be taken from courses offered by the Faculty of Science, Mathematics and Technology or School of Horticulture and completed in Year 3 or 4. (Acceptable courses to be determined.)
- 24-credit breadth requirement, consisting of a minimum of one 1000-2000 level course in at least four separate social science or humanities disciplines outside of the major program area (music, fine arts, science, and courses identified as liberal education, and capstone courses also may be credited toward this requirement). The capstone courses include UNIV 1001, a first-year foundational course, and UNIV 4001, a fourth year summative course.
- Second language to grade 11 or 6-credit post-secondary language requirement (Students who can demonstrate competency in a second language may have this requirement waived).

In addition, students must complete the following:

- A minimum of 120 credits, with at least 45 credits at the 3000 or 4000 levels.
- At least 60 credits at Kwantlen University College (students majoring in General Studies may have this requirement waived with approval of an advisor).
- A minimum cumulative GPA of 2.0 requirement for graduation, plus a minimum grade of 'C' in all required courses.

As a requirement for graduation, students must achieve a minimum cumulative GPA of 2.0, as well as a minimum grade of C in all required courses.

D.1 Program Definitions

Lower Levels. Courses numbered at the 1000 or 2000 levels, normally taken in years one and two.

Upper Levels. Courses numbered at the 3000 or 4000 levels, normally taken in years three and four.

Associate of Arts. Present AA degree offerings will remain in place and students are encouraged to complete one. However, the AA degree will not be required for entry into one of the BA programs.

D.2 Liberal Education

Current degree programs include a component of liberal education to ensure that students complete an integrated education and are able to successfully access further educational opportunities. Students must complete 3 credits in first year English and 18 credits in liberal education, including

- 3 credits of 3rd or 4th year liberal education course(s)
- 9 credits of liberal education from outside of the core discipline
- 6 credits of liberal education from courses or parts of courses from within the core discipline(s) of the degree

The courses that a student completes must include the following criteria:

1. An integrated education experience that develops an appreciation for the relationships among personal, societal, and global well-being, and the personal implications for such issues as the basis of ethical judgement, social diversity, and the expectations of social responsibility.
2. An integrated education that will increase understanding of the human experience. This includes emphasis upon scientific, social, multicultural, environmental, and artistic components to that experience, and the full realization of human potential as individuals and communities.

D.3 Breadth

Breadth requirements for the BA General Studies differ from the liberal education requirements for the professional degrees in that they are broader in nature and greater in number of credits.

The Bachelor of Arts degrees will include a 24-credit breadth requirement, consisting of a minimum of one 1000-2000 level course in at least four separate social science or humanities disciplines outside of the major program area. Liberal education, music, fine arts, and science courses also may provide credit toward this requirement. The electives students choose should complement their programs of study as well as broaden their education.

D.4 Prior Learning Assessment Recognition (PLAR)

The BA, General Studies degree will adhere to current PLAR and transfer credit policy. Policy B.14 includes the following statements:

Up to 75% of the credits required for graduation in a recognized program may be obtained through transfer credit and/or PLA. Kwantlen University College will, when requested by a student and in accordance with established articulation agreements or appropriate evaluation procedures, assess learning that the student has gained through prior course work and/or life and work experiences. Where that learning can be equated to the learning outcomes or objectives of a course or program at Kwantlen, credit will be granted. Credit will normally be granted through transfer and/or prior learning assessment.

E. CONSULTATIONS

Kwantlen University College initiated the Bachelor of Arts degree planning process in Spring 2003 by retaining with former Simon Fraser University (SFU) Dean of Arts, Dr. Bob Brown (Professor Emeritus, Geography) as an educational consultant. During the Spring, Summer and Fall terms in 2003, an Advisory Committee consisting of 12 faculty and staff members worked with Dr. Brown to develop a transparent and interactive process so that full university college participation could be encouraged prior to proposing a General Arts degree framework.

Consultations have also taken place with Simon Fraser University, as well as other University Colleges in British Columbia. These consultations have provided assistance in determining program requirements. They have also been valuable in determining the need for Kwantlen to offer the BA degrees.

F. CONCLUSION

In summary, Kwantlen is situated in an area of some of the most significant population growth in BC over the next 7 to 12 years. BC universities will not be able to provide all of the education the region's population demands and requires.

Given these realities, Kwantlen University College should begin the implementation of a Baccalaureate of Arts degree program.



Kwantlen
UNIVERSITY COLLEGE

**Vancouver
Community
College** 



**UNIVERSITY COLLEGE
of the FRASER VALLEY**

Memorandum of Understanding

Trades Education

Introduction

British Columbia faces significant challenges in the short-term and over the next decade in providing access as well as expanding the capacity into trades related education in the province. Kwantlen University College, the University College of the Fraser Valley and Vancouver Community College wish to enter into a Memorandum of Understanding that fosters the strength in planning in an open manner as well as pursuing collaborative activities in order to meet these challenges. Such collaboration can potentially provide a larger, more integrated, and more comprehensive educational strategy for trades education. Kwantlen University College, University College of the Fraser Valley and Vancouver Community College further believe that mutual support and openness will best address the labour market needs for skilled workers as well as capitalize on the strengths and strategic directions of each of the partner institutions.

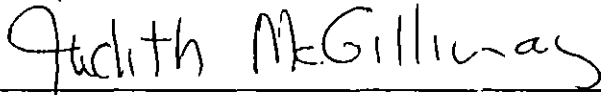
Range of Collaborative Activities

Kwantlen University College, University College of the Fraser Valley and Vancouver Community College will work together to pursue preliminary initiatives in the following areas:

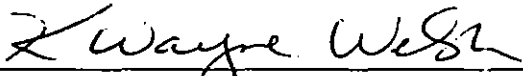
- **Planning** – To establish a framework for open planning and where agreed, to coordination of programs, services, and other ventures in the area of trades education.
- **Research** – To commit to further discussion regarding applied technology research endeavours that benefit students and community interests.
- **Web Linkage** – To work together to develop web links between the three partners in trades areas.
- **Articulation/Transfer** – To work towards the development of linkage, articulation and transfer arrangements that facilitate opportunities for students to ladder effectively into each others' programs. This work may include identifying educational pathways for students as well as agreeing on exit/entrance points in these pathways.

Liaison and Coordination Mechanisms

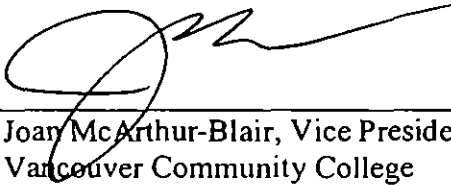
- The Deans of Trades at each of the partner institutions will meet on a regular basis to keep each other informed of education plans, initiatives and issues.
- The Vice Presidents for Education/Learning at each of the partner institutions will meet twice a year along with the Deans of Trades for the purpose of open discussion.



Judith McGillivray, Vice President, Learning
Kwantlen University College



Wayne Welsh, Vice President, Academic
University College of the Fraser Valley



Joan McArthur-Blair, Vice President, Education
Vancouver Community College

**FACULTY OF HUMANITIES
Curriculum Committee Minutes**

Friday, March 19, 2004 at 10:00 a.m. in Room 1420, Richmond Campus

Attending: Sue Ann Cairns Patricio Ramirez Carol Zachs
 Rob Fleming Arthur Ling Scott McBride

1. Approval of Agenda, and Minutes from the January 16th meeting.

MOVED/SECONDED (Patricio, Scott) for approval of the agenda and minutes **Carried**

2. UNFINISHED BUSINESS. – None to report.

3. NEW BUSINESS.

a) Prerequisite Changes (ELST for EASL)

Arthur reminded the members that EASL courses have been replaced by ELST courses, and this change affects prerequisites for several courses in Humanities and elsewhere. Curriculum members should check their courses to ensure that the necessary changes to prerequisites are made.

b) Liberal Education Update

Sue Ann reviewed the discussions held at a recent Liberal Education Committee meeting (which were summarized in the minutes of the last Curriculum meeting), and added that a document outlining the differences between breadth and liberal education requirements will soon be complete. More updates will be provided at future Curriculum meetings.

c) B.A. Minor in English

This Minor has been approved, and Rob had helped “shepherd it through.” The English department will have a small amount of release time funding for curriculum development, and they will be able to offer a few 3rd year courses and one 4th year seminar initially.

4. COURSE OUTLINES:

a) GERM 1100, 1101 (Revision)

Minor changes/clarifications were made to both outlines.

MOVED/SECONDED (Sue Ann, Arthur) to approve GERM 1100 and 1101 **Carried.**

b) SPAN 1100, 1101 (Revision)

Minor changes/clarifications were made to both outlines.

MOVED/SECONDED (Sue Ann, Arthur) to approve SPAN 1100 and 1101 **Carried.**

c) ELST 0043 and ENLT 0310 (Prerequisite additions only)

Kwantlen’s ENLT placement test is being replaced by the Kwantlen In-House Speaking Test (KIST) and the Kwantlen ESL writing assessment. As a result, the prerequisites for both ELST 0043 and ENLT 0310 must be updated. ELSA will be added as a prerequisite to ELST 0043 as well.

MOVED/SECONDED (Patricio, Scott) to approve the prerequisite changes/addition **Carried.**

5. ADJOURNMENT Meeting adjourned at 11:38 a.m.

Next Meeting: Friday, April 16 at 10:00 a.m. (Rm G2105, Surrey Campus)