Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL
Monday Jan. 29, 07, 4:15 pm.
Surrey Campus Boardroom (G2110)

en Metzger
Surrey Campus

AGENDA

1. Confirmation of Agenda.. 4:15   Takashi Sato

2. Approval of Minutes (Dec. 18, 2006)..

3. Chair's Report ....

4. Standing Committee Reports.. 4:20

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

        4.1.1. Revised FPP template for degrees —updated - when to distribute?

        4.1.2. Revised program concept template —to be placed on Online and Plaza

    4.2. Program Review Committee
    (Carolyn Robertson, Chair)....................................   Carolyn Robertson
    — Man Lab — approved, revised & posted to Plaza

5. Sub-Committee Reports

    5.1. Curriculum Sub-Committee................................... 4:50

    5.2. Math & Quantitative Skills Committee
    (Dana Cserepes, Interim Chair) ....   Dana Cserepes

    5.3. Policy Review Committee
    (Dana Goedbloed, Chair)....................................   Dana Goedbloed

        5.3.1. Policy C.20 — revised & sent to Sandi Klassen
        — updated spreadsheet

6. Up-coming Elections.........:..   Jody Gordon   & sent to Dana

7. For information: Grade 12 provincial exams .... 5:10   Rob Fleming/Jody Gordon

8. Next Meeting: Feb. 26, 2007, 4:15 pm

9. Adjournment

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)	٠	✓	not well
3	Belter, Wendy (Faculty)	✓		
4	Chezenko, Jesse (Student) — c/o _tunkiti_	✓		
5	Crisp, Dianne (Faculty)	✓		
6	Cserepes, Dana (Faculty)	✓		
7	Cunnin, Betty (Faculty)	✓		
8	Davis, Bob (Faculty)	✓		
9	Fleming, Rob (Admin)	✓		
10	Goedbloed, Dana (Admin)	✓		
11	Hollick, Denny (Student) — c/o _Found_	✓		
12	Hoffman, Sandra (Staff)	✓		
13	Howes, Stephanie (Faculty)	✓		
14	Huff, Matt (Student) _and to test sureg_	✓		
15	McIntyre, Ken (Student)	✓		
16	Richmond, Alexandra (Faculty)		✓	
17	**Sato, Takashi (F) (Chair)**	✓		
18	Wainman, Newton (Faculty)	✓		
19	Waithman, Marilynne	✓		
20		·		
	Ex Officio Members			
	Triplett, Skip	✓		
	Gordon, Jody	✓		
	Board rep.			
	Guests			
	Metzger, Karen , Recorder	✓		

Kwantlen
UNIVERSITY COLLEGE

ISSUE: *Approval of minutes*

ACTION: *THAT Council approve the minutes of the Dec. 18, 2006 meeting*

Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL
Monday Dec. 18, 2006, 4:15 pm.
Surrey Campus Boardroom (G2110)

MINUTES

Present:	Theresa Abraniuk	Stephanie Howes
	Wendy Belter	Ken McIntyre, Member-at-Large
	Dianne Crisp	Karen Metzger, Recorder
	Dana Cserepes	Takashi Sato, Chair
	Bob Davis	Newton Wainman
	Rob Fleming	Wayne Tebb
	Jody Gordon (ex officio)	
Regrets:	Mary Androsiuk (on leave)	Denny Hollick
	Jesse Chezenko	Sandra Hoffman (on leave)
	Betty Cunnin	Matt Huff
	Dana Goedbloed, Vice Chair	Alexandra Richmond
		Skip Triplett (ex officio)
Guests:	Brian Carr	
	Geoff Dean	

1. **Confirmation of Agenda**

   The meeting was called to order at 4:22 pm.

   Moved by Newton Wainman, seconded by Ken McIntyre, THAT Council approve the agenda as presented.

   MOTION CARRIED.

2. **Approval of Minutes (Nov. 20, 2006)**

   Moved by Newton, seconded by Theresa Abraniuk, THAT Council approve the minutes of the Nov. 20, 06 meeting as amended.

   MOTION CARRIED.

3. **Chair's Report**

   Takashi Sato reported that the Math &Quantitative Skills committee, which has been operating under an interim chair (John Sprung) since September, will have a new chair starting in January 2007. Dana Cserepes has volunteered to take the position of chair of the committee, pending her election by the committee at its January meeting.

4. **Standing Committee Reports**

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

   Dianne Crisp noted that the December DPAC meeting was cancelled due to lack of agenda items. She has been working with others on adapting the full program proposal form for degree program to the new DQAB requirements. It will be presented to DPAC in January.

   4.2. Program Review Committee (Carolyn Robertson, Chair)

   No report. The committee has not had a recent meeting, and instead has been involved in the hiring process for the program review facilitator position. Applications have been received and are under review.

5. **Sub-Committee Reports**

   5.1. **Curriculum Sub-Committee**

   The following new and revised course outlines were reviewed and approved by the Education Council curriculum sub-committee, Dec. 16, 06.

   NEW COURSES

ELST 1226	English Language Upgrading for Graduate Nurses II
ELST 1316	English Language Upgrading for Graduate Nurses III
JRNL 3150	Advanced Research for Journalism
SOCI 3275	Sociology of Popular Culture
WELD 2100	Shielded Metal Arc Pipe Welding
WELD 2110	Welding Standards and Testing
WELD 2120	Gas Metal Arc Alloy Welding
WELD 2130	Piping Drawings
WELD 2140	Advanced Flux Core Arc Welding
WELD 2150	Alloy Metallurgy
WELD 2160	Basic Gas Tungsten Arc Welding
WELD 2200	Shielded Metal Arc Alloy Welding
WELD 2210	Advanced Alloy Metallurgy
WELD 2220	Gas Tungsten Arc Alloy Welding
WELD 2230	Plate and Pipe

   REVISED COURSES

ACCT 4120	Financial Statement Presentation and Analysis
ACCT 4360	Computer Modelling for Managers
ACCT 4650	Not-for-Profit Financial Management
ACCT 4720	Advanced Managerial Accounting
ACCT 4780	Advanced Managerial Finance
BUSI 1250	Human Resources Management
ECON 3333	Introductory Econometrics
ENTR 4250	Entrepreneurial Leadership
ELST 0381	English for Academic Purposes – Level 3
HIST 3328	History of the Soviet Union
HIST 4490	History of British Columbia
IDDS 1260	Two-Dimensional Design
IDDS 1261	Three-Dimensional Design
PRLN 2476	Public Relations Work Experience
PHYS 1100	Basic College Physics
PSYC 4700	Culture and Psychology
PSYC 5010	Honours Thesis II

   REVISED – approved by the Divisional Curriculum Committee

ASTR 1100	Introduction to Astronomy
BIOL 1112	Biology Today
PHYS 1170	Mechanics I

5.2. Essential Skills Committee (Geoff Dean, Chair)

5.2.1. Final Report

Geoff Dean presented the final report of the Essential Skills committee for Council's consideration, and recapped briefly the history and the work of the committee. The committee recognizes that it has fulfilled its mandate, but is aware that much more work could be undertaken to foster greater awareness of essential skills across the curriculum. It is hoped that the Centre for Academic Growth will be adequately funded to carry on the work. The major focus would be to help faculty understand how they can (or already do) incorporate the essential skills into their teaching.

The report to Council includes key recommendations based on the survey of faculty. The survey itself is available on the Essential Skills Committee Plaza site under *Documents*.

Geoff thanked Jody Gordon for facilitating the inclusion of Essential Skills in the electronic calendar. It is now available to the world and searchable. The Centre for Academic Growth will also create links to the site.

Copies of the brochure on Essential Skills were distributed to Council members.

Council expressed its gratitude to the committee for its comprehensive work.

Moved by Ken McIntyre, seconded by Dana Cserepes, THAT Council accept the report and dissolve the committee.

MOTION CARRIED.

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

No report. No meeting was held this month.

5.4. Policy Review Committee (Dana Goedbloed, Chair)

No report. No meeting was held this month.

6. MOU: Science Dual Pathways – Kwantlen & SFU

Brian Carr presented the Memorandum of Understanding (MOU) between Kwantlen University College and Simon Fraser University – Dual Enrollment Pathway: Science. He explained that it has come about because of a desire to provide more options for both Kwantlen and SFU students, who would be able to access needed courses for Science credentials at either institution. Students could take courses at the SFU's Burnaby and Surrey campuses and at Kwantlen's Surrey and Richmond campuses.

The MOU will allow Kwantlen to move forward with programming that might not otherwise be possible.

The Enrolment and Registrar Services will deal with any technical issues to make this agreement workable.

Moved by Theresa Abraniuk seconded by Bob Davis, THAT Council approve the *Memorandum of Understanding (MOU) between Kwantlen University College and Simon Fraser University – Dual Enrollment Pathway: Science* as presented.

MOTION CARRIED.

7. Next Meeting: Jan. 29, 2007, 4:15 pm

8. Adjournment: The meeting was adjourned at 5:11 pm.

Program Review Committee
Mandate

[handwritten: Done C, Thursday between 2 & 4, Feb 1]

MANDATE:

1. THAT Kwantlen University College, through PRC, performs regular and consistent reviews of educational offerings and programs that are under the jurisdiction of Education Council.
2. THAT Kwantlen University College, through PRC, develops policies and procedures to coordinate and monitor program and educational offering evaluations.

MEMBERSHIP:

1. Terms and Conditions of Membership on Program Review Committee

    1.01 The composition of the Program Review Committee consists of broad representation from faculty, staff, students, and administration, including:
    - One faculty member to be selected by each of the University College's educational divisions (plus membership from Library, Counseling, and Academic and Career Preparation)
    - The Chair of Education Council
    - One representative from the Office of the Provo & Vice President Academic
    - One student
    - Two deans/associate deans, to be selected by the Office of the Provo & Vice President Academic
    - One representative from the Enrolment and Registrar Services
    - One representative from the Office of Strategic Services
    - One representative from Institutional Analysis and Planning

    1.02 The seat of a committee member who fails to attend three meetings of the Program Review Committee within an academic year may be declared vacant by the Committee.

2. Terms of Office

    2.01 Chair: The Chair of the committee will usually be elected in April from among the current membership for a two year term to commence the following September.

    2.02 Faculty Members: A three year term, with one-third of the faculty to be selected each year with the term to commence the following September. The Program Review Committee will determine the cohort groups. The faculty selection procedure is the responsibility of each division or service area.

    2.03 Students: One year with selection made in September.

    2.04 Administration: To be determined by the Office of the Provo & Vice President Academic.

    2.05 Enrollment and Registrar Services: To be determined by the Registrar.

3. Operational Procedures of the Program Review Committee
   3.01 <u>Quorum:</u> Quorum of the committee shall consist of 50 percent plus one of the members.
   3.02 <u>Business Conducted at a Meeting Where No Quorum is Present:</u> 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.
   3.03 <u>Motions:</u> A simple majority of the members present is required to carry a motion.

EDUCATION COUNCIL

For information: **The following new and revised courses were approved by the Education Council curriculum sub-committee on Jan. 14, 2007:**

NEW COURSES

ANTH 2133	Religion, Magic, and Witchcraft
ANTH 2163	Culture, Health, and Well-Being
HIST 2301	The Ancient World
HIST 3370	History of Modern Japan
HIST 4470	Warriors of Japan: The Samurai
SOCI 4280	Sociolegal Aspects of Assisted Death

REVISED COURSES

FASN 3100	Textile Design
FASN 3120	Volume Production
FASN 3140	Pattern Grading & CAD
FASN 3150	Preparation for Fashion Industry Internship
IDSN 4865	Mentorship II
~~JRNL 2477~~	~~Newspaper Publication II~~
PRLN 1120	Public Relations Writing I
PRLN 1140	Computer Skills I
PRLN 1210	Electronic Media Strategies
PRLN 1220	Writing for Newspapers and Features
PRLN 1236	Visual Presentations
PRLN 1240	Computer Skills II
PRLN 2310	Issues Management & Crisis Response
PRLN 2320	Public Relations Writing II
PRLN 2350	Public Relations Advertising
PRLN 2460	Stakeholder Relations
PRLN 2476	Public Relations Work Experience

For information only:

DISCONTINUED COURSES

ABEE 0025	LPI Preparation (effective May 2007)
ENGP 1025	LPI Preparation (effective May 2007)

REVISED: approved by divisional curriculum committee

ASTR 2101	Astrophysics I: Stellar Astrophysics
ASTR 2102	Astrophysics II: Galactic Astronomy

LIBERAL EDUCATION

FREN 1100	French for Beginners I (effective November 2006)
FREN 1101	French for Beginners II (effective November 2006)
FREN 1105	Basic French I (effective November 2006)
FREN 1106	Basic French II (effective November 2006)

Program Review Committee
Mandate

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   - One faculty member to be selected by each of the University College's educational divisions (plus membership from Library, Counseling, and Academic and Career Preparation)
   - The Chair of Education Council *(deputy president)*
   - One representative from the Office of the Provo & Vice President Academic
   - One student
   - Two deans/associate deans, to be selected by the Office of the Provo & Vice President Academic
   - One representative from the Enrolment and Registrar Services
   - One representative from the Office of Strategic Services
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   1.02 The seat of a committee member who fails to attend three meetings of the Program Review Committee within an academic year may be declared vacant by the Committee.

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   2.03 <u>Students:</u> One year with selection made in September.
   2.04 <u>Administration:</u> To be determined by the Office of the Provo & Vice President Academic.
   2.05 <u>Enrollment and Registrar Services:</u> To be determined by the Registrar.

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   3.03 <u>Motions:</u> A simple majority of the members present is required to carry a motion.

Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Jan. 29, 2007

AGENDA #: 4.1.1

PREPARED BY: Dianne Crisp

ISSUE: Full program proposal template revisions

ACTION: For information only

Kwantlen
UNIVERSITY COLLEGE

Full Program Proposal

Name of credential, name of credential

Kwantlen University College

Dean Responsible

Date

Instructions

Full Program Proposal

This full program proposal (FPP) template for degree programs follows the current requirements established by the Degree Quality Assessment Board (DQAB). Please refer to *Degree Program Review Criteria and Guidelines* as you prepare your FPP. The document (Degree_Program_Review_Criteria-Final.pdf) is available on the common drive under docs/DPAC/Program Development Forms and on Plaza on the Education Council homepage.

All degree FPPs must be submitted to the Post-Secondary Institution Proposal System (PSIPS) Website and must provide information and discussion in a format that adheres to the order and headings indicated in this template while clearly indicating how the assessment criteria are being met. Please refer to the criteria in *Degree Program Review Criteria and Guidelines*. Page numbers from the *Guidelines* are indicated for each main heading in the FPP template.

The length of the FPP will vary depending on the nature of the degree program being proposed, but should be approximately 5000 words, not including appendices.

Following approval by Education Council, FPPs will be posted publicly on the Degree Granting Authorization Website: http://www.aved.gov.bc.ca/degree-authorization

Appendices

Appendices should be attached to the PSIPS submission as separate documents, as they will **not** be posted on the public Website. *Appendix A: Policies*, which contains all the policies normally required for a full program proposal submission, is available on G/Docs/DPAC/Program Development Forms. It is not necessary to attach it for DPAC and Education Council review of your FPP.

Final Draft

When your FPP is ready, please delete these instructions in their entirety.

Please also delete the highligted headings throughout the document. Please retain the numbering system to facilitate the review process.

1. Executive Summary (2-3 pages) (*Criteria and Guidelines, p. 13*)

a) An overview of the organization's history, mission, and academic goals

Originally founded as community college for the South Fraser Region after separating from Douglas College in 1981 and subsequently granted university college status in 1995, Kwantlen University College has grown and evolved continually to meet the needs of its communities. Today, Kwantlen serves approximately 17, 000 students each year and is the largest of the university colleges in Canada. Across its four main campuses in Cloverdale, Langley, Surrey, and Richmond, Kwantlen offers in excess of 130 programs spanning diverse educational areas: Trades, Vocational, Preparatory, Professional, and Academic.

Arising from its commitment to provide access to a broad range of lifelong educational opportunities to the people of the South Fraser Region, Kwantlen has intentionally developed an integrated array of citations, certificates, diplomas and degrees that afford students maximum flexibility to pursue, over the course of their lives and careers, different educational pathways to further credentials at Kwantlen and elsewhere. At present over 75% of our programs ladder into degree credentials at Kwantlen.

Kwantlen offers a variety of undergraduate degree programs—professional programs such as interior design, business and nursing; Bachelor of Arts programs with a wide range of majors, minors and double minors; and non-traditional Bachelor of Science programs such as Integrated Pest Management (Sustainable Horticulture). All of Kwantlen's degree programs are designed to provide students with the education and skills required to enter both professions and graduate programs. Over the next five years, most of the new programs scheduled for launch are undergraduate degree programs.

Kwantlen's core institutional values and <u>Mission Statement</u> reflect our ongoing history and evolving mandate as a comprehensive, teaching-led and research-informed post secondary institution: "*We create an exceptional learning environment to prepare learners for leadership, service and success.*" At Kwantlen, our student-focused curriculum strives to integrate essential skills practice, community service opportunities, undergraduate and/or applied research experience, and depth and breadth of content knowledge in each of our many programs. In addition, Kwantlen's Strategic Plan sets out a vision for Kwantlen as a new kind of university guided by key objectives in student and graduate success, program and service excellence, and community service.

b) Proposed credential to be awarded, including the level (p.15) and category (p.16) of the degree and the specific discipline or field of study

c) Location

d) Faculty(ies) or school(s) offering the proposed new degree program

e) Anticipated program start date

f) Anticipated completion time in years or semesters

g) A summary of the proposed program, including:

- *Aims, goals, and or objectives of the proposed program*

- *Anticipated contribution of the proposed program to the mandate and strategic plan of the institution*

- *Linkages between the learning outcomes and the curriculum design, an indication whether a work experience/work place term is required for degree completion, and if so a description of the purpose and role of the work experience within the program*

- *Potential areas/sectors of employment for graduates and/or opportunities for further study*

- *Delivery methods*

- *Program strengths*

- *An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable, and plans for admissions and transfer within the British Columbia post-secondary education system*

- *Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.*

h) Name, title, phone number and e-mail address of the institutional contact person in case more information is required.

2. Degree Level Standard: (Criteria and Guidelines, pp. 14-23)

The institution must demonstrate that the proposed program meets or exceeds the proposed degree level standard.

Submission Guidelines:

a) Describe how the proposed program meets the knowledge and skill level requirements of the program degree level.

1. Depth and breadth of knowledge

2. Knowledge of methodologies

3. Application of knowledge

4. Communication skills

5. Awareness of limits of knowledge

6. Professional capacity/autonomy

3. Credential Recognition and Nomenclature: *(Criteria and Guidelines p. 24)*

Standard

The institution must demonstrate that the program's learning outcomes and standards are sufficiently clear at a level that will facilitate recognition of the credential by other post-secondary institutions, professional and licensing bodies, and employers. Where appropriate, the program, courses or curricular elements are designed to facilitate credential recognition by other post-secondary institutions and employers, both within the province and other jurisdictions.

The name of the a degree should convey long-term meaning; the content of a degree program should be consistent with the name; and the reputation of the institution and post-secondary education in British Columbia should be enhanced by the quality of the offering. Beyond that is the value to graduates of having a professional credential recognized by appropriate licensing and accrediting bodies as the basis for entry to practice.

Submission Guidelines:

a) Explain how the design of the program facilitates credential recognition by other post-secondary institutions. Include an analysis of any research undertaken.

b) Where applicable, describe the consultations undertaken to ensure the credential and learning outcomes will be recognized by and meet the standards of industry/employers and regulatory, licensing, or credentialing bodies.

   In an appendix, provide the regulatory, licensing, or credentialing body's current requirements or standards and copies of letters from licensing or regulatory bodies indicating that the credential and learning outcomes will be recognized.

c) In some instances, regulatory, licensing, or credentialing bodies do not recognize or accredit programs but require individuals to meet the certification requirements (e.g., certification exams.)

   If applicable, describe the role of the regulatory, licensing, or credentialing body and the steps the applicant has taken to ensure individuals will be eligible to meet the requirements of the regulatory, licensing, or credentialing body.

   In an appendix, provide evidence of the regulatory, licensing, or credentialing body's current requirements and standards.

d) In an appendix, provide a copy of the policies and procedures pertaining to notifying students of credential recognition and transfer.

4. Curriculum/Program Content: *(Criteria and Guidelines, p. 26)*

Standard

The management structures and methods of the program are well defined and permit delivery of the quality of education necessary for students to attain the learning outcomes. The institution must demonstrate that the program in both subject matter and learning outcome standards offers an education of sufficient breadth and rigour to be comparable to similar programs at the proposed degree level offered by recognized provincial, national, and international post-secondary institutions. The curriculum must be current and reflect the state of knowledge in the field, or fields in the case of interdisciplinary and multidisciplinary programs.

Submission Guidelines

a) Describe the program structure and the length of the program (number of credit hours) and proposed student evaluation.

b) Identify the prescribed set of core and prerequisite courses. Course descriptions included in the FPP should be of the level of detail found in the academic calendar.

Provide full course outlines in an appendix. , ___

c) Identify which courses already exist at the institution and which new courses will be implemented as a result of the program.

d) Explain how the course and curriculum requirements will to contribute to the intended goals of the program.

e) If an external review of the proposed program is undertaken before submission of the degree proposal, in an appendix, please provide a copy of the external review.

f) Where work experience or field placements are a component of the program, describe the institution's plans to develop placement opportunities for students and the level of support the institution will extend to students seeking placements.

g) Where applicable, describe the anticipated outcomes of the work experience or field placement associated with the program, how the experience offered will provide the opportunity to put the stated learning outcomes into practice, and how the students will be evaluated during their placements.

5. Learning Methodologies/Program Delivery: *(Criteria and Guidelines, p. 28)*

Standard

Learning methodologies are the methods of delivery that will be used to achieve the desired learning outcomes at the degree level standard and at an acceptable level of quality. The institution must demonstrate that it has the expertise and resources to support the proposed method of delivery and to ensure its effectiveness. In some cases, it may be more appropriate for the institution to demonstrate that it has a realistic plan to put the necessary expertise in place.

Policy D.3 Information and Educational Technology Resources

Submission Guidelines

a) *Explain the learning methodology/methodologies to be used.*

Indicate which of the following methodologies will be incorporated into the learning environment of the new degree program, and how they will be used.

- *Experiential learning (e.g., co-operative education, clinical, work term or simulated work experience);*

- *Distance education;*

- *Independent study, computer assisted instruction, etc.;*

- *Lectures, labs, tutorials; and,*

- *Other.*

b) *In an appendix, include any policies pertaining to technology-based, computer-based or web-based learning and modes of delivery.*

6. Admission and Transfer/Residency: *(Criteria and Guidelines, p. 29)*

Standard

The institution should demonstrate that the program is designed to provide flexible admission and transfer arrangements. Where appropriate, the program, courses or curricular elements are designed to facilitate credit transfer by other post-secondary institutions both within the province and other jurisdictions.

Note: The British Columbia Council on Admissions and Transfer (BCCAT) administers the British Columbia Online Transfer Guide that provides information on course or program articulation agreements between institutions.

Institutions are encouraged to contact BCCAT early in the development of the new degree program proposal for information on admissions and transfer in British Columbia.

http://www.bccat.bc.ca/

Submission Guidelines

a) Describe the admission requirements for this program. In an appendix, provide a copy of the policies and procedures on admissions.

   Policy C.18 Admission to the University College

b) Describe the existing practice or proposed policy for the granting of transfer credit for equivalent courses and/or programs completed at other institutions that will satisfy the requirements for this program. Include a copy of the policy in an appendix.

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

c) Institutions are encouraged to have in place a policy and process that provides students credit for previous post-secondary studies so that they are not required to repeat course they have previously completed. If applicable, describe the policy and practice for granting credit toward meeting requirements for this program based on prior learning assessment. If applicable, include a copy of the policy in an appendix.

   B.14 Credit for Prior Learning

   B.8 Credit for Advanced Placement Program Examinations

   B.9 Credit for International Baccalaureate Program Courses

d) Describe the residency requirements for this program. Specify the minimum number of credits that must be completed at the institution awarding the degree.

   B.14 Credit for Prior Learning

   L.5 Requirements for Graduation

   L.4 Graduation with Distinction

e) Describe existing arrangements or plans for establishing articulation agreements so that transfer credit will be granted for courses completed in this program toward meeting requirements for credentials offered at other institutions.

NOTE: Information on a provincial transfer-friendly course outline form for voluntary use by post-secondary institutions is available on the British Columbia Council on Admissions and Transfer Web site: http://bccat.bc.ca/outline/

7. Faculty: *(Criteria and Guidelines, p. 31)*

Standard

The institution must demonstrate that it has the human resources necessary to develop and deliver a quality degree program. In some cases, it may not be feasible for an institution to hire faculty until it receives program approval. In these cases, the institution should provide the specific faculty selection criteria that will be used to ensure new faculty hires have the necessary qualifications for the degree level being offered and program being proposed.

Submission Guidelines

a) Please indicate the number of faculty and instructors (present and future) and other staff required to mount this program and their qualifications.

Provide an enrolment plan for the length of the program (e.g., four-year projection of cumulative enrolment) that accounts for projected attrition and indicates the number of staff (faculty, technical, teaching assistants, etc.) assigned to the program.

Indicate if any of these positions will be new to the institution. In cases where new faculty will be hired, provide the specific faculty selection criteria that will be used to ensure new faculty hires have the necessary qualifications for the disciplinary and specialty areas and degree level being offered.

b) Provide any policies pertaining to faculty and instructors specific to the program, including:

- policies that define the minimum academic/professional credentials required of faculty teaching all courses in the program, and where appropriate, serving as members of thesis or project examining committees;

Policy G.7 Faculty Recruitment
Policy G.7a Criteria for Recruitment of Faculty
Policy G7b Minimum Qualifications-Faculty Positions

- protection of academic freedom;

Principles of Academic Freedom

- teaching, supervision and student counselling loads; and

- professional development of faculty.

c) Provide the institution's policies and practices on the type of academic appointment of faculty specific to this program (e.g., continuing or regular appointments and temporary appointments).

d) In an appendix, provide the curriculum vitae of faculty members and instructors specific to the program that demonstrates that they possess an appropriate balance from among the following requirements:

- Academic credentials appropriate to the degree level being offered. Faculty teaching applied baccalaureate degrees have an appropriate balance of professional qualifications, academic credentials and experience;

- Any required academic and/or desired professional credentials; and/or,

- A demonstration of current involvement in research and professional *development* activity that represents an appropriate balance of research and intellectual leadership in the discipline and the field of specialization.

8. Program Resources: *(Criteria and Guidelines, p. 33)*

Standard

The institution must demonstrate that it has the physical, learning, and information resources (both start-up and development), needed to assure a program of acceptable quality. These include facilities, equipment, library resources, laboratories, computing facilities, shops, specialized equipment, etc., and cooperative work placements where this is a component of the program. In some cases an institution may not be able to ensure resources are in place until after it receives program approval. In these cases, the institution may bring forward a proposal based on a realistic plan for putting the appropriate resources in place as an alternative to demonstrating that all resources are in place.

(Standardized statement to be provided as per criteria – physical plant, equipment etc, and plans for renewal and upgrading of learning and information sources; however, each FPP will need to contribute specific information relevant to the proposal.)

Submission Guidelines

a) Describe the resources that will be required to mount this program, including:

    i) library resources (on-site library resources such as Web-based or inter-library arrangements.) Include the number of holdings (print) relevant to the field of study and number of holdings (electronic) (i.e. program-specific databases); *(refer to relevant direct program resource information drawn from the Library Assessment completed for the program concept, but do not include the entire document).*

    ii) computers and computer access;

    iii) classrooms, laboratories, and equipment;.

    iv) Existing and shared resources at the institution and at other institutions that will be used to offer the program; and,

    v) Additional resources that will be required to offer this program.

b) Provide the intended implementation schedule for the new program, and evidence of the appropriateness of the schedule, given the timing of the proposal and readiness of the institution to offer the program.

c) Institutions must demonstrate that they have the necessary resources to mount and sustain a quality program at the proposed degree level or a realistic plan for putting

the appropriate resources in place subsequent to program approval. Describe the institution's plans for renewal and upgrading of learning and information resources.

9. Program Consultation: *(Criteria and Guidelines, p. 35)*

The institution must demonstrate that it has consulted appropriate individuals and organizations in the development of the program proposal.

Submission Guidelines

a) Provide a list and brief explanation of the nature of the consultations that have occurred in the development of the degree program.

b) Attach all written comments, both positive and negative, from:

- relevant employers;

- relevant professional associations;

- program advisory committees;

- other British Columbia institutions (this will include comments provided through the peer review process on PSIPS);

- institutions outside British Columbia;

- experts in the proposed field of study; and,

- external academic consultants.

c) If other individuals or groups have been involved, describe their roles in the collection and evaluation of information leading to the development and submission of this proposal.

d) Include a list of anticipated employment destinations for graduates of this program.

10. Program Review and Assessment: *(Criteria and Guidelines, p. 36)*

Standard

In order to ensure the ongoing currency of the program and the quality of its learning outcomes, the institution must show evidence that a program review and assessment procedure is in place.

Submission Guidelines

a) Indicate the policies/procedures that are planned for ensuring adequate depth and breadth and frequency of ongoing review and assessment once the program has been implemented.

In an appendix, provide copies of the formal, approved policy and procedures for periodic review of programs that address the program review elements described in the criteria above.

Policy B.12 Program Review

crl desc.

preregs outcomes
content
reading list

Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: *Jan. 29, 2007*

AGENDA #: *4.1.2*

PREPARED BY: *Dianne Crisp*

ISSUE: *Program concept template revisions*

ACTION: *THAT Council approve the revised program concept template.*

Appendix A
Internal Consultations

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

Revised: Feb. 2005

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

Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Jan. 29, 2007
AGENDA #: 5.3.1
PREPARED BY: Dana Goedbloed

ISSUE: *Approval of a revised policy*

ACTION: *THAT Council approved the revised policy C.20 Student Evaluation and Grading*

Kwantlen

UNIVERSITY COLLEGE

POLICY

TITLE: **Student Evaluation And Grading**

APPROVED BY: The President

EFFECTIVE: 01 September 1991

REVISED: **January 2007**

RELATED POLICIES:

B.4 Final Examinations and Grade Reporting for Semester-Based Courses
 L.6 Appeals of Academic Decisions

Purpose

To establish meaningful University College grading categories.

Scope

All Kwantlen University College faculty and students.

Principles

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

2. Because courses vary widely in purpose, content, approach, and delivery, the method of evaluating component parts of courses should be related to the

objectives of all relevant parts. It is in translating the overall achievement of course objectives into a University College-wide grading system that consistency is assured.

3. It is thus essential that University College grading categories be described in terms meaningful to both faculty and students.

Implementation

A. EVALUATION

1. Normally a final grade in any given course is based on continuous evaluation of the achievement of course objectives.

2. The manner in which achievement is to be evaluated will be stated in writing in the course presentation given to students at the beginning of each course.

3. Students' final marks should normally be based on no fewer than four separate evaluations.

4. Normally no single evaluation shall be worth more than 30% of the final mark, but a final exam may be worth up to 50% if it is appropriate to the course objectives.

5. The number of evaluations required will be pro-rated for courses of less than a semester in length.

6. Normally two evaluations should be given, graded and returned prior to the last day for withdrawal from a course.

7. The following evaluation information must be given to students:

   a. the minimum level required to pass the course, as defined under "Passing Grade in a Course", later in this document.

   b. the elements that contribute to the grade and the proportion each represents (e.g. tests, assignments, lab/studio work, performance, attendance, etc.)

   c. an appropriate schedule of tests and/or due dates

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

B. GRADING SYSTEM

1. Letter Grades

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

Grade	Grade Points	Definition	Percent Equivalent
A+	4.33	Exceptional Achievement	90 - 100
A	4.00	Outstanding Achievement	85 - 89
A-	3.67	Excellent Achievement	80 - 84
B+	3.33	Very Good Achievement	76 - 79
B	3.00	Good Achievement	72 - 75
B-	2.67	Good Achievement	68 - 71
C+	2.33	Satisfactory Achievement	64 - 67
C	2.00	Satisfactory Achievement	60 - 63
C-	1.67	Marginal Achievement This grade does not permit students to pursue another course for which the graded course was a prerequisite.	56 - 59
D	1.00	Minimal Achievement This grade does not permit students to pursue another course for which the graded course was a prerequisite.	50-55
F	0.00	Unsatisfactory Achievement Student did not meet minimum course requirements.	<50
INC	GPA Neutral	Incomplete - Course requirements to be completed within specific time	
W	GPA Neutral	Approved withdrawal from course or program	
CIP	GPA Neutral	Course in progress	
DEF	GPA Neutral	Deferred The course duration does not correspond to the usual semester or term duration, hence no grade assigned.	
AUD	GPA Neutral	Student attended classes but was not evaluated.	
AE	GPA Neutral	Aegrotat A pass standing based on satisfactory term marks but student has been unable to complete all course requirements due to a disabling illness or other circumstance.	

TRF	GPA Neutral	Transfer credit Student granted transfer credit based on successful completion of equivalent course at another institution.	

Note: All credits are semester credits. NC means Not Calculated.

2. **Incomplete (*I*) Grade Information**

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

   i. Any *I* grade is subject to review by the dean or designate, whose signature is required on the contract. Student applications for *I* grades should be received by the instructor no later than the last day of classes for the semester or term.

   ii. The following criteria are to be used by instructors in deciding whether to agree to a contract:

      1. Previous work in the course should have been at a satisfactory level;

      2. The student must have been prevented from completing requirements by some abnormal circumstance or juxtaposition of other responsibilities, such as

         a. embarking on a project whose completion turns out to be more time-consuming than contemplated

         b. an emergency situation such as illness or accident has prevented the student from completing one or more of the course requirements.

      3. The student should normally be able to complete an *I* contract within two to four weeks after it is made;

   iii. A student receiving an *I* grade will be allowed to reregister in the subsequent semester only after review of her/his course load and her/his *I* contract by a counsellor or educational adviser or the

Enrollment Services.

Registrar at registration. Students must bring their *I* contracts to registration along with their statements of marks.
clarification needed? check w. Jody

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

3. Other Grades (Without Numeric Value)

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

a. *Mastery Grading System*

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

i. *MAS NC Mastery* Student has met and mastered a clearly defined body of skills and performances to required standard.

ii. *NCG NC No Credit Granted* Student has not met the required standard for the course and/or has not participated to the required level in course activities.

b. *Experience Grading System*

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

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

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

C. GRADE POINT AVERAGE

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

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 grade point average calculated over the courses required for the completion of a program.

D. PASSING GRADE IN A COURSE

1. Unless otherwise specified by the official course outline, the minimum passing grade in a semester-based or term-based course is a D grade.

2. Courses in which a grade of D or better has been achieved may be used to satisfy program requirements for graduation.

3. The minimum passing grade in most fixed-intake and continuous-intake vocational programs is a grade of Mastery (MAS).

4. Courses or modules in which a grade of MAS has been achieved may be used to satisfy program requirements for graduation.

5. In vocational programs which use letter grades, a minimum grade of D is required to pass.

E. REPEATED COURSES

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

F. MINIMUM GRADE REQUIRED IN PREREQUISITE COURSE

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

G. GRADE CHANGES

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

H. GRADING APPEALS

If a student wishes a formal reassessment of a final grade, he/she must make the request in writing to the Registrar within 20 days of the posting of grades. Please refer to Policy L.6 *Appeals of Academic Decisions*.

Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Jan. 29, 2007

AGENDA #: 6 7

PREPARED BY: Rob Fleming

ISSUE: *Grade 12 provincial exams*

ACTION: *For information only*