



AGENDA

1. Confirmation of Agenda4:15 Takashi Sato
2. Approval of Minutes (Jan. 29, 07) *minutes revised and updated on Plaza*
3. Chair's Report.....
4. Standing Committee Reports4:25
 - 4.1. Degree and Program Assessment Committee
(Dianne Crisp, Chair) Dianne Crisp
 - 4.1.1. Revisions: DPAC Mandate *revised and updated, Plaza.*
 - 4.1.2. Program Implementation Survey
 - 4.2. Program Review Committee
(Carolyn Robertson, Chair) Carolyn Robertson
5. Sub-Committee Reports
 - 5.1. Curriculum Sub-Committee4:40
 - 5.2. Math & Quantitative Skills Committee
(Dana Cserepes, ~~Chair~~ Chair)4:45 Dana Cserepes
 - 5.2.1. M&Q Mandate *updated on Plaza!*
 - 5.3. Policy Review Committee
(Dana Goedbloed, Chair)4:55 Dana Goedbloed
6. HS/RCA program status.....5:00 Susan Powell, Nancy Graham
7. Articulation agreement: JIBC and Kwantlen5:15 Rob Adamoski *feedback sent, filed, database. to BOG for info.?*
8. Notice of Election of Executive.....5:30 Takashi Sato *feedback sent, filed - to BOG for approval*
9. Next Meeting/Apr. 23, 2007, 4:15 pm *Assoc of Arts Economics - feedback sent, filed, database; to Board for info only.*
10. Adjournment

consulted by Jandy about B.F.

Attached for your information:

- Applied Design Divisional Curriculum Committee Minutes, Jan. 26, 07 (distributed earlier via email) *and Feb 16/07*
- Qualifying Studies and Student Services Curriculum Committee Minutes from Dec. 1, 06, Jan. 5, Feb. 2, and Mar. 2, 07 (distributed earlier via 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)	✓	
3	Belter, Wendy (Faculty)	✓	
4	Chezenko, Jesse (Student)		X
5	Crisp, Dianne (Faculty)	✓	
6	Cserepes, Dana (Faculty)	✓	
7	Cunnin, Betty (Faculty)	✓	
8	Davis, Bob (Faculty)	✓	
9	Fleming, Rob (Admin)	✓	
10	Goedbloed, Dana (Admin)		R
11	Hollick, Denny (Student)		X
12	Hoffman, Sandra (Staff)	✓	
13	Howes, Stephanie (Faculty)	✓	X
14	Huff, Matt (Student)		X
15	McIntyre, Ken (Student)		R
16	Richmond, Alexandra (Faculty)	✓	
17	Sato, Takashi (F) (Chair)	✓	
18	Wainman, Newton (Faculty)	✓	
19	Waithman, Marilynne	✓	
20			
	Ex Officio Members		
	Triplett, Skip		X
	Gordon, Jody	✓	
	Board rep.		
	Guests		
	<i>Jamshidi Shahidi</i>		
	<i>Farhad Dostu</i>		
	<i>Kenny Graham</i>		
	Metzger, Karen , Recorder	✓	



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Mar. 26, 2007

AGENDA #: 2

PREPARED BY: Karen Metzger

ISSUE: *Approval of minutes*

ACTION: *THAT Council approve the minutes of the Jan. 29, 2007 meeting.*



MINUTES

Present:	Theresa Abraniuk	Sandra Hoffman
	Wendy Belter	Denny Hollick
	Jesse Chezenko	Stephanie Howes
	Dianne Crisp	Matt Huff
	Dana Cserepes	Ken McIntyre, Member-at-Large
	Betty Cunnin	Karen Metzger, Recorder
	Bob Davis	Takashi Sato, Chair
	Rob Fleming	Skip Triplett (ex officio)
	Dana Goedbloed, Vice Chair	Newton Wainman
	Jody Gordon (ex officio)	Marilynne Waithman

Regrets: Mary Androsiuk (on leave)
Alexandra Richmond

Guests:

1. Confirmation of Agenda

The meeting was called to order at 4:24 pm.

The agenda was approved by consensus with the following change: Add item 4.2.1 Program Review Committee Mandate

2. Approval of Minutes

Moved by Dana Goedbloed, seconded by Theresa Abraniuk, THAT Council approve the minutes of the Dec. 18, 2006 meeting as presented.

MOTION CARRIED.

3. Chair's Report

Takashi Sato introduced Marilynne Waithman, Director of Educational Transitions, as a new administrative representative, and student representative Mat Huff, who had not been able to attend during the fall semester because of scheduling. He also explained that Dianne Crisp is no longer representative for Social Sciences as she has moved into the position of Associate Dean, School of Business. She has been appointed to serve Council as an administrative representative. That is also the situation on DPAC, which voted to have Dianne stay on as chair through June 2007. A new DPAC chair will be elected from among the membership in April, effective September 2007.

Wayne Tebb is no longer serving as administrative representative on Council.

Dana Cserepes was elected as chair of the Math & Quantitative Skills committee at the committee meeting on Jan. 26; John Sprung served as interim chair since September 2006.

The Program Review committee has been working on a revised mandate, which will be presented later in this meeting.

4. Standing Committee Reports

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

Dianne Crisp noted that the Jan. 10, 07 meeting was cancelled because of snow and was rescheduled to Jan. 17, 07. DPAC reviewed and revised its mandate slightly; the mandate will be on the next Education Council agenda for approval.

4.1.1. Revised FPP template for degrees

DPAC perused DQAB's new full program proposal (FPP) criteria for degree programs, as well as the revised full program proposal form. The Notice of Intent will no longer be required, and has been replaced by an executive summary within the FPP. The main required sections have not changed, but some of the criteria are somewhat more stringent than in the previous version.

All FPPs will now be posted to a public Website for peer review, while appendices will be posted only to a restricted site.

DQAB has not yet clearly defined what they mean by course outlines in section 4 of the FPP form. Information will be disseminated to the Kwantlen community when it is available.

4.1.2. Revised program concept template

Dianne noted that DPAC recommends adding a section under *internal consultations* in the program concept document. The added section asks proponents to consult with other departments whose courses might be recommended or required for the credential being developed. In the past, departments have been surprised by increased demand for sections of courses required for credential, when additional sections had not been budgeted for or scheduled.

In the program concept form, names have been replaced with titles under *internal consultations* to eliminate the need to update the form when there are personnel changes.

No motion required.

4.2. Program Review Committee (Carolyn Robertson, Chair)

Takashi reported on behalf of Carolyn Robertson that Colleen McGoff-Dean has been appointed to the position of half-time Program Review Facilitator effective Feb. 1, 2007, and that Cathy Bray has been appointed to a half-time position effective May 1, 2007. A part-time administrative assistant will also be hired. Colleen will work with the Program Review Committee in the initial phase to develop procedures and processes, as well as protocol for exempting programs that undergo external accreditation.

The facilitators will work out of the Office of Institutional Analysis and Planning and will work with the committee as required, for this one-year pilot project.

4.2.1. Program Review Committee Mandate

The Program Review Committee has reviewed, revised, and expanded the committee's mandate as the previous version was extremely brief. Since the former mandate was approved, the role of the committee has expanded because of increased requirements from the Ministry.

Moved by Newton Wainman, seconded by Stephanie Howes, THAT Council approve the Program Review Committee mandate as presented.

MOTION CARRIED.

5. Sub-Committee Reports

5.1. Curriculum Sub-Committee

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 (pending)
FASN 3120	Volume Production (pending)
FASN 3140	Pattern Grading & CAD (pending)
FASN 3150	Preparation for Fashion Industry Internship (pending)
IDSN 4865	Mentorship 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: approval required only 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)

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

Dana Cserepes reported that the M&Q committee met Friday Jan. 26, 07, her first meeting as chair, and reviewed the draft, revised mandate and the membership and committee structure. Harry Yang presented a report from the fall on probation rates.

5.3. Policy Review Committee (Dana Goedbloed, Chair)

Dana Goedbloed noted that the committee met January 8 and reviewed policy C. 20, which is on today's agenda, and also started a discussion about how to develop a policy on online courses. Examinations and student identifications are issues related to online courses. She added that a policy on program prioritization developed over the past several years is near completion, and that there are ongoing discussions about a policy concerning breath or general education.

5.3.1. Policy C.20 Student Evaluation and Grading

Dana explained that in reviewing policy *C.20 Student Evaluation and Grading*, the committee discussed in particular item A.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." There was consensus that the wording 'normally' provides sufficient flexibility, as 50% finals are generally accepted at higher-level studies at other institutions, and as some courses have to meet professional association standards.

Moved by Dana Cserepes, seconded by Ken McIntyre, THAT Council approve the revised policy C.20 Student Evaluation and Grading, with additional minor copy edits.

MOTION CARRIED.

ACTION: Karen will make the required revisions and will send the revised policy to Sandi Klassen. (Done Jan. 30)

6. Up-coming Elections (Jody Gordon)

Jody Gordon announced that she will call the Spring 2007 elections for Education Council on Feb 1, and that four faculty seats, four student seats, and one staff seat will need to be filled, effective September 2007.

She added that election will be online.

The Chair asked members to consider running for re-election or do what they can to encourage colleagues to run in the election.

7. For information: Grade 12 provincial exams

Rob Fleming and Jody Gordon spoke to the changes in Grade 12 graduation requirements, which makes only English 12 provincial exams mandatory. Most optional exams are in the sciences. There is much discussion going on among post-secondary institutions about this change, and whether or not provincial exams will be required for admission purposes.

Kwantlen will monitor student performance to determine whether or not an applicant's high school grade ~~is backed up by~~ provincial exams makes a difference to student success. Because Kwantlen's current admission policy makes no reference to provincial exams, our plan is to honour high school grades with or without the exams. Kwantlen may subsequently make a change in entrance requirements, but will follow current policy for now. Any changes to Kwantlen's admissions policy would need to be reviewed by this body.

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

9. Adjournment: Theresa Abraniuk moved to adjourn the meeting at 5:22 pm.

Not a conclusion of



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Mar. 26, 2007

AGENDA #: 4.1.1

PREPARED BY: Dianne Crisp

ISSUE: *Approval of a mandate*

ACTION: *THAT Council approve the revised mandate of the Degree and Program Assessment Committee.*

DEGREE AND PROGRAM ASSESSMENT COMMITTEE (DPAC)

Approved by Education Council Nov. 7, 2005
(revision for approval by Education Council Mar. 07)

MANDATE

The Degree and Program Assessment Committee is a sub-committee of the Education Council with a mandate to:

1. Receive and review Program Concepts and Full Program Proposals for degree and non-degree programs (such as post-baccalaureate credentials, associate degrees, diplomas, certificates, and citations).
2. Receive and review program revisions for degree and non-degree programs (such as post-baccalaureate credentials, associate degrees, diplomas, certificates, and citations).
3. Report with recommendations to the Education Council on the status of all program concepts, full program proposals, program implementations, and program revisions in such a manner and at such times as the program approval/implementation process and the Education Council may require.
4. Review the implementation of new degree and non-degree programs following:
 - One complete cycle of new degree and diploma programs
 - Two complete cycles of new certificate, citation, and post-baccalaureate credential programs

Any and all changes will be presented to DPAC for consideration and recommendation for approval by Education Council. After the initial implementation schedule is complete, the division implementing the new program can request to stay under the purview of DPAC for an additional cycle (or cycles) if they will be making significant revisions. Otherwise, further reviews will be conducted under the direction of the Program Review Committee pursuant to Policy B.12.

5. Review periodically DPAC's mandate, composition, processes, and approval criteria and make such recommendations to the Education Council concerning these as may be appropriate.

MEMBERSHIP

The composition of DPAC consists of:

- one faculty member to be selected by each of the University College's educational divisions (with a curriculum committee), and representatives from Library, Counselling, and Cooperative Education;
- the Chair of Education Council;
- one representative from the office of the Vice President, Academic;
- one student to be selected by the Education Council;
- two additional administrators to be selected by the Vice President, Academic;
- one representative from Enrolment and Registrar Services

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.

TERMS OF OFFICE

Faculty Members

- Three years with one-third of the faculty to be selected each year (4, 4 and 4 members) – DPAC to determine the cohort groups. The faculty selection procedure is the responsibility of each division or service area.

Student Members

- One year with selection made as soon as possible following the seating of student members on Education Council.

Administration

- To be determined by the Vice President, Academic

SUPPORT

The Office of the Vice President, Academic, will provide support for the work of DPAC and the degree-related work of the Education Council. This will consist of:

- managing all internal and external correspondence, materials distribution, etc., as required;
- providing research and proposal writing advice to interested applicants;
- serving as the University College's principal contact with the appropriate Ministry concerning Full Program Proposals once these have been approved by the Education Council and the Board;
- notifying DPAC and the Education Council of any changes to Ministry regulations, procedures or timelines that might impact on the degree approval process.

DRAFT Program Implementation Survey Form, March 2007

It is the responsibility of the Dean's Office to ensure the Program Implementation Survey is completed. The intent of the survey is to provide feedback about the implementation process to DPAC that can then be used to assist other program developers. Please complete the survey in the manner that best suits your particular program. DPAC recommends that the Survey be completed as the program is implemented. The implementation period for degrees and diplomas is 1 full cycle of the program. The implementation period for certificates and citations is 2 full cycles of the program.

Name of Credential:

Dean responsible:

Division:

Section 1 – Dates of Approval and Implementation

	DPAC	Ed Council	Board	Ministry
Concept	Jan 2007			NA
FPP			NA	
External Review	NA	NA	NA	

Implementation Date:

(year/semester students were enrolled in the program or could first start taking classes; include both year one and year 3 starts if applicable)

DRAFT Program Implementation Survey Form, March 2007

Section 2 – Recruitment and Enrollment

	1 st Intake	2 nd Intake	3 rd Intake	4 th Intake
Semester (Month/Date)				
Applicants¹				
Students²				
Full time⁴				
Part time				
Capacity³				

1. Applicants as of August 1 of year of enrollment
2. Enrolled students as of first day of classes
3. As outlined in the concept
4. Enrolled in all program courses

DRAFT Program Implementation Survey Form, March 2007

Program Admissions Data

State the program entrance/admissions criteria and/or requirements for the first program intake. <i>(Copy and paste from Kwantlen calendar.)</i>	
Were any changes made to the program entrance/admissions criteria and/or requirements after program approval? <i>(If YES, copy and paste change from appropriate Kwantlen calendar.)</i>	

Student Profile

State the student profile of enrolled students <i>(Copy and paste from Section D of the approved Concept or B2 of Full Program Proposal.)</i>	
Did the students who enrolled in the program match the anticipated student profile above. <i>(If NO, explain briefly.)</i>	
What is the balance between full and part time students in your program?	Year One:
	Year Two:
	Year Three:
	Year Four:
On average, how many courses did part time students enroll in per semester?	Year One:
	Year Two:
	Year Three:
	Year Four:

DRAFT Program Implementation Survey Form, March 2007

Section 3 – Curriculum Development, Professional Development and Implementation

Was the curriculum implemented as outlined in the full program proposal? Yes___ No___

Describe any changes from the full program proposal (in courses, course sequencing, or course prerequisites) and briefly outline the rationale for the changes.

Was faculty or staff professional development an issue for the program implementation of the program? If so, how was professional development resolved?

DRAFT Program Implementation Survey Form, March 2007

Section 4 – Program Advisory Committee

Was a program advisory committee formed for the new program? Yes___ No___

If 'yes', summarize the activities of the advisory committee during implementation, and/or attach minutes of advisory committee meetings.

Program Advisory Committee Meeting Date(s)	Major Recommendations	Implemented (Yes/No)

DRAFT Program Implementation Survey Form, March 2007

Section 5 – Program Impacts on other Kwantlen University College Offerings and Services

Did program implementation affect the access to other programs within the division or across the college? For example, was access to general education, option, breadth, or liberal education courses impacted by implementation by adding more sections or by rationing access to an existing set of section offerings?

What advice would you provide to other implementers about request for assistance from service areas?

How many new courses (sections) were funded through redirecting existing program sections?

Which courses if any have priority registrations?

Which service areas were most heavily involved in the implementation of the program?
(Refer to *Internal Consultations* of the program concept)

DRAFT Program Implementation Survey Form, March 2007

Section 6 – External Issues

Was professional accreditation/professional body approval for the program received (if included in the proposal)?

Yes___ No___

Name of Accrediting/Approving Organization or Body:

Date of the Accreditation Review:

Accreditation Status (granted, duration, denied, conditional etc.):

Outline any articulation, transfer or laddering agreements developed during implementation.

Name of Receiving/Sending Institution:

Type of Articulation Agreement:

BCAAT?, Block transfer, course-to-course, bridging required, expiration date, etc.)

Courses articulated:

EDUCATION COUNCIL

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

NEW COURSES

ANTH 2120	Cross-Cultural Women's Studies
ANTH 2160	Culture and the Environment
ASTR 1120	Introduction to Astrophysics
CADD 1100	Drafting Fundamentals
CADD 1110	Summative Project
CADD 1150	Computer Aided Drafting & Design (CADD) Software
CADD 1160	Introduction to Office Procedures and Software
CMNS 1106	Interactive Communication for Florists
CMNS 1216	Writing for the Specialized Workplace
CMNS 1217	Writing for the Specialized Workplace
CRWR 3200	Short Fiction
CRWR 3301	Mythological Narratives
CSWC 1135	Supporting Learning 1
CSWC 1175	Professional Practice 1
FSDN 4103	Textile Studies for Teachers: Computer Applications for Textile Studies and Fashion Design
SETA 1101	Including Diverse Learners in Schools
SOCI 4325	Sociological Aspects of Community Services

REVISED COURSES

APPD 0021	Career Awareness
APPD 0031	Job Preparation
FINA 1100	Introduction to Drawing
FINA 1110	Introduction to Painting
FINA 1130	Ceramics I
FINA 1131	Introduction to Sculpture
FINA 1135	Introduction to New Media
FINA 1142	Introduction to Print Media
FINA 1170	Photography I
FINA 1200	Drawing II
FINA 1210	Painting II
PSYC 4200	Human Factors & Ergonomics

For information only:

REVISED: requiring only divisional curriculum committee

CHEM 1101	CSI: Chemical Science Investigation
IDDS 1363	Drafting for Design
SETA 1161	Change and Development: Childhood
SETA 1162	Change and Development: Adolescence through Middle Adulthood

DISCONTINUED:

CMNS 1105	Introduction to Interactive Communication – <i>effective Aug. 1, 07</i>
CRWR 3101	Short Fiction – <i>effective Sept. 1, 07</i>
CSWC 1130	Supporting Learning I – <i>effective June 1, 07</i>
CSWC 1170	Introduction to Practice as a Community Support Worker – <i>effective June 1, 07</i>
CSWC 1230	Supporting Learning II – <i>effective June 1, 07</i>
EEAC 0100	Self-Discovery and Esteem-Building
EEAC 0101	Communicating Effectively
EEAC 0102	Effective Problem Solving
EEAC 0115	Experience Placement
EEAC 0210	Assessment and Career Options
EEAC 0211	Options for Self-Employment
EEAC 0212	Career Decisions and Action Plans
EEAC 0335	Individual Project
SETA 1100	Introduction to Inclusive Schools - <i>effective Sept. 1, 07</i>
SETA 1205	Introduction to Diversity in Learners - <i>effective Sept. 1, 07</i>

*Sept. 2007
pending
program
revision*

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Dean responsible:

Division:

Section 1 – Dates of Approval and Implementation

	DPAC	Ed Council	Board	Ministry
Concept	Jan 2007			NA
FPP			NA	
External Review	NA	NA	NA	

Implementation Date:

(year/semester students were enrolled in the program or could first start taking classes; include both year one and year 3 starts if applicable)

Karen - Pls note - especially for new chair
Jody will speak to Tosh to
devise a way the data can be
pulled - this will be part
of a communique to be sent to
Dean's office when process is started

DRAFT Program Implementation Survey Form, March 2007

Section 2 – Recruitment and Enrollment

	1 st Intake	2 nd Intake	3 rd Intake	4 th Intake
Semester (Month/Date)				
Applicants¹				
Students²				
Full time⁴				
Part time				
Capacity³				

1. Applicants as of August 1 of year of enrollment
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DRAFT Program Implementation Survey Form, March 2007

Program Admissions Data

State the program entrance/admissions criteria and/or requirements for the first program intake. <i>(Copy and paste from Kwantlen calendar.)</i>	
Were any changes made to the program entrance/admissions criteria and/or requirements after program approval? <i>(If YES, copy and paste change from appropriate Kwantlen calendar.)</i>	

Student Profile

State the student profile of enrolled students <i>(Copy and paste from Section D of the approved Concept or B2 of Full Program Proposal.)</i>	
Did the students who enrolled in the program match the anticipated student profile above. <i>(If NO, explain briefly.)</i>	
What is the balance between full and part time students in your program?	Year One:
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On average, how many courses did part time students enroll in per semester?	Year One:
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	Year Four:

DRAFT Program Implementation Survey Form, March 2007

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Was the curriculum implemented as outlined in the full program proposal? Yes___ No___

Describe any changes from the full program proposal (in courses, course sequencing, or course prerequisites) and briefly outline the rationale for the changes.

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DRAFT Program Implementation Survey Form, March 2007

Section 4 – Program Advisory Committee

Was a program advisory committee formed for the new program? Yes___ No___

If 'yes', summarize the activities of the advisory committee during implementation, and/or attach minutes of advisory committee meetings.

Program Advisory Committee Meeting Date(s)	Major Recommendations	Implemented (Yes/No)

DRAFT Program Implementation Survey Form, March 2007

Section 5 – Program Impacts on other Kwantlen University College Offerings and Services

Did program implementation affect the access to other programs within the division or across the college? For example, was access to general education, option, breadth, or liberal education courses impacted by implementation by adding more sections or by rationing access to an existing set of section offerings?

What advice would you provide to other implementers about request for assistance from service areas?

How many new courses (sections) were funded through redirecting existing program sections?

Which courses if any have priority registrations?

Which service areas were most heavily involved in the implementation of the program?
(Refer to *Internal Consultations* of the program concept)

DRAFT Program Implementation Survey Form, March 2007

Section 6 – External Issues

Was professional accreditation/professional body approval for the program received (if included in the proposal)?

Yes___ No___

Name of Accrediting/Approving Organization or Body:

Date of the Accreditation Review:

Accreditation Status (granted, duration, denied, conditional etc.):

Outline any articulation, transfer or laddering agreements developed during implementation.

Name of Receiving/Sending Institution:

Type of Articulation Agreement:

(BCAAT?, Block transfer, course-to-course, bridging required, expiration date, etc.)

Courses articulated:



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Mar. 26, 2007

AGENDA #: 5.2.1

PREPARED BY: Dana Cserepes

ISSUE: *Approval of a mandate*

ACTION: *THAT Council approve the mandate of the Math & Quantitative Skills Committee.*

Math & Quantitative Skills Committee

Mandate & Membership

D R A F T

Feb. 22, 2007

Mandate

- To review the current state of quantitative skills in Kwantlen's degree and non-degree program.
- To identify existing entrance and exit quantitative requirements for degree and non-degree programs.
- To identify areas of concern including barriers to access.
- To consider the impact of external accreditation on Kwantlen's degree and non-degree programs.
- To look at what other institutions are doing.
- To provide recommendations to Education Council on future direction.
- To review on a regular basis the mandate and membership of the committee.

Membership

The composition of the M&Q Committee will consist of:

- one faculty member (or other representative*) to be selected by each of the University College's educational divisions (with a curriculum committee), and a representative from Counselling and Educational Advising,
- the Chair or Vice Chair of Education Council (ex officio)
- one administrator (dean or associate dean) to be appointed by the Vice President, Academic;
- one representative from the Office of Institutional Analysis and Planning
- two representatives from Enrolment and Registrar Services
- one student, if possible

*In the event that no faculty member is available to represent an educational division, an administrator from that area can serve as a permanent representative, with the committee's approval.

A division may have more than one representative if they can justify it. (Education Council, June 2005 and M & Q, February 24, 2006)

The Chair of the committee will be elected in April from among the membership.

All members (except ex officio members) will be voting members.

Reporting

The committee will report to Education Council at least once per year, and at the request of the Chair of Education Council

Timeline

Establish mandate and preliminary research areas.

Terms of Reference

B.A. Degree Quantitative Requirement Guidelines (2004)

To be listed as quantitative for the purposes of the Bachelor of Arts degrees, courses must have a quantitative reasoning (e.g., numerical, geometric, statistical, or probabilistic), or formal reasoning (e.g., mathematical or logically deductive), or scientific reasoning (involving the scientific method in general, and/or the methodology or content of a specific scientific discipline) as a basic principle in their primary subject matter. These courses may vary widely in the skills that are emphasized, but they usually include at least two of the following:

- A. Learning to read, construct, interpret, and evaluate arguments, tables, graphs, and charts.
- B. Developing quantitative measures of physical, behavioural, or social phenomena.
- C. Using mathematical models *or forecasting equations* to express causal relationships and to explore the implications of changed assumptions or proposed solutions to problems.
- D. Collecting, organizing, *and interpreting* numerical data from archives, surveys, lab experiments, or other sources *to reach conclusions and/or draw inferences*.
- E. Testing hypotheses *through the scientific method* using experimental or statistical controls.
- F. Assessing the limitations of research, such as the reliability and validity of measures, adequacy of experimental design, sample size and quality, and alternative hypotheses and interpretations.
- G. *Describing and exploring fundamental scientific principles.*
- H. *Using operations with abstract symbols or equations.*

Items A through F above (less the italicized text) were taken directly from the following Web page: <http://brandeis.edu/registrar/bulletin/reviewprovisionsal/UQR-provisional.html>

If we are to publish it in any form, we need to acknowledge the debt appropriately.

Block Transfer / Other Transfer Agreement or Arrangement

(To be used for all transfer agreements other than course-to-course transfer)

For inclusion in the *British Columbia Transfer Guide*.

When completed and approved by an appropriate Receiving Institution representative, this form authorizes BCCAT to publish the information submitted in the *B.C. Transfer Guide* and its online version.

Complete the form below, and forward to: BC Transfer & Technology Coordinator, 709 – 555 Seymour St. Vancouver, BC, V6B 3H6 Fax: 604-683-0576. If insufficient space for all details, please attach on a separate sheet.

Receiving Institution: **Kwantlen University College**

Receiving Institution Program/Degree Name: **Criminology Diploma**

Will accept block transfer of:

Adult Corrections Certificate Program

Will accept block transfer from:

Any other BC public post-secondary institution

Any other Canadian institution

The following institution(s): Justice Institute of B.C.

Other: (specify) _____

Credits awarded:

60 credits or two years

30 credits or one year

On a course by course basis

To be determined on admission

Individual assessment

Other - Please specify:

Other elements of this transfer arrangement:

Preferential entry?

Yes

No

Guaranteed admission?

Yes

No

Other – Please specify:

Conditions and/or limitations:

(Specify any course, or any grade or GPA requirements, as well as any other specific conditions or limitations, which apply)

Students must complete four written assignments designed in collaboration with faculty from the Criminology Dept., Kwantlen University College, and three courses equivalent to Kwantlen's ENGL 1100, SOCI 1125, and PSYC 1100.

For the Receiving Institution...

Judith McGillivray

Your Name (please print)

Your Signature

Date

Your Telephone Number

Your E-mail address

MEMORANDUM OF UNDERSTANDING REGARDING BLOCK CREDIT TRANSFER

between

**The Justice Institute of British Columbia
New Westminster, BC**

and

**Kwantlen University College
Surrey, BC**

This memorandum of understanding constitutes an agreement between Kwantlen University College and the Justice Institute of BC. The participating units at the respective institutions are the Criminology Department at Kwantlen University College (Kwantlen) and the Adult Corrections Certificate Program at the Justice Institute of BC (JIBC).

Objective of the Agreement:

Kwantlen University College agrees to facilitate the block transfer of students from JIBC with appropriate prerequisite qualifications into the 2nd year of the Criminology Diploma at Kwantlen. By this agreement, applicants from JIBC who meet the requirements outlined below will be eligible for admission to Kwantlen with full block transfer credit, provided all other entrance criteria are met and space remains available in the Criminology Diploma program.

Students successfully completing the Adult Corrections Certificate Program, including:

- Four written assignments designed in collaboration with faculty from the Criminology Dept., Kwantlen University College. (Examples are attached as Appendix A.)
- Three courses equivalent to Kwantlen's ENGL 1100, SOCI 1125, and PSYC 1100.

Will be granted thirty (30) credits including assigned credit for the following Kwantlen Criminology courses:

- CRIM 1101
- PSYC 1100
- SOCI 1125
- ENGL 1100
- CRIM 2311
- CRIM 2304

The remaining twelve (12) credits will be unassigned, and in conjunction with the courses above will allow the student to fully meet the requirements under Groups D, E, and F of the Criminology Diploma. (Current requirements for the Criminology Diploma are attached as Appendix B.)

Assigned credit will only be granted for entry into the Criminology Diploma program. Students wishing to enter another program at Kwantlen will have their transfer credit evaluated individually.

As a partner to this agreement, JIBC agrees:

- to make information about this agreement and the Kwantlen Criminology Diploma options available to students
- to provide opportunity for representatives of Kwantlen University College to visit appropriate forums at JIBC to disseminate information about Kwantlen Criminology programs.

As a partner to the agreement, Kwantlen University College agrees:

- to provide students holding a course profile similar to that given above from JIBC with academic acceptance into the second year of the Criminology Diploma program at Kwantlen
- whenever possible, to count any undefined transfer credits towards the Criminology Diploma requirements to avoid students from having to unnecessarily take additional courses to qualify for graduation
- to provide JIBC with updated information about the Kwantlen Criminology Diploma program on an annual basis
- to notify JIBC with as much lead time as possible about any changes to the Criminology Diploma requirements that are anticipated or approved.

Liaison

Implementation of this agreement will be through the Registrar's Office at each institution, in consultation with the appropriate authorities in the respective business programs.

Term of the Agreement

This agreement shall be in place for an initial period of three years commencing date _____. At the end of this time, the agreement may be extended for an additional period of time subject to the review and approval of the President of Kwantlen University College.

Kwantlen University College retains the right to limit the number of students admitted under this agreement.

On behalf of JIBC:

Jack McGee, President

Date

On behalf of Kwantlen University College:

Judith McGillivray, Vice President Academic and Provost

Date

Appendix B

Kwantlen University College Diploma in Criminology

- GROUP A (all courses required)
 - CRIM 1100 Introduction to Criminology
 - CRIM 1101 Criminal Justice System Introduction
 - CRIM 1107 Canadian Legal Systems
 - CRIM 1207 Introduction to Criminal Law
 - CRIM 1208 Methods of Research in Criminology
 - CRIM 2103 Quantitative Data Analysis I
 - CRIM 2330 Psychological Explanations of Criminal Behaviour
 - CRIM 2331 Sociological Explanations of Criminal Behaviour
 - CRIM 2341 Canadian Criminal Justice Administration
- GROUP B (all courses required)
 - PSYC 1100 Introduction to Psychology: Basic Processes
 - PSYC 1200 Introduction to Psychology: Areas and Applications
 - SOCI 1125 Introduction to Society: Processes and Structures
- GROUP C (one of the following is required)
 - PHIL 1100 Introduction to Philosophy
 - PHIL 1110 Confronting Moral Issues: Ethics
 - PHIL 1145 Critical Thinking
 - PHIL 1150 Basic Logic
- GROUP D (one of the following is required)
 - ANTH 1100 Social and Cultural Anthropology
 - CRIM 2211 Introduction to Policing
 - CRIM 2214 Corrections: Theory and Practice
 - ECON 1100 Growth of Market Economics
 - ECON 1101 Foundation of Economics
 - ENGL 1100 Writing, Reading and Thinking: An Introduction
 - HIST 1113 Canada to 1867
 - HIST 1114 Canada since 1867
 - HIST 1121 Europe since 1939
 - HUMN 1100 Analytical Approaches to Western Humanism
 - POLI 1120 Canadian Government and Politics
 - POLI 1125 Introduction to Political Science
- GROUP E (two of the following are required)
 - ANTH 1217 Forensic Anthropology
 - ANTH 2140 Aboriginal Cultures of BC
 - CRIM 2213 Women, Girls and Crime
 - CRIM 2311 Police Administration & Management
 - CPSC 1100 Introduction to Computer Literacy
 - CPSC 1103 Introduction to Computer Programming I
 - HIST 2305 British Columbia
 - PSYC 2315 Brain and Behaviour

- PSYC 2320 Developmental Psychology: Childhood
- PSYC 2321 Developmental Psychology: Adolescence
- Any English literature course
- Any university studies course in French
- Any 1200-level Sociology course
- Any 3-credit university studies course in the sciences
- GROUP F (any four of the following are required)
 - ANTH 1260 First Nations Peoples and Cultures of Canada
 - ANTH 1211 Introduction to Biological Anthropology
 - CRIM 1203 Community Policing
 - CRIM 2204 Criminal Justice and Psychology
 - CRIM 2205 Law, Media and Popular Culture
 - CRIM 2249 Youth Justice
 - CRIM 2304 Current Issues in Correctional Practice
 - CRIM 2355 Police Deviance and Accountability
 - HIST 2119 Europe 1789 to 1914
 - HIST 2312 Quebec in Canada
 - POLI 1110 Ideology and Politics
 - PSYC 2330 Social Psychology
 - PSYC 2350 Psychopathology
 - PSYC 2370 Psychology of Personality
 - PSYC 2400 Experimental Psychology: Research Methodology
 - Any 2300-level Sociology course

GRADUATION

Upon successful completion of this program, students will be awarded with a Diploma in Criminology.

Appendix A

Assignments developed to facilitate transfer between the JIBC Adult Corrections Certificate Program and the Kwantlen University College Criminology Diploma Program

To help ensure that JIBC Adult Correction transfer students are ready for the academic demands of the Criminology Diploma degree, their written assignments have been designed in collaboration with Kwantlen's Criminology Department, to emphasize skills students will need in an academic setting.

Assignment Descriptions:

Preamble

The following list of assignments in partial fulfillment of the requirements of the Correctional Officer Certificate are linked to the education and training already received by Correctional Officers with the BC Corrections Branch. The assignments will be rooted in the current practices within the role of a correctional officer. Assignments will allow officers to draw on current knowledge, skills and abilities while researching and exploring new information that may surface as part of the assignments.

None of the assignments are meant to be onerous and officers who may not feel confident in "going back to school" will be provided with information, resources, and links to assist them in their tasks. However, in order to ensure academic integrity and credential recognition by other post-secondary institutions, these assignment will be evaluated not just on content, but also on demonstrating effective research and critical thinking and writing skills such as:

- Finding/using appropriate primary and secondary sources
- Distinguishing among types of sources (academic/non-academic; primary/secondary, etc.)
- Analyzing sources of information
- Developing a thesis
- Creating an informed argument (when appropriate) by structuring written work so as to present views logically, clearly, and persuasively.
- Citing sources correctly based on a specific style (APA)
- Building and correctly referencing a bibliography based on a specific style (APA)

We also want to develop the students' ability to read and write critically by requiring them to:

- Evaluate the work of others
- Summarize and paraphrase sources
- Synthesize information (find the connections among ideas)
- Handle contradictory evidence
- Recognize bias

The grading of the assignments will accordingly give weight to:

- A clear statement of the objective the writer is taking for the particular assignment.
- Clear identification of the information (readings and/or observations) which informs the points being made.
- Clarity of the conclusions being drawn.
- The way in which the assignment is structured (organization, well developed points, appropriate grammar, paragraph and sentence structure).
- Breadth of appropriate citations and references.

The weight of the assignment within a given course is as provided in the course outline.

ACUS 121 — Communication

Assignment 1

We all know that positive communications skills are an integral part of a professional correctional officer. We also know that there are many styles and ways in which to give and receive messages.

This 2-part assignment asks the student to:

- 1) review their own communication style (use the Personal Style Indicator PSI resource for a starting point) and then check their perceptions with two peers and two supervisors. Feedback is to be incorporated into the final submission.
- 2) review the suggested reading below with particular attention to Chapter 11 in Devito, Joseph A., Shimoni, Rena, and Clark, Dawne. (2005). *Messages; Building Interpersonal Communications Skills*. Toronto; Pearson Publishers. Contrast material from the PSI in part A above.
- 3) in the written submission, students are asked to incorporate and reference appropriate material from the readings, their own personal evaluation, and the feedback from others and:
 - a. analyze the similarities and differences that may exist, and
 - b. develop a personal stated strategy to strengthen communication skills.

Final submission should be no more than 1500 words.

Suggested readings:

- 1) Patterson, Kerry...et al (2005). *Crucial Confrontations: Tools for Resolving Broken Promises, Violated Expectations, and Bad Behaviour*. Toronto, Ontario: McGraw-Hill. (BF 637 C45 C783 2005)
- 2) Patterson, Kerry...et. al. (2002). *Crucial Conversations: Tools for Talking When Stakes are High*. New York: McGraw-Hill. (BF 637 C45 C78 2002)
- 3) Devito, Joseph A., Shimoni, Rena and Clark, Dawn (2005) *Messages; Building Interpersonal Communications Skills*.
- 4) Begley, Kathleen A., (2004) *Face-to-Face Communication: Making Human Connections in a Technology-Driven World*. Boston Mass.: Thomson Course Technology. (HF 5718 B435 2004).
- 5) Harper, Judith (2005) *Tactical Interpersonal Communications: Skills for Justice and Emergency Services*. Toronto, Ont.: Nelson. (HM 1106 H276 2005).
- 6) Kouzes, J., & Posner, B. (1995). *The Leadership Challenge*. San Francisco: Jossey-Bass.
- 7) Kouzes, J. (2003). *Credibility*. San Francisco: Jossey-Bass.
- 8) Bender, P. (2002) *Leadership From Within*. Toronto: TAG.

Assignment 2

While the use of force is a small percentage of a correctional officer's daily job, it is a critical piece. The difficulty comes when officers are asked to use their discretion and base their actions on proportionality. To increase the complexity officers are asked to balance risk and safety with their own level of authority.

This assignment asks the officer to describe their understanding of proportionality and discretion and relate it to a recent use of force incident. Explain who was involved, the level of force used, the various risks associated with the application of that particular level of force, and the various levels of authority.

Students are asked to respect the right of privacy of all parties involved.

Final submission should be no more than 1500 words.

Resources:

- Course Material
- Force Continuum
- Correction Act
- Correction Act and Regulations
- Criminal Code of Canada
- Branch and Centre Policy
- Standing Orders

Assignment 3

While it may seem odd to speak of the role of a justice professional as a service provider, this view provides an important inmate management strategy as well as contextualizing the work corrections does in society. Accordingly, the Custody Division has endorsed service orientation as one of nine key competencies for Correctional Officers.

To quote:

Customer / Client Service Orientation: "Implies a desire to identify and serve customers/clients, who may include the public, colleagues, and partners, co-workers, peers, branches, ministries/agencies and other government organizations. It means focusing one's efforts on discovering and meeting the needs of the customer/client."

As the first part to this assignment students are asked to read the suggested readings below, paying particular attention to chapters 6, 7, 8 in Griffiths, Curt T. (2004). *Canadian Corrections*. 2nd ed. Toronto: Thomas/ Nelson .

The 1200 word submission for this assignment requires the student, based on the readings and any appropriate collateral references, to identify who the clients are and why, and to describe and link their role as a service provider with the duties of a correctional officer. The exceptional paper, in addition to meeting those requirements, will also have described how their personal and professional role provides strength to the overall direction of the Custody Division of the Provincial Corrections Branch.

Suggested readings:

- 1) Griffiths, Curt T. (2004). *Canadian Corrections*. 2nd ed. Toronto, Ont.: Nelson Thomson. (HV 9507 G753 2004)
- 2) Goff, Colin H. (2004). *Criminal Justice in Canada*. 3rd ed. Scarborough, Ont.: Nelson Thomson Learning. (HV 9960 C2 G634 2004)
- 3) Serin, Ralph and Kennedy, Sharon (1997). *Treatment Readiness and Responsivity : Contributing to Effective Correctional Programming*. Ottawa, Ont.: Correctional Service of Canada.(HV 9275 S476 1997)

ACUS 160 Special Needs Offenders

Assignment 4

The Custody Division houses many different offenders and provides programs and services to a diverse offender population. This final assignment allows the correctional officer to choose a topic that is of interest to them or is relevant to the centre in which they work.

The list of topics provided below is not exhaustive and is provided as possible examples. Other topics are permitted but require approval from the program coordinator:

- Special Needs Offenders' Drug Awareness
- Case Management
- Aboriginal Awareness, Suicide, and Depression
- Managing Women Offenders' Health and Wellness

Officers are asked to explore the topic through a series of interviews: These interviews are with people such as Directors, Senior Staff, Contractors, Program Staff, and Volunteers. They provide the foundation to the assignment.

A prescribed set of interview questions will be provided in order to gather information about the topic and its relevance to the overall mandate of corrections. In addition to the interviews, students are required to find, read, and prepare a bibliography of a minimum of 10 sources of information on the chosen topic and have it approved by their instructor. The Justice Institute Library regularly produces detailed references and bibliographies on specific topics and can assist with requests for specific searches or will give the student assistance and instruction in how to do so.

The intent of this assignment is to have the Officer compare the written literature with the information gathered through the interviews, and provide a final report with observations and recommendations related to their chosen topic.

Final submission should be no more than 1500 words.

ACUS 170 Advanced Security Officer

Major Project

This major assignment is generally completed within the first eighteen months post-hire. Learners must maintain a journal for 6 months making weekly entries that diarize work experiences. Each week they must identify at least two situations or incidents in their work with inmates, analyze what went right and what went wrong, why it went well or poorly, and determine how to improve the situation next time it occurs. At the conclusion of the six months, learners are to write a self-assessment of their performance, identifying areas of strength and those requiring improvement, and prepare a plan for implementing change.



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Mar. 26, 2007

AGENDA #: 8

PREPARED BY: Michael Leonard

ISSUE: *Approval of an Associate of Arts degree*

ACTION: *THAT Council approve an Associate of Arts degree in Economics*

ASSOCIATE OF ARTS IN ECONOMICS

March 23, 2007

60 semester credit hours of first and second year courses.

These must include a minimum of 21 credits in Arts at the second-year level taken in two or more subject areas.

SPECIFIC REQUIREMENTS

1. Six credits in first-year English

2. Nine credits in Science which shall include at least:

A. Two courses chosen from the following:

*one from
one from*

MATH 1120 or MATH 1130 or MATH 1140

ACCT 1230 or MATH 2315 or MATH 2341 or PSYC 2300 or SOCI 2365

B. One course chosen from the following lab sciences:

- ANTH 1125 *
- ANTH 1212 *
- ASTR 1100
- BIOL 1110
- BIOL 1112
- BIOL 1210 or higher
- CHEM 1101
- ENVI 1112 *
- GEOG 1110
- GEOG 1120
- GEOG 2310
- GEOG 2320
- GEOG 2330
- GEOL 1210
- PHYS 1100

***Note**

Does not fulfill the science requirement at Kwantlen or elsewhere for Science majors.

3. 36 credits in Arts, which shall include:

A. Six credits in the Social Sciences (Anthropology, Criminology, Economics, Geography, Political Science, Psychology or Sociology)

ECON 1150 and ECON 1250

B. Six credits in Humanities (Creative Writing, Fine Arts, French, German, History, Humanities, Japanese, Linguistics, Mandarin, Music, Philosophy, Punjabi or Spanish)

One of:

PHIL 1145 or PHIL 1150 or PHIL 1155

plus one 3-credit elective from Humanities

C. 24 additional credits in Arts

ECON 2210 and ECON 2350 and POLI 1125 and POLI 2150 and SOCI 1125 and SOCI 2260 and one of (ECON 2260 or ECON 2280)

and one 3-credit elective from Social Sciences or Humanities

4. Nine credits in Arts, Science, or other areas

Regarding course numbering, please note: With the exception of all Adult Basic Education (ABE), Post-Secondary Program Readiness (PSP) courses, and ENGL 1099, MATH 1092, MATH 1093, CHEM 1094, courses numbered 1000-1999 are primarily first year courses. Courses numbered 2000-2999 are primarily second year. Students may follow this as a guideline when choosing their courses for the Associate of Arts degree. However, there are some exceptions to this rule.

Below is a list of 1000 level courses that may be used for second year credit.

- ANTH 1215 (changing to 2320 effective Sept. 07)
- ANTH 1216 (changing to 2340 effective Sept. 07)
- ANTH 1220 (changing to 2140 effective Sept. 07)
- ANTH 1240 (changing to 2160 effective Sept. 07)
- ANTH 1260 (changing to 2142 effective Sept. 07)
- ANTH 1290
- ANTH 1291
- MUSI 1153
- MUSI 1253
- PHIL 1210
- PHIL 1211
- PHIL 1250
- POLI 2100
- POLI 2420
- POLI 2145
- POLI 2147
- POLI 3240
- SOCI Any 1200 level course or higher

TRANSFER

Students can apply to the third year of Kwantlen's Bachelor of Arts degree programs with a completed Associate of Arts degree. SFU, UBC and UNBC also accept all 60 credits of each of Kwantlen's Associate of Arts Degrees. This means that students transferring to any one of these universities are accepted with 60 credits. Standing in a particular department is dependent on meeting any prerequisites or other conditions established by the specific university.

Students with an Associate of Arts degree are admitted to UNBC with priority over other transfer students. SFU will admit students with an associate degree at a reduced CGPA compared to non-associate degree holders.

Students must check transfer status at other receiving institutions, or on-line at **BC Council on Admission and Transfer** at www.bccat.bc.ca

GRADUATION

Upon successful completion of this program, students are awarded an Associate of Arts in Economics.



Kwantlen
UNIVERSITY COLLEGE

EDUCATION COUNCIL

MEETING DATE: Mar. 26, 2007

AGENDA #: 8

PREPARED BY: Takashi Sato

ISSUE:

Notice of Election of Education Council Executive