



AGENDA

- | | | |
|--|-----------------|--|
| 1. Creating our Future | 4:15 | Kathleen Bigsby, Arthur Fallick |
| 2. Confirmation of Agenda..... | 4:45 | Takashi Sato |
| 3. Approval of Minutes Oct. 23, 2006) | | |
| 4. Chair's Report | | <i>updated on plays</i> |
| 5. Standing Committee Reports..... | 4:50 | |
| 5.1. Degree and Program Assessment Committee
(Dianne Crisp, Chair)..... | | Dianne Crisp |
| 5.2. Program Review Committee
(Carolyn Robertson, Chair)..... | | Carolyn Robertson |
| 6. Sub-Committee Reports | | |
| 6.1. Curriculum Sub-Committee..... | 5:00 | |
| 6.2. Essential Skills Committee
(Geoff Dean, Chair)..... | | Geoff Dean |
| 6.3. Math & Quantitative Skills Committee
(John Sprung, Interim Chair)..... | | John Sprung |
| 6.4. Policy Review Committee
(Dana Goedbloed, Chair)..... | | Dana Goedbloed |
| 6.4.1. Policy B.4 Final Examinations and Grade Reporting
for Courses | | <i>sent to Sondi Klassen
Nov 21/06</i> |
| 6.4.2. Policy B.17 Final Examinations and Overloads | | |
| 7. Program Revision: Health Unit Coordinator Certificate | 5:20 | Susan Powell |
| 8. Program Concept: revisions | 5:30 | Dianne Crisp |
| 9. SFU MOU on Aboriginal Access--for information | 5:40 | Rob Fleming |
| 10. Articulation agreement: SoB and Cambrian College | 5:50 | Wayne Tebb |
| 11. Articulation agreement: SoB and Sri Lanka Institute of
Information Technology | 6:05 | Wayne Tebb |
| 12. Revision: Education Council By-Laws | 6:20 | Takashi Sato |
| 13. Next Meeting: Dec. 18, 2006, 4:15 pm | | <i>updated file on plays & word doc.</i> |
| 14. Adjournment | | |

Karen Metzger
Surrey Campus

Attached for your information:

1. Applied Design Curriculum Committee Minutes, Oct. 2006 (distributed by email)

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



	NAME	PRESENT	ABSENT
1	Abraniuk, Theresa (Staff)	✓	
2	Androsiuk, Mary (Faculty)		<i>on leave</i>
3	Belter, Wendy (Faculty)	✓	
4	Chezenko, Jesse (Student)	✓	
5	Crisp, Dianne (Faculty)	✓	
6	Cserepes, Dana (Faculty)	✓	
7	Cunnin, Betty (Faculty)	✓	<i>will be late</i>
8	Davis, Bob (Faculty)	✓	—
9	Fleming, Rob (Admin)	✓	
10	Goedbloed, Dana (Admin)	✓	
11	Hollick, Denny (Student)	✓	—
12	Hoffman, Sandra (Staff)		—
13	Howes, Stephanie (Faculty)		R
14	Huff, Matt (Student)		R
15	McIntyre, Ken (Student)	✓	
16	Richmond, Alexandra (Faculty)	✓	
17	Sato, Takashi (F) (Chair)	✓	
18	Tebb, Wayne (Admin)	✓	
19	Wainman, Newton (Faculty)	✓	
20			
	Ex Officio Members		
	Triplett, Skip		
	Gordon, Jody	✓	
	Board rep.		
	Guests		
	Metzger, Karen , Recorder		

Creating Our Future

Kwantlen University College

Strategic Planning & Implementation Framework

Presentation to Education Council,
November 20, 2006

Strategic Planning and Implementation Process

A. Report of the Transitions Planning Secretariat August 2006

- Organizational Structure
 - Strategic Planning and Implementation Committee
 - Steering Committee
 - Planning Directorate

B. President's response: Creating Our Future October 2006

- Planning Strategy
 - Steering Committee
 - Strategic Issues Teams position papers
 - Integration analysis
- Communications Strategy
 - Dialogues Oct 30 - Nov 6
 - Web and Moodle sites
 - Strategic Issues Teams feedback forums
 - Action plan feedback

C. Action Plan October 2007

*Twenty more about unspecified answers than answered questions.
Some steps to be taken within 90 days of the end of the process of this document and team.*

12 Areas of Challenge

From the Report of the Transitions Planning Secretariat, August 2006

- Establishing Program Priorities
- Employee Recruitment and Retention
- Employee Workload and Work Life
- Research and Scholarship
- Revenue Generation
- Allocation of Resources
- Process Accountability
- Legislation and Governance
- Educating Internal and External Communities about Kwantlen
- Community Connections
- Student Recruitment and Retention
- Institutional Culture

Creating Our Future

3. Institutional Culture
Including Workload and Work/Life Balance

- Creating a culture of belonging
- Employee Recruitment and retention
- workload & work-life balance

Description of the Issue

There is a desire at Kwantlen for more effective and responsive processes with transparent accountability

Long Term Goals

- AG.3
- G.2
- G.3
- L.4

Desired Conditions in 2015

- Kwantlen will have in place processes that ensure authority, responsibility, and accountability reside with those who deliver a service at every level within the institution
- Kwantlen will have effective processes for managing change

Strategic and Business Objectives of Kwantlen
to be achieved over the next 10 years
to be used as a guide for planning

Creating Our Future

Organizational Structure

The Strategic Planning and Implementation Committee is appointed by the President to represent the interests of the institution at large as it maps out the stage to Creating Our Future.

The success you do accomplish is because you don't quit it.
Robert Schuler at 2002, Success at Success: Principles of High Performance and Innovation

Creating Our Future

Strategic Planning Process
October 2006 – October 2007

Phase	Timeline	Key Activities	Responsible Parties	Key Deliverables	Key Milestones	Key Risks	Key Success Factors
Phase 1: Foundation	Oct 2006 - Dec 2006	Establish the Strategic Planning and Implementation Committee (SPIC)	President, Vice President, Faculty, Service Staff, Students, IFA, KBA, Administration, VPs, BoG	SPIC Charter, SPIC Terms of Reference, SPIC Meeting Schedule	SPIC First Meeting	SPIC members not fully engaged	Clear communication, strong leadership, transparency
Phase 2: Vision and Strategy	Jan 2007 - Mar 2007	Develop the institution's vision and strategic plan	SPIC, Faculty, Service Staff, Students, IFA, KBA, Administration, VPs, BoG	Strategic Plan, Vision Statement	Strategic Plan Approved	Strategic Plan not fully embraced	Clear communication, strong leadership, transparency
Phase 3: Implementation	Apr 2007 - Oct 2007	Implement the strategic plan	SPIC, Faculty, Service Staff, Students, IFA, KBA, Administration, VPs, BoG	Strategic Plan Implementation Report	Strategic Plan Implementation Complete	Strategic Plan not fully implemented	Clear communication, strong leadership, transparency

Strategic Planning Issues	Description of the Issue	<i>DESIRED CONDITIONS in 2015</i>
1. Learning and Student Success		
1.1 Services to Students	<p>Research on the "millennial student" suggests that Kwantlen must change a number of processes if it is to respond effectively to the education needs of this new type of learner.</p> <p>Comparative data from former students at other institutions, suggests that Kwantlen lags behind its competitors in the facilities, services and educational experiences students want.</p> <p>Kwantlen's commitment to transforming the lives of students is reflected in the provision of scholarships and bursaries, processes for assessment and placement.</p>	<p>A.2 <i>Kwantlen will have a dynamic and well-informed understanding of the educational needs of our learners that is flexible and responsive to current and future trends.</i></p> <p>K.1 <i>Kwantlen will promote a student-centered culture by meeting the needs of diverse students through program development, scheduling and timetabling, delivery mode, high quality student support services, and maintaining a low ratio of faculty and staff to students that supports teaching excellence and an engaging learning environment (base 2006/07).</i></p> <p>K.4 <i>Kwantlen will transform the lives of learners by supporting their successful engagement in the learning process through effective assessment and placement and the creation of flexible learning pathways.</i></p> <p>K.5 <i>Kwantlen will support and recognize students while they are at Kwantlen through mentorship, scholarships and bursaries, etc., and to continue their relationship with Kwantlen post graduation.</i></p>
1.2 Programs	<p>Kwantlen serves its students through a range of programs and delivery options. With our laddered and integrated programs, opportunities for preparatory work, and close connections with our communities, Kwantlen plays a role that is different from other education providers in our region.</p> <p>Having an appropriate and distinctive mix of programs will enhance Kwantlen's competitive position.</p> <p>After investigating the quality of student life at Kwantlen, student facilities and best practices from other institutions, the Student Life Committee has prepared recommendations to enhance the social engagement of students. The Retention Group has been exploring ways to improve students' academic engagement and enhance student success. Resources and commitment will be needed to implement the suggestions of these two groups.</p>	<p>E.3 & F.3 <i>Kwantlen will invest sufficient resources (5% of operating funds) in strategically directed, ongoing research and development of courses, programs and services to meet the needs of a more diverse student body.</i></p> <p>F.2 <i>Kwantlen will establish library resources and campus facilities comparable to the best practices in similar institutions in North America, in support of AUCC accreditation, faculty and staff development and student success.</i></p> <p>A.1 <i>Kwantlen will have institution-wide and decentralized planning processes that systematically identify and monitor changing program priorities.</i></p> <p>K.3 <i>Kwantlen will ensure that student facilities and opportunities for on-campus social activities are equivalent to best practices of similar institutions in North America.</i></p> <p>K.2 <i>Kwantlen will establish student learning communities that promote academic and social engagement through service to community, scholarship, and research.</i></p>

<p>1.3 Enriched Instruction</p>	<p>Kwantlen's commitment to transforming the lives of students is reflected in the opportunities provided to students in degree programs to be involved in scholarly research. Kwantlen has a commitment to excellent teaching.</p> <p>Kwantlen's commitment to excellence provides the impetus to drive the development of research and scholarship, and ensure that scholarly activity is adequately funded.</p>	<p>D.1 <i>Kwantlen will provide the opportunity for 50% of the faculty to spend 50% of their time throughout the year (long term average) on research and scholarly activity.</i></p> <p>H.2 <i>Kwantlen's degrees and programs will be recognized for transfer throughout North America.</i></p>
<p>2. Accountability & Quality Processes</p>		
<p>2.1 Accountability and Quality</p>	<p>There is a desire at Kwantlen for more effective and responsive processes with transparent accountability</p> <p>Kwantlen's rapid growth in the 1990s was not accompanied by a concomitant increase in financial resources and so there was little time to devote to establishing or keeping current a number of processes</p> <p>As a result, old policies and procedures need to be assessed, revised and updated to facilitate the effective functioning of the new institutional realities.</p>	<p>G.3 <i>Kwantlen will have in place processes that ensure authority, responsibility, and accountability reside with those who deliver a service at every level within the institution.</i></p> <p>G.2 <i>Kwantlen will have systemic processes in place to achieve integrated institutional planning, cross institutional communication, implementation (of plans), and quality assurance. The processes will be timely, transparent, and action-focused with clearly articulated accountabilities.</i></p> <p>G.1 <i>Kwantlen will have effective processes for managing change.</i></p> <p>H.1 <i>Governance structures will support Kwantlen's vision, values, and other desired elements of the evolving institution.</i></p>
<p>2.2 Change management and communication</p> <p>repeated</p>	<p>Under the pressures of change, communication with the internal community has sometimes been overlooked.</p> <p>Kwantlen's commitment to a culture of mutual respect implies that we will conduct all our business in a timely and transparent way and that we will be accountable to delivery on our commitments.</p>	<p>I.4 <i>Kwantlen will put information in the hands of the people within Kwantlen who need it in a timely and effective fashion.</i></p> <p>L.5 <i>Kwantlen will ensure that its processes (e.g. training, professional development, recruitment, rewards and recognition) support and reinforce the desired culture.</i></p>

3. Institutional Culture

3.1 Creating a culture of belonging

To be truly excellent, Kwantlen needs a culture that supports and encourages innovation, creativity, and diversity of ideas and thought, a culture that recognizes and rewards superior work.

L.2

Kwantlen will establish a culture that supports and encourages innovation, creativity, and diversity of ideas and thought.

C.1

Kwantlen will embody a culture of academic freedom, professional respect, and recognition that supports innovation, collaboration, and teamwork.

A strong sense of community exists in many areas at Kwantlen, and people feel an attachment to and respect for each other. This provides a good foundation for building a culture of collaboration. Kwantlen's internal processes (e.g., budgeting, reporting, greater accountability) must be strengthened in order for trust to grow.

C.4

Kwantlen will have facilities and resources that foster and support the engagement of Kwantlen employees with the internal Kwantlen community.

B.3

Kwantlen will have recognition and reward programs that substantially aid in the retention of excellent employees and contribute to making Kwantlen a preferred employer.

Organizational objectives must be communicated clearly and comprehensively with internal communities if Kwantlen is to function as an efficient organization. Kwantlen will need to determine what processes are required to achieve clear communication and accountability throughout the institution.

C.5

Kwantlen will have a vibrant campus life that provides academic and social stimulation for all employees.

L.1

Kwantlen will have a culture that embodies trust, respect, collaboration and recognition among all employees.

repeated

Kwantlen's commitment to a culture of mutual respect implies that we will conduct all our business in a timely and transparent way and that we will be accountable to delivery on our commitments.

L.5

Kwantlen will ensure that its processes (e.g. training, professional development, recruitment, rewards and recognition) support and reinforce the desired culture.

3.2 Workload work life balance

Providing opportunities for all employees to develop knowledge and skills reflects Kwantlen's commitment to transforming the lives of faculty and staff. Employee workload must be defined to provide a variety of flexible models that allow all its employees appropriate mixes of teaching, research, administration and service. Work assignments for all employees must allow an appropriate balance between employees' workload and work life.

L.3

Kwantlen's employee and labour relations climate will reflect that all forms of contribution: teaching, scholarship, administration, or service, are of equal value to the institution.

L.4

Those in leadership roles at Kwantlen will model a set of attitudes and behaviours that exemplify and reinforce the desired culture.

B.3

Kwantlen will have a mix of compensation and working conditions that will enable Kwantlen to make competitive offers of employment.

3.3 Employee Recruitment and retention

Competition for highly educated and skilled employees is fierce, and Kwantlen must be an attractive place to work. Compensation, library resources, office space, administrative assistance, research and professional development opportunities must be adequate for all employees to do their jobs effectively and efficiently.

B.2

Kwantlen will have retention levels among faculty and staff that compare favourably to similar institutions throughout Canada.

C.2

Kwantlen will have workplace and workload models for faculty, staff and administrators that reflect a sustainable balance between personal and professional life.

C.3

&

F.1

Kwantlen will provide all employees with a combination of office space, administrative, information and technology support, and professional development at levels consistent with best practices at comparable institutions.

<p>4. Revenue Generation</p>	<p>Providing increased student support services, providing the conditions necessary to attract new faculty, realizing Kwantlen's research and scholarship objectives, and developing new programs to meet the needs of a changing student market will be costly. New approaches to revenue generation are required.</p>	<p>D.2 & E.1 & E.2</p>	<p><i>Kwantlen will increase its annual level of income (revenue) by at least 25% over the 2006/07 level (approximately \$25 million) within 10 years through a combination of additional core revenue from government, revenue from other external sources and from internal revenue generating activities.</i></p>
<p>5. Community Connections</p>			
<p>5.1 Community relationships with programs</p>	<p>Kwantlen will thrive or decline as a relevant and credible institution depending upon the strengths of the community partnerships that we create and nurture.</p> <p>Currently no one office at Kwantlen has responsibility for coordinating our relationships with business, industry or community groups. This puts the institution at risk of missing some important contacts and making multiple, possibly conflicting, approaches to others. Processes and structures for identifying external community connections (stakeholders) are needed.</p>	<p>J.1 J.2 & J.3</p>	<p><i>Kwantlen will identify key stakeholders (e.g. Alumni, business, industry, and other community groups) and implement a coordinated approach to developing relationships with each one.</i></p> <p><i>Kwantlen will establish a meaningful relationship between community/industry partners and every program/discipline area and every externally-focused service area at Kwantlen. The community/industry partners will indicate a high degree of satisfaction with their relationship to Kwantlen, and these relationships will be of material benefit to Kwantlen.</i></p>
<p>5.2 Credibility gap split</p>	<p>Communication to our communities is critical, and it needs to be a two-way exchange. We need to develop mechanisms to encourage higher levels of interaction at all levels of the institution.</p> <p>Collaboration with local government, business and industry enables the institution to play an active role in the economic development of region; such collaborative activity also facilitates Kwantlen's new program and research development. Increasing contacts with business and industry, local government, and community organizations is essential to Kwantlen's ability to understand and respond to community needs.</p> <p>Kwantlen needs to operate under a legislative and fiscal framework that facilitates its ability to serve its students and its communities successfully. (NOTE: ITA) - or develop strategies for working around it.</p>	<p>I.1 & I.4 I.2 & I.3 I.5 & J.4 H.1</p>	<p><i>Kwantlen will have a transparent and comprehensive plan for our external communication which is consistent with our vision, goals and priorities. The plan will ensure that Kwantlen puts information in the hands of the people in Kwantlen's communities who need it in a timely and effective fashion.</i></p> <p><i>Kwantlen will have a clearly understood and distributed set of accountabilities for the implementation of this external communication plan, and will provide adequate resources (dollars, expertise, and information) to fully implement it.</i></p> <p><i>Eighty percent of external community members who respond to a survey register a high level of awareness and understanding of Kwantlen and its programs.</i></p> <p><i>Legislation will support Kwantlen's vision, values, and other desired elements of the evolving institution.</i></p>



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Nov. 20, 06

AGENDA #: 3

PREPARED BY: Karen Metzger

ISSUE: *Approval of minutes*

ACTION: *That Council approve the minutes of the Oct. 23, 2006 meeting*



MINUTES

Present:	Theresa Abraniuk Jesse Chezenko Dana Cserepes Betty Cunnin Bob Davis Dana Goedbloed, Vice Chair Denny Hollick	Ken McIntyre, Member-at-Large Karen Metzger, Recorder Alexandra Richmond Takashi Sato, Chair Skip Triplett Newton Wainman
-----------------	---	--

Regrets:	Mary Androsiuk (on leave) Wendy Belter Dianne Crisp Rob Fleming Jody Gordon Sandra Hoffman (on leave)	Stephanie Howes Matt Huff Wayne Tebb
-----------------	--	--

Guests:	Carolyn Robertson Shirley McKendry	
----------------	---------------------------------------	--

1. Confirmation of Agenda

Takashi Sato called the meeting to order at 4:25 pm

He introduced student representative Jesse Chezenko, who was attending for the first time, and Carolyn Robertson, Chair of the Program Review Committee.

The agenda was approved by consensus as amended: item 5.4.1 will be dealt with right after item 4.2 as Carolyn Robertson will present both items.

2. Approval of Minutes (Sept 25, 2006)

Moved by Newton Wainman, seconded by Alexandra Richmond, **THAT Council approve the minutes of the Sept. 25, 06 meeting as amended: under item 5.4, include 'reading breaks.'**

MOTION CARRIED

3. Chair's Report

Takashi has been working with a small group to discuss ways to increase general awareness of Education Council among faculty, students, and staff. The group has prepared a number of recommendations for Council's consideration. See item 7.

There will be an update on the revised Program Review process, which will be new information to some members.

4. Standing Committee Reports

4.1. Degree and Program Assessment Committee (Dianne Crisp, Chair)

- Takashi reported on behalf of Dianne Crisp that DPAC reviewed a draft program implementation review document, which will be revised and resubmitted to DPAC before coming to Council for consideration.

4.2. Program Review Committee (Carolyn Robertson, Chair)

Carolyn Robertson reported that the committee is ready to present the revised policy *B.12 Program Review* for approval today, it having been reviewed and approved by the Policy Review Committee, and vetted by the deans and others during the revision process. The committee is in

the process of revising its mandate, and is preparing criteria for exemption from the Kwantlen process for program that undergo external accreditation.

Carolyn shared the history of policy B.12. The currently approved version is based on the college model, which is no longer appropriate for Kwantlen University College today. Proposed membership in the *Association of Universities and Colleges of Canada (AUCC)* and exempt status with DQAB both require the institution to have a program review process that includes external review components, in addition to the self-study component developed as the level one review under the existing model.

Pilot program reviews started in September 2005 under the existing policy identified that available SORS data for some programs was too sparse to be useful, and consistently showed that program reviews cannot be accomplished without dedicated resources. The process to hire a part-time program review facilitator has begun, and it is anticipated it will grow to two full-time positions.

The revised policy states that programs will be reviewed at least once every seven years. Grouping Kwantlen's programs so that the highest credential subsumes any lower credentials in the discipline will help make that achievable.

Programs that undergo external accreditation may apply to the Program Review Committee for exemption from Kwantlen's program review process.

5. Sub-Committee Reports

5.1. Curriculum Sub-Committee

NEW COURSES

ENGL 2310	Classical and Biblical Literature
ENGL 2400	Introduction to Cultural Studies
ENGL 4700	Special Topics in Literature
GEOG 3310	Natural Hazards
PHIL 2210	Epistemology
PHIL 2215	Metaphysics
PHIL 3100	Great Philosophers of the 20th Century
PHIL 3120	Free Will and Determinism
PHIL 4110	Topics in Ethics
WELD 1200	Air Arc and Plasma Arc Cutting
WELD 1210	Advanced Shielded Arc Welding
WELD 1220	Read Technical Drawings
WELD 1230	Advanced Gas Metal Arc Welding
WELD 1240	Basic Metallurgy

REVISED COURSES

GERM 1100	Basic German I
GERM 1101	Basic German II
GERM 2200	Intermediate German I
GERM 2201	Intermediate German II
LBED 3410	Literature of the Humanities
LBED 3420	Themes in Contemporary Culture
MAND 1100	Beginner Mandarin I
MAND 1101	Beginner Mandarin II
MAND 2200	Intermediate Mandarin I
MAND 2201	Intermediate Mandarin II
MATH 1120	Differential Calculus
MATH 1130	Calculus for Life Sciences I
MATH 1220	Integral Calculus
MATH 1230	Calculus for Life Sciences II

MATH 2234 Computer Applications of Linear Algebra for Applied Sciences

MATH 2331 Introduction to Analysis

PSYC 4400 Research Methods II: Qualitative Methodologies

REVISED – approved by the Divisional Curriculum Committee

FSDN 4101 Textile Studies for Teachers: Fashion Drawing and Portfolio Development in the High School Classroom

5.2. Essential Skills Committee (Geoff Dean, Chair)

The Chair reported on behalf of Geoff Dean. The Essential Skills committee anticipates completion of its mandate early in 2007.

5.3. Math & Quantitative Skills Committee (John Sprung, Interim Chair)

No report.

5.4. Policy Review Committee (Dana Goedbloed, Chair)

Dana Goedbloed noted that the Policy Review Committee approved policies *B.12 Program Review* (on today's agenda), as well as *B.4 Final Exams and Grade Reporting* and *B.17 Final Examinations and Overloads*, which will be presented at the next Council meeting to allow Jody Gordon to be present for the discussion.

5.4.1. Policy B.12 Program Review

Moved by Ken McIntyre, seconded by Alexandra Richmond, **THAT Council approve the revised policy B.12 Program Review as presented.**

MOTION CARRIED.

Skip Triplett thanked Council and the Program Review Committee for the excellent work done on the policy, which is an important component of the application for AUCC membership. With AUCC membership, Kwantlen graduates will be automatically recognized by universities across the country.

6. Revision of By-laws

Last year, Council voted to allow the Curriculum sub-committee to approve course outlines. It was recently noticed that this contravenes the Council by-laws. The Chair proposed revising the by-laws as follows:

2.05 The Council shall establish such committees, consisting of members or non-members, as the Council from time to time may think fit and may specify the duties to be performed by such committees. Committees of the Education Council may not assume any of the powers of the Education Council and are restricted to making recommendations to the Education Council *unless otherwise tasked by Education.*(added wording is in italics)

Such a change would be consistent with the College and Institute Act.

Theresa Abraniuk moved, seconded by Betty Cunnin, **THAT Council recommend the change to be approved at the next meeting.**

MOTION CARRIED.

Takashi Sato gave notice of motion to amend the Education Council by-laws at the next Education Council meeting.

7. Education Council Awareness

Takashi called attention to the discussion at the planning retreat on June 19, 06, about increasing awareness of the work of Education Council among the whole Kwantlen community. A small group has been meeting to discuss the issue, resulting in a number of recommendations to Council, as per the distributed memo.

Moved by Alexandra Richmond, seconded by Dana Cserepes, **THAT Council adopt recommendation 3, 4, and 5 as follows:**

Education Council Minutes

Oct. 23, 2006

Page 4

That:

3. Education Council requests the Kwantlen Student Association to add to its webpage a link to the Education Council webpage.
4. Education Council requests the Kwantlen Student Association to add Education Council to its list of Kwantlen contacts included in the student agenda printed each year for distribution to the student body.
5. a distribution email (via the Kwantlen Notice Board) and an announcement on mykwantlen.ca be posted following each meeting of the Education Council with a very brief list of discussions and business transacted during the meeting.

MOTION CARRIED.

ACTION: Ken McIntyre will ensure that recommendations 3 and 4 will be carried out.

ACTION: The Chair will take responsibility for executing recommendation 5.

Recommendations 1 and 2 will be brought back to the next meeting, pending revision of the draft bookmark as per discussions. Distribution of the bookmark will also need to be determined.

1. a bookmark describing education council and its work be produced
 2. a one-time, institution wide distribution of the bookmark be made
8. **Next Meeting:** Nov. 20, 2006, 4:15 pm
 9. **Adjournment:** Moved by Dana Cserepes to adjourn the meeting at 5:35 pm.



EDUCATION COUNCIL

For information: The following new and revised courses were approved by the Education Council curriculum sub-committee, some pending revisions:

NEW COURSES

ENGL 4401	Topics in Canadian Literature in English	} <i>pending</i>
ENGL 4409	Topics in Literature of the United States	
ENGL 4490	Special Topics in Cultural Studies	
GEOG 2400	Introduction to GIS	
GEOG 3220	Political Geography	
PSYN 1200	Psychiatric/Mental Health Nursing: Families and Their Health	
PSYN 2100	Psychiatric/Mental Health Nursing: Groups and Their Health	
PSYN 2120	Psychiatric/Mental Health Nursing: Pharmacology and Other Therapeutics	
PSYN 4100	Psychiatric/Mental Health Nursing: Capstone Course	
PSYN 4200	Preceptorship	
PSYC 3334	Intermediate Research Methods and Statistics	

NEW and REVISED COURSES

GBTR 1100	Introduction to Aging - R
GBTR 1111	Facets of Aging - N
GBTR 1120	Program Planning and Design - R
GBTR 1235	Recreation Assessment and Planning - N
GBTR 1255	Practicum 2 - R
GBTR 1320	Leadership in Therapeutic Recreation -N
GBTR 1350	Practicum 3 - R

REVISED COURSES

ENTR 4110	Business Leadership
CRIM 4410	Policy and Program Evaluation
CRWR 3230	Creative Non-Fiction II
FASN 2115	History of Costume
FREN 1100	French for Beginners I
FREN 1101	French for Beginners II
FREN 1105	Basic French I
FREN 1106	Basic French II
FREN 1110	French Language I
FREN 1210	French Language II
GDMA 1121	Print Production Software Applications 1
GDMA 2100	Publication Design 1
GDMA 2110	Introduction to Advertising
GDMA 2120	Print Technologies
HIST 3360	British India 1857 to 1947
HIST 3361	Indian Subcontinent since 1947

JRNL 1130	Photography for Print Media
JRNL 2353	Research Techniques
PSYC 4910	Rehabilitation

DISCONTINUED COURSES

MUSI 1016	Certificate Chamber Ensemble I (Sep 07 – replaced by new course)
MUSI 1026	Certificate Chamber Ensemble II (Sep 07 – replaced by new course)
MUSI 1166	Diploma Chamber Ensemble I (Sep 07 – replaced by new course)
MUSI 1266	Diploma Chamber Ensemble II (Sep 07 – replaced by new course)
MUSI 2366	Diploma Chamber Ensemble III (Sep 07 – replaced by new course)
MUSI 2466	Diploma Chamber Ensemble IV (Sep 07 – replaced by new course)
WELD 1105	Air Carbon Arc Gouging (Jan 07 – replaced by 1200)
WELD 1203	Metallurgy I (Jan 07 – replaced by 1240)



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Nov. 20, 06

AGENDA #: 6.4.1

PREPARED BY: Dana Goedbloed

ISSUE: *Approval of a policy*

ACTION: *That Council approve the new policy B.4 Final Examinations and Grade Reporting for Courses*



POLICY

TITLE: Final Examinations and Grade Reporting for Courses

APPROVED BY: The President

EFFECTIVE: 12 April 1990

REVISED: November 2006

RELATED POLICIES:

C.20 Student Evaluation and Grading

B.17 Final Examinations and Overloads

PURPOSE

Many University College courses include a final examination as a component of the evaluation system. This policy is a framework for the requesting and scheduling of final examinations.

This policy also specifies a framework for the reporting and for the verifying of final grades.

SCOPE

This policy applies to courses taught at the University College and to faculty teaching these courses.

PRINCIPLES

1. Final Examinations

- a. Final grades are issued for all courses taught at the University College.
- b. A formal final examination period will be scheduled at the end of each semester or session.
- c. Final examinations may only be scheduled during the formal final examination period.
- d. With or without a final exam, the sum of all assignments, tests or examinations cannot be worth more than 10% of the final grade, if administered in class during the last two (2) weeks prior to the formal final examination period for a semester or the last one (1) week prior to the formal final examination period for a session.
- e. Enrolment and Registrar Services Office is responsible for scheduling final examinations.
- f. Instructors may not schedule their own final examinations or change the days/time/rooms of their examinations as posted.
- g. Final examinations for classes offered in the daytime will normally be scheduled during the day from Monday to Saturday and evenings from Monday to Friday.

- h. Final examinations for evening classes will normally be scheduled on the same night that the class is held.
- i. Final examinations for Saturday classes will be scheduled on Saturday.

2. Grade Reporting

- a. Final grades for courses with no final examination must be submitted to the Enrolment and Registrar Services Office by the end of the third working day after the last day of classes for a semester or session.
- b. Final grades for courses in which there is a final examination must be submitted by the end of the third working day after the writing of the final examination.
- c. Exceptions to these deadlines may be granted at the discretion of the appropriate Dean who will notify the Enrolment and Registrar Services Office.
- d. Final grades will be submitted on-line using the Web for Faculty service. Faxed grade lists will not be accepted unless verified by the appropriate Dean.
- e. The assignment of final grades shall be in accordance with the provisions of Policy C.20 Student Evaluation and Grading.
- f. For each student who has been assigned an incomplete (I) grade, an Incomplete Grade Contract must be submitted along with the final grade submission list. The final grade for a student who has been assigned an "I" grade must be submitted on a Grade Reporting Form.

DEFINITIONS

- 1. **Semester:** a period of study lasting approximately four (4) months that usually commences in September, January and May.
- 2. **Session:** a period of study lasting approximately two (2) months (half a semester) that usually commences in September, November, January, March, May and July or a duration determined appropriate by a certifying body.

PROCEDURES

1. Final Examinations

- a. Faculty requests for Final Examinations must accompany the submission of the course scheduling for that term.
- b. Final examination dates will be published with the on-line registration timetable.
- c. Timetables, class lists and Final Examination dates are available for faculty download using the Web for Faculty on-line self-service.

2. Grade Reporting

- a. Grades will be submitted on-line using the Web for Faculty service. Instructors are expected to verify the final grades for students in their classes by logging into the Web for Faculty service the following business day.
- b. If the instructor has made an error in entering grades on-line or has changed a grade subsequent to the original submission of final grades, a Grade Reporting form must be submitted to the Enrolment and Registrar Services Office. These forms are available for pick-up in the Enrolment and Registrar Services Office.
- c. Instructors are not to post final grade lists on campus due to potential breaches of confidentiality.



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Nov. 20, 06

AGENDA #: 6.4.2

PREPARED BY: Dana Goedbloed

ISSUE: *Approval of a policy*

ACTION: *That Council approve the new policy B.17 Final Examinations and Overloads*



Kwantlen
UNIVERSITY COLLEGE

Policy No. B.17
Reviewed by: Education Council
Responsibility: Vice President / Administration
& Student Services

POLICY

TITLE: Final Examinations and Overloads

APPROVED BY: The President

EFFECTIVE: November 2006

REVISED:

RELATED POLICIES:

B.4, Final Examinations and Grade Reporting for Courses
C.20 Student Evaluation and Grading
L. 6 Appeals of Academic Decisions

PURPOSE

This policy provides a framework for resolution of final examination overloads and other examination procedures.

SCOPE

All students enrolled at Kwantlen University College.

PRINCIPLES

1. Students will normally be required to produce picture identification at the time of their final examination.
2. Students are responsible to initiate a resolution to an exam overload.
3. Resolution of overloads will normally require the assistance of one or more of the student's instructors.

DEFINITIONS

Exam Overload – consists of three or more examinations scheduled on the same day.

PROCEDURES

1. Students should report all overloads to the Enrolment and Registrar Services Office for resolution of the conflict.

[Return to Bylaws & Policies Homepage](#)
[Return to Kwantlen's Home Page](#)



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Nov. 20, 06

AGENDA #: 7

PREPARED BY: Susan Powell

ISSUE: *Approval of a program revision*

ACTION: *That Council approve the revision to the Health Unit Coordinator certificate program*



TO: **EdCo**
 C: Susan Powell, Maxine Mott, Jean Nicholson-Church, CAHS Curriculum Committee
 FROM: Radhika Singh
 DATE: November 1, 2006
 SUBJECT: Health Unit Coordinator Program (HAUC) Admission Requirement change

The HAUC program faculty, are requesting your approval to change the current English admission requirements of:

In addition to the general Kwantlen University College admission requirements, the following specific prerequisites apply to this program:

- Grade 12 or an acceptable equivalent (i.e. ABE Advanced, ABE Provincial or the GED) or successful completion of an English Placement test at the validated level at Kwantlen
- Computer skills prerequisite
- Typing speed 40 wpm (50 wpm upon completion)
- Office background, skills or experience (optional)
- Scheduled Health Unit Coordinator Information Session
- Criminal Record search

to

In addition to the Kwantlen University College general admission requirements for undergraduate studies, applicants must have completed:

- Computer skill prerequisite
- Typing speed 40 wpm (50 wpm upon completion)
- Office background, skills or experience (optional)
- Scheduled Health Unit Coordinator Information Session
- Criminal Record search

~~EDCO~~

will move to separate paragraph

Rationale:

The current language used for the HAUC program admission requirement does not accurately reflect the current Kwantlen University College English proficiency requirement, which has resulted in misinterpretations amongst the Enrolment and Registrar's Office, HAUC faculty and applicants of the HAUC program.

The current language implies that applicants for our program must have "Grade 12" which would exclude mature applicants from applying into the HAUC program. The program accepts not only high school graduates, but also mature applicants who have met the general Kwantlen University College English proficiency requirement for undergraduate studies. They can also write an English Placement Test.

By adopting the proposed and amended admission requirement alterations to the Kwantlen University College English proficiency requirement would be captured preventing the need to make amendments in the future, and it would ensure the HAUC program admission requirement is accurate and concise for the Enrollment and Registrar's office, HAUC faculty and applicants of the program.



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Nov. 20, 06

AGENDA #: 8

PREPARED BY: Dianne Crisp

ISSUE: *Program concept revisions*

ACTION: *That Council approve the revision to program concept, Appendix A, as presented*

Appendix A Internal Consultations

DEPARTMENT	CONTACT	LOCAL
Academic Departments <i>(Will this program have an impact on another program, or vice versa?)</i>		
Accounting Services <i>(planning and budgeting)</i>	Associate VP - Finance	2455
Enrolment & Registrar Services (Admissions, Records, Scheduling, & Graduation) <i>(planning for program admission, registration, impact on scheduling, etc.)</i>	Associate Director, Registrar Services	2336
Bookstore <i>(planning for textbook ordering, etc.)</i>	Director, Bookstore Operations	2130
Marketing and Communications <i>(promotions, recruiting, etc, and costs of same)</i>	Director, Marketing & Communications	2286
Counselling <i>(support services anticipated for program students, etc.)</i>	Counsellor	2794
Co-operative Education <i>(co-op work experience applicable to program)</i>	Co-op Development Coordinator	2013

Enrolment Services <i>(program advising & student loan eligibility)</i>	Associate Director, Enrolment Services	2474
<hr/>		
Facilities <i>(planning for space needs, special facility needs)</i>	Director, Facilities	2442
<hr/>		
Human Resources <i>(planning for faculty recruitment, etc.)</i>	VP, Human Resources	2066
<hr/>		
Information & Educational Technology (IET) <i>(planning re software needs; system capacity and limitations)</i>	Manager of User Support	2390
<hr/>		
Library Services <i>(collections, AV needs, etc)</i> See Appendix B	Librarian	2540
<hr/>		
Materials Management/Reprographics Services -Printing <i>(special equipment need, printing manuals, etc)</i>	Director, Materials Management	2134
<hr/>		
Recreational Services	Director of Athletics, Recreation Services	2005
<hr/>		



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Nov. 20, 06

AGENDA #: 9

PREPARED BY: Rob Fleming

ISSUE:

For information

*Memorandum of Understanding with SFU on
Aboriginal access*

Memorandum of Understanding Kwantlen University College / Simon Fraser University

Period of Agreement: January 2007 – June 2007

INTRODUCTION

Whereas Kwantlen University College and Simon Fraser University are both publicly funded post-secondary institutions, and whereas these institutions are situated in close geographical proximity and serve many students in common over the course of their preparatory and undergraduate education, it is recognized that it is in the mutual interest of both institutions to explore and pursue collaborative activities that are in the best interest of the students they serve.

ABORIGINAL STUDENT ACCESS PROGRAM PILOT

The parties have entered into the Memorandum of Understanding (MOU) to confirm their commitment to develop and pilot an Aboriginal Access Program. This agreement covers the general conditions by which the parties will collaborate.

Objectives and Principles

Each of the parties hereby confirms and acknowledges its respective interest and commitment in pursuing the development and piloting of an Aboriginal Access program. The parties acknowledge that relationship between the parties is of paramount importance and to this end the parties agree to adhere to the following principles and protocols:

- Sharing in the common goal of providing developmental education to appropriate Aboriginal students.
- Recognizing the separate interests of both parties and promoting an understanding and recognition of the concerns and risks to each party.
- Recognizing that tuition and financial arrangements will need to be acceptable to both parties for the program to be offered.
- Promoting and maintaining open and timely communication.
- Encouraging early, effective, efficient and non-adversarial resolutions at the appropriate levels of decision making.
- Committing to transparency in the relationship between the parties; and
- Clearly delineating and allocating responsibilities and the expected role and function of each of the parties.

Commitments

1. Kwantlen commits to:

- Providing classroom, office and computer lab space required for the pilot program and to providing ancillary supports (clerical, photocopying, fax, etc) as required.
- Developing curriculum and providing instruction for the Student Success Skills component of the program.
- Assisting in the development and the instruction of the University Life component of the program.
- Providing support for the recruitment, selection and orientation of students during the pilot.
- Assisting in providing funds (that have been mutually agreed upon) for activities such as field trips, materials for the courses, etc.
- Sharing responsibility for promotion of the program.
- Developing a new MOU to cover future program delivery at such time that the program delivery is deemed feasible.
- Running one offering of the Access program with a minimum of twelve (12) students if program delivery is deemed financially viable.

2. SFU commits to:

- Developing curriculum and providing instruction for the remedial English, Math, and Computer Skills components of the program.
- Assisting in the development and the instruction of the University Life component of the program.
- Providing support for the recruitment, selection and orientation of students during the pilot.
- Assisting in providing funds (that have been mutually agreed upon) for activities such as field trips, materials for the courses, etc.
- Sharing responsibility for promotion of the program.
- Developing a new MOU to cover future program delivery at such time that the program delivery is deemed feasible.
- Running one offering of the Access program with a minimum of twelve (12) students if program delivery is deemed financially viable.

Expected Outcomes of the Aboriginal Student Access Program Pilot

1. Development of an Aboriginal Student Access program pilot.
2. Access program pilot offered at Kwantlen University College's Langley campus.
3. Assessment of the ongoing feasibility of an Aboriginal Student Access program being offered in the South Fraser area.

Liaison and Coordination Mechanisms

An Aboriginal Access Academic Committee will be established, comprised of representatives from each partner institution, to oversee all aspects of the emerging partnership. Each party agrees to designate an individual liaison contact to support this agreement, and to assist in carrying out the administrative and technical requirements required to maintain the agreement.

For Kwantlen University College

For Simon Fraser University

Judith McGillivray
Vice President, Academic & Provost

John Waterhouse
Vice President, Academic & Provost

Date

Date



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Nov. 20, 06

AGENDA #: 10

PREPARED BY: Wayne Tebb

ISSUE:

Approval of an articulation agreement

ACTION:

***That Council approve an articulation agreement
between the School of Business and Cambrian
College***

To: Education Council
C:
From: SOB Curriculum Committee

Date: November 7, 2006

Re: Block Transfer – Cambrian College to KUC B. Tech. degree

The School of Business Curriculum Committee accepts and endorses that block transfer of 60 credits into the Bachelor of Technology in Information Technology degree be granted to students who satisfy all the following conditions:

- (1) Are a graduate of the Computer Systems Technology Program (CETY) offered by Cambrian College AND
- (2) satisfy Kwantlen's English entry requirements, AND
- (3) have a cumulative GPA of 2.7 or better.

These students will be granted acceptance into the B.Tech program at the third year level.

(CETY) COMPUTER SYSTEMS TECHNOLOGY

The Computer Systems Technology (CETY) program responds to a demonstrated need for competent people in the networking and internetworking fields. The three-year program provides graduates with in-depth networking skills to manage and solve the networking, voice over (VOIP), and internetworking needs of small business to large enterprises. Our goal is to develop a highly trained global workforce to design, install, manage, secure and troubleshoot networks!

Students study LAN / WAN technologies, network administration (Windows 2003, XP, Unix/Linux, NetWare), network infrastructure, network design, network security, wireless networking, and web related technologies.

Course content and equipment is kept current through partnerships established with the Microsoft Corporation and Cisco Systems. We are a recognized Microsoft IT Academy and a Regional Cisco Networking Academy.

Industry certifications provide potential employers with an objective gauge of an applicant's level of expertise. For this reason, the CETY program prepares graduates to challenge industry certifications including Microsoft Certified Professional (MCP), Microsoft Certified Systems Administrator (MCSA), Cisco Certified Network Associate (CCNA), Cisco Certified Network Professional (CCNP), and components of the Microsoft Certified System Engineer (MCSE 2000) and Cisco Certified Security Professional (CCSP).

The CETY program will appeal both to students with no prior knowledge of networking and those with a foundation/knowledge in this area.

http://www.cambrianc.on.ca/_Our_Programs/Full-time_programs/showpage.cfm?cboPrograms=/fulltime/html/termprograms/200709CETY.HTM

COMPUTER AND ENGINEERING TECHNOLOGY

Diploma of Technology

Intake: September 2003

Semester 1 - September 2003

CET1105 Microcomputer Systems I

CET1110 Productivity Software

CET2305 Local Area Networks

ENG1551 Writing Fundamentals: Ind. Study

ENG1710 Communications/Information Tech I

MTH1188 Mathematics I

Semester 3 - September 2004

BUS2040 Organizational Behavior

Semester 2 - January 2004

CET1100 Desktop Operating Systems

CET1205 Microcomputer Systems II

CET2320 Client Administration

CET2400 Introduction To Routing

ENG1751 Job Search Skills: Ind. Study

ENG2710 Communications/Information Tech II

Semester 4 - January 2005

CET2310 Network Operating Systems II

CET1210 Network Operating Systems I

CET2325 Web Programming

CET3515 Remote Networking Principles

CET2330 UNIX System Administration

Semester 5 - September 2005

BUS3505 Business Principles

CET3511 Network Directory Services

CET3525 Building Remote Access Networks

CET3530 Website Management

CET3621 Multi-Layer Switching

CET2420 Multi-Platform Environments

CET3520 Building Scalable Networks

CET3610 Applied Database Concepts

ENG3410 Communications/Information Tech III

Semester 6 - January 2006

BUS1600 Customer Service

CET2415 Applied Project Management

CET3600 Field Placement

CET3615 Network Security

CET3625 Internetwork Troubleshooting

Semester 1 - September 2003

CET1105 Microcomputer Systems I

Throughout this course you will learn the technical skills necessary to become an A+ certified technician. These skills will be learned through a series of hands-on lab exercises and review questions designed to teach and improve your PC configuration and troubleshooting skills which are necessary to function as a PC support or helpdesk technician.

CET1110 Productivity Software

This course is designed to familiarize the student with the use of productivity software such as word processors, spreadsheets, and databases. The student will gain hands-on experience working with Microsoft Excel to create worksheets and graphs. The student will learn the necessary features available in Microsoft Word to create professional business reports. An overview of Microsoft Access will be presented to give students familiarity with a database program.

CET2305 Local Area Networks

This course provides the student with a solid foundation in fundamental networking concepts. The student will develop an understanding of networking terminology, basic networking concepts, requirements, and standards. Special emphasis is placed on understanding network protocols and how they operate at all levels of the OSI networking model. This is the first of three courses that prepare the student to write the CCNA certification exam.

ENG1551 Writing Fundamentals: Ind. Study

This course is required in the first semester of most post-secondary programs at Cambrian. The purpose of the course is to allow students to develop their independent learning skills and to review the fundamental conventions of Standard English.

ENG1710 Communications/Information Tech I

This course introduces students to the fundamental communication skills necessary for employment in information technology fields. Topics to be covered focus on reading and writing skills, and include the communication process, reading analysis and comprehension, the writing

process, principles and methods of organization, style and tone in technical writing, and editing skills necessary to create clear and concise documents.

MTH1188 Mathematics I

Oriented toward business data processing, this subject presents mathematical topics that are important to learners in the world of computing. The emphasis is on a logical and structured approach. Emphasis is also placed on a practical, hands-on approach rather than on complicated mathematical proofs.

Semester 2 - January 2004

CET1100 Desktop Operating Systems

This course introduces the student to the major components and operating characteristics of a computer system including the hardware and the operating system. Without an operating system the computer is completely inert. If students are to gain more than a superficial understanding of how to operate computers, it is essential that they comprehend how an operating system works and how it enables them to command the hardware and/or software. This course will provide students with the insight needed to solve computer problems they encounter and gain the confidence that comes from being able to control the system with skill. Students will develop practical skills through hands-on experience with popular operating systems including MS-DOS, Windows platform, Unix/Linux, and the Macintosh OS.

CET1205 Microcomputer Systems II

This course continues the study of the principles of computer architecture. Upon completion of the course, the student will be able to implement and test corrective solutions to identified hardware and software related problems and optimize a microcomputer system, and carry out preventative system maintenance. Customer support and a basic introduction to the creation of a local area network are also included in the course.

CET2320 Client Administration

The purpose of this course is to address the implementation and desktop support needs of customers that are planning to deploy and support Microsoft Windows XP Professional in a variety of stand-alone and network operating system environments. Customers have indicated that they require an in-depth training solution for implementing and supporting Windows XP Professional. This course will address customers' needs for knowledgeable personnel that can support desktops running Windows XP Professional.

CET2400 Introduction To Routing

Prerequisite: CET 2305 This course will introduce students to internetworking concepts. Topics to be covered include routing protocols, Cisco IOS commands, access control lists (ACLs), and network troubleshooting. Students will develop an understanding of internetworking terminology, concepts, requirements and standards. This is the second of three courses that prepares students to write the CCNA certification exam.

ENG1751 Job Search Skills: Ind. Study

Through guided independent study, students will explore the job search process in detail and gain a comprehensive understanding of the theories and practices that lead to successful job searching and career planning. This course will also encourage further development of the independent learning skills and strategies practiced in ENG 1551.

ENG2710 Communications/Information Tech II

Prerequisite: ENG 1710 In this course, the students further develop the communication skills, which are the focus of Communications for Information Technology I and apply them to more complex communications situations. Through the planning and preparation of short reports and

other documents, students develop their ability to respond successfully to the specific written communication challenges they will face in the workplace. In addition, this course introduces the study of two other important communication skills, listening and speaking.

Semester 3 - September 2004

BUS2040 Organizational Behavior

An organization is a group of people working toward a common goal or objective. People are the common denominator in organizations regardless of size or purpose. The study of organizational behaviour lets us predict, explain, and manage individual and group behaviour in the workplace to achieve organizational objectives.

CET1210 Network Operating Systems I

Prerequisite: CET 2320 This course will introduce students to the Windows 2003 Server network operating system. Students will gain the skills required to plan, design, manage, and administer a Windows 2003 Server network.

CET2325 Web Programming

This course provides students with an introduction to some of the tools and techniques used in developing Web based applications. The World Wide Web, HTML, and Java Script will be introduced along with programming logic and debugging. Topics include variables, functions, structured logic, layouts, concepts, animation, and security.

CET3515 Remote Networking Principles

Prerequisite: CET 2400 In this course, students will develop an understanding of LAN switching additional routing protocols, and WAN technologies. Topics covered include LAN switching, VLANs, LAN design, IGRP, EIGRP, single-area OSPF, WAN technologies, PPP, ISDN, Frame Relay, IP addressing techniques, network management, and CCNA exam preparation. This is the third of three courses that prepares students to write the CCNA certification exam.

CET2330 UNIX System Administration

This course will prepare the student to install, configure, manage and support a UNIX network infrastructure. Topics include UNIX design, system management, X Window configuration, application package management, remote management tools, system backups, Web Services, DNS and DHCP services, troubleshooting LILO, file system errors, and network services.

Semester 4 - January 2005

CET2310 Network Operating Systems II

Prerequisite: CET 1210 This course will introduce students to the Windows 2003 Server network infrastructure. Students will gain the skills required to configure, manage, and support a Microsoft Windows 2003 Server network infrastructure. This course is aimed at getting the student to be able to install and optimize multi-user operating systems such as Unix, Novell, and NT. Installation of application software will also be part of the course.

CET2420 Multi-Platform Environments

Prerequisites: CET 1210, CET 2330 In this course, students learn the technical skills necessary to integrate services provided in multiple platforms such as Novell NetWare, UNIX/Linux, and Windows 2003. Topics include an introduction to Novell's Directory Service, network file system creation, NetWare installation, configuration, and administration. Multi-platform topics include Domain Name Service (DNS), Windows Internet Name Service (WINS), Dynamic Host Configuration Protocol (DHCP), IP Routing, Remote Access Services (RAS), Network Address Translation (NAT), TCP/IP, security concepts, Certificate Services, and Virtual Private

Networking. Note: Students must also be registered in the Network Operating Systems II (CET2310) course.

CET3520 Building Scalable Networks

Prerequisite: CET 3515 In this course, students will learn how to design, configure, maintain, and scale routed networks that are growing in size and complexity. They will be able to better select Cisco products and Cisco IOS services to implement policies that help to control traffic over LANs and WANs and connect private networks to service providers. Topics covered include CIDR, VLSM, NAT, DHCP, IP helper addresses, dynamic routing, static routing, default routing, single-area and, multi-area OSPF, EIGRP, IS-IS, route summarization, route redistribution, route filters, route maps, policy routing, BGP and network security. This is the first of four courses to help students attain the CCNP designation.

CET3610 Applied Database Concepts

Students will design, implement and manipulate data within databases to effectively apply essential database concepts using Microsoft Access 2002. Students will develop skills in data modelling with Entity-Relationship diagrams, data normalization as well as in constructing Structured Query Language (SQL) statements for data definition, selection and modification. Students will be introduced to critical database administration tasks and issues related accessing data sources within today's modern networked environment.

ENG3410 Communications/Information Tech III

Prerequisites: ENG 1710, ENG 2710 This course will prepare the student to complete the kinds of longer, technical writing tasks often required in their profession. Emphasis will be placed on the process of completing these technical writing tasks, common patterns used for organizing information, the specific formats most often used, technical writing style, and related communication tasks such as oral communication and creating effective graphics. Students will create effective, professional documents such as instructions, proposals, and evaluations, to address job related problems and needs by employing the principles and techniques of modern technical writing.

Semester 5 - September 2005

BUS3505 Business Principles

This course introduces the student to major contemporary issues with the economy as well as the functional areas of business. The global and national economy will be studied, as well as major business issues such as entrepreneurship and small business management. The functional areas of marketing, finance, and operations management are also included.

CET3511 Network Directory Services

This course provides students with a comprehensive understanding of the Windows 2003 Active Directory service, based on the information tested on the Microsoft certification exams. Students will learn the design and operation functions of Active Directory components such as domains, sites, and organizational units. Through laboratory and real-world hands-on assignments, students will implement, configure, and manage an Active Directory services deployment.

CET3525 Building Remote Access Networks

This course introduces students to the implementation of Cisco routers in WAN applications. The course focuses on the selection and implementation of the appropriate services required to build intranet remote access links. Students will develop skills with specific WAN technologies including analog dialup, ISDN BRI and PRI, Frame Relay, broadband, QoS, and VPN. The Building Remote Access Networks course is the second of four courses leading to the Cisco Certified Network Professional (CCNP) designation. It is a hands-on, lab-oriented course that stresses the

design, implementation, operation, and level 1 troubleshooting of common WAN connectivity options.

CET3530 Website Management

This course provides students with the skills required to manage corporate Web sites. Students will develop effective Web site skills, paying particular attention to layout, navigation, and interactivity.

CET3621 Multi-Layer Switching

Prerequisite: CET 3515 In this course, students will learn how to design, build, and manage campus networks using Layer 2 and Layer 3 technologies. Students will understand how to deploy the required Cisco products and services to build reliable, scalable multilayer-switched LANs. Students will develop skills in the following areas: STP, VLANs, VTP, Inter-VLAN routing, Multi-layer switching, Redundancy, Multicasting, and Campus LAN security. Additional topics including QoS issues and emerging transparent LAN services will be examined. This is the third of four courses designed to help students attain the CCNP designation.

Semester 6 - January 2006

BUS1600 Customer Service

This course will provide students with the knowledge and tools needed for success in dealing with customers. Students will be exposed to practical, real-world concepts and experiences along with suggestions for dealing with a variety of customer situations and problems.

CET2415 Applied Project Management

Prerequisite: CET 3515 This course will provide students with the insight needed to manage various aspects of project management (project integration, scope, time, costs, quality, communications, risk, and procurement management) and all five process groups (initiating, planning, executing, controlling, and closing information technology projects).

CET3600 Field Placement

Prerequisite: All previous courses and a 2.0+ G.P.A. This course is designed to provide students with work experience through six weeks of practical work with a participating employer.

CET3615 Network Security

Prerequisite: CET 3510 This course will introduce students to the Windows 2003 Server Multi-layered approach to security that, when applied conscientiously, can offer a high level of assurance against successful attacks on your network resources. Through hands-on projects, case studies, and assignments, students will gain the skills required to plan, design, manage, and administer security on a Windows 2003 Server network.

CET3625 Internetwork Troubleshooting

Students will learn how to perform fundamental hardware maintenance and troubleshooting on Cisco routers and switches. They will develop the ability to diagnose, isolate, and correct network failures and performance problems. This is the last of four courses leading to the Cisco Certified Network Professional (CCNP) certification. The course focuses on the documenting and baselining of a network, troubleshooting methodologies and tools, and Layers 1 to 7 troubleshooting.



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Nov. 20, 06

AGENDA #: 11

PREPARED BY: Wayne Tebb

ISSUE:

Approval of an articulation agreement

ACTION:

***That Council approve an articulation agreement
between the School of Business and the Sri Lanka
Institute of Information Technology***



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Nov. 20, 06

AGENDA #: 12

PREPARED BY: Takashi Sato

ISSUE: *Approval of a by-law change*

ACTION: *That Council approve the revision to the Education Council by-laws as presented*

EDUCATION COUNCIL BY-LAWS

(Revised June 2006)

1. Terms and Conditions of Membership on Education Council

- 1.01 The terms and office for voting members shall be consistent with the College and Institute Act, 1994.
- 1.02 Faculty, staff, and student elections for Council will be held in the Spring semester each year.
- 1.03 The term of each elected faculty, staff, student or appointed member shall normally begin on September 1.
- 1.04 An elected member may resign from the Council by giving the Chair notice in writing.
- 1.05 The seat of a member who leaves the constituency from which that member has been elected shall be declared vacant.
- 1.06 Any member who will be absent from a meeting will notify the Recorder prior to the meeting.
- 1.07 The seat of any elected member who fails to attend three meetings of Council within an academic year may be declared vacant by Council.
- 1.08 In the event a seat becomes vacant with four (4) or more months remaining in its term of office, the Chair shall request the Registrar to fill the vacant seat through by-election.

2. Operational Procedures of the Education Council

- 2.01 All proceedings of the Council shall be governed by the most recent revision of Robert's Rules of Order, except as otherwise provided.
- 2.02 A quorum of the Council shall consist of 50 percent plus one of the voting members.
- 2.03 Business Conducted at a Meeting Where No Quorum is Present

Any Business conducted at a meeting (regular or otherwise) where there is no quorum present will be considered as unofficial and subject to ratification at the next meeting held where a quorum is present. Any communication coming out of a meeting where no quorum was present shall be prefaced with a clear indication the communication is subject to ratification.

While this provision covers a meeting called knowing there will likely be no quorum, it is possible for a regular meeting without a quorum to continue under this same provision, providing all members present are in agreement.

- 2.04 A simple majority of the voting members present is required to carry a motion.
- 2.05 The Council shall establish such committees, consisting of members or non-members, as the Council from time to time may think fit and may specify the duties to be performed by such committees. Committees of the Education Council may not assume any of the powers of the Education Council and are restricted to making

recommendations to the Education Council *unless otherwise tasked by Education Council.*

- 2.05.1 The Chair and/or Vice Chair of the Education Council will be ex-officio members of each of the Council's committees.
- 2.06 Members of the Kwantlen University College community shall be encouraged to attend and observe meetings of the Council. Observers will have no speaking or voting privileges.
- 2.07 From time to time the Council may invite guests to make presentations to Council meetings and to answer questions related to their presentations.
- 2.08 If a topic on the agenda contains material of a private or confidential nature, the Council will have the right to close to observers that portion of the meeting in which that topic is discussed.
- 2.09 A Conflict of interest arises when a Council member's private interests supersedes or competes with his/her dedication to the interests of the institution. This could arise from Real, Potential, or Apparent Conflict of Interest for a Council member or related persons and may be financial or otherwise. For this purpose:
- a) A "Real Conflict of Interest" occurs when a Council member exercises an official power or performs an official duty or function and at the same time, knows that in the performance of this duty or function or in the exercise of power there is the opportunity to further a private interest.
 - b) A "Potential Conflict of Interest" occurs when there exists some private interest that could influence the performance of a member's duty or function or in the exercise of power provided that he or she has not yet exercised that duty or function.
 - c) An "Apparent Conflict of Interest" exists when there is a reasonable apprehension, which reasonably well-informed persons could properly have that a Real Conflict of Interest exists on the part of the member.

Declaration of Conflict

Council members must arrange their private affairs and conduct themselves in a manner to avoid conflict of interest. In cases where conflict cannot be avoided, a Council member has an obligation to declare a conflict of interest prior to discussion or decision of an issue. Upon declaration of a conflict the person recording the events of the meeting should duly note the declaration and the Council member must refrain from discussion or voting on that particular matter, contract or arrangement.

Where a Council member is unsure of whether he/she is in conflict that member should raise perceived potential conflict with the Council, and the Council should determine by majority vote whether or not a conflict of interest exists. The member perceived to be in conflict should refrain from voting on the issue. Where a conflict of interest is discovered after consideration of a matter, the conflict must be declared to the Council and appropriately recorded at first opportunity. If the Council determines that involvement of said member influenced the decision of the matter, the Council shall re-examine the matter and may rescind, vary, or confirm its decision.

Any Council member who perceives another member to be in conflict of interest in a matter under consideration must identify the perceived conflict to the Council at the first opportunity. The Council should determine by majority vote whether or not a conflict of interest exists and the member perceived to be in conflict should refrain from voting. At its discretion, the Council may invite the member in conflict to state his or her position on the issue in question prior to absentsing him/herself.

- 2.10 The Council may hold such additional special meetings as are deemed necessary by the Council or Executive Committee after serving notice of not fewer than five working days to Council members.
- 2.11 A proposed agenda and supporting material for any meeting shall be circulated to Council members not fewer than two working days prior to any meetings.
- 2.12 Approved minutes of the Education Council will be made public and readily accessible.
- 2.13 Kwantlen University College will appoint a permanent Recorder to the Education Council. The Recorder will have no speaking or voting privileges.
- 2.14 Education Council By-Laws may be amended by:
 - Giving Notice of a Motion to Amend By-Laws at an Education Council Meeting;
 - A two-thirds majority of those present vote at a subsequent Education Council Meeting, and;
 - Fulfilling any other requirements legislated by the Government of British Columbia.

3. Education Council Executive Committee

- 3.01 Each year at the June meeting voting members of the Education Council will elect an Executive Committee from within the Education Council's voting membership.
- 3.02 The Executive Committee will consist of the Chair of the Education Council, the Vice-Chair of the Education Council and one member-at-large
- 3.03 The Executive Committee's responsibilities will include:
 - 3.03.1 Formulating and recommending efficient methods of transaction of the Council's business
 - 3.03.2 Preparing and circulating an agenda for each meeting of the Council
 - 3.03.3 Communicating the Council's decisions
 - 3.03.4 Acting on behalf of Council between Council meetings after consulting with Council members
- 3.04 The Chair of the Education Council will preside at all meetings of the Education Council and of the Executive Committee
- 3.05 The Vice-Chair of the Education Council will fulfill the duties of the Chair in the Chair's absence and will assist in the performance of the Chair's duties.