



**AGENDA**

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- 1. Confirmation of Agenda ..... 4:15 Takashi Sato
  - 2. Approval of Minutes (<sup>Sept 24</sup>June 18, 07) ..... 4:20
  - 3. Chair's Report.....
  - 4. Standing Committee Reports ..... 4:25
    - 4.1. Degree and Program Assessment Committee  
(Dana Cserepes, Chair)..... Dana Cserepes
    - 4.2. Program Review Committee  
(Carolyn Robertson, Chair) ..... Carolyn Robertson
      - 4.2.1. Update on Program Review ..... Colleen McGoff Dean, Cathy Bray
  - 5. Sub-Committee Reports ..... 4:50
    - 5.1. Curriculum Sub-Committee ..... Takashi Sato
    - 5.2. Math & Quantitative Skills Committee  
(Dana Cserepes, Chair)..... Dana Cserepes
    - 5.3. Policy Review Committee  
(Dana Goedbloed, Chair) ..... Dana Goedbloed
      - 5.3.1. Policy <sup>2.7</sup>~~C.23~~ Minimum Academic Standards for  
Program in which Letter Grades are Assigned - copy edits to be done by  
Wendy B
      - 5.3.2. Policy <sup>10</sup>~~L.7~~ Principles for Program Prioritization
  - 6. Guide to Program Development ..... 5:05  
*sent to Soudi Klassen to process.*
  - ~~7. Concept: BA Creative Writing Major ..... 5:25 Sheila Hancock~~  
*I'll make suggested edits and publish*
  - 8. Next Meeting: Nov. 26, 2007
  - 9. Adjournment:

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*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)		R
3	Belter, Wendy (Faculty)	✓	
4	Crisp, Dianne (Admin)	✓	
5	Cserepes, Dana (Faculty)	✓	
6	Cunnin, Betty (Faculty)	✓	
7	Davis, Bob (Faculty)	✓	
8	Dastur, Farhad (Faculty)	✓	
9	Fernando, John (Staff)	✓	
10	Fleming, Rob (Admin)	✓	
11	Goedbloed, Dana (Admin)	✓	
12	Howes, Stephanie (Faculty)	✓	R
13	Kallas, Mohammed (Student)	✓	
14	Lee, Steve (Student)	✓	
15	Robertson, Derek (Student)	✓	
16	Sato, Takashi (F) (Chair) (Faculty)	✓	
17	Wainman, Newton (Faculty)		
18	Waithman, Marilynne (Admin)	✓	
19	Whittemore, Joel (Faculty)	✓	
20			
	<b>Ex Officio Members</b>		
	Triplett, Skip		R
	Gordon, Jody		R
	Board rep. <i>Rob Humford</i>	✓	
	<b>Guests</b>		
	<del>Farhad Dastur</del>		
	<i>Carolyn Robertson</i>	✓	
	<i>Colleen McGoff Dean</i>	✓	
	<i>Cathy Bray</i>	✓	
	<b>Metzger, Karen , Recorder</b>		



**Kwantlen**  
UNIVERSITY COLLEGE

**EDUCATION COUNCIL**

**MEETING DATE:** Oct. 22, 2007

**AGENDA #:** 2

**PREPARED BY:** Karen Metzger

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**ISSUE:** *Approval of minutes*

**ACTION:** *THAT Education Council approve the minutes of the Sept. 24, 2007 meeting.*



**MINUTES**

<b>Present:</b>	Theresa Abraniuk Wendy Belter Dianne Crisp Dana Cserepes Betty Cunnin Farhad Dastur Bob Davis John Fernando Rob Fleming	Dana Goedbloed (Vice Chair) Jody Gordon (ex officio) Stephanie Howes Karen Metzger, Recorder Takashi Sato, Chair Newton Wainman Marilynne Waithman Joel Whitemore <i>Derek Robertson</i>
<b>Regrets:</b>	Mary Androsiuk Mohammed Kallas	Steve Lee Skip Triplett (ex officio)
<b>Guests:</b>	Kathleen Bigsby Arthur Fallick Gordon Lee	Jean Nicolson Church Carolyn Robertson

**1. Confirmation of Agenda**

Takashi welcomed everyone to the first meeting of the fall, and called the meeting to order at 4:25 pm.

The agenda was approved by consensus with the addition after item 9 of the *Guide to Program Development*.

**2. Orientation Activity**

Takashi arranged for members to sort themselves into small groups to work together to answer a number of questions about Education Council. Each group reported back to the whole, followed by group input to achieve common understanding.

**3. Creating Our Future**

Arthur Fallick and Kathleen Bigsby presented an overview of the process that led to the creation of the Creating Our Future Action Plan, which will be handed over to president Skip Triplett on Oct. 1, 07.

They called attention to highlights in the document and answered questions from Council members. The document has been distributed throughout Kwantlen and is available via myKwantlen.

Robert Fleming expressed sincere thanks for the immense undertaking by Kathleen and Arthur.

**4. Approval of Minutes (June 18, 07)**

Moved by Rob Fleming, seconded by Dana Cserepes, THAT Council approve the minutes of the June 18, 2007 meeting as revised: item 4.1 – 'full program proposal' should be 'concept'.

**MOTION CARRIED.**

**5. Chair's Report**

Takashi Sato reported that the Kwantlen Associate of Arts framework has been revised and approved according to the procedures approved by Education Council in June 2007: ACCT 1230 has been added to list A. The Kwantlen AA framework conforms with BCCAT requirements.

He attended meetings over the summer with reps from other university colleges about the pending regional university status.

He has also been participating in the presidential search committee, but because of a confidentiality agreement can only say that a search firm has been engaged and is searching through Canada and the United States. The committee issues official communiqués to the Kwantlen community.

He informed Council that one of the student representatives elected in the spring is not a student this semester, and that the runner-up will be contacted by the Registrar.

6. Standing Committee Reports

6.1. Degree and Program Assessment Committee (Dana Cserepes, Chair)

Dana Cserepes reported that at its Sept. 12, 07 meeting, DPAC approved revision to the Grad Nurse Re-entry (GNUR) citation program and the Grad Nurse English Additional Language (GNEA) certificate program, both on today's agenda. There was considerable discussion about the revisions to the GNEA program, but largely outside of DPAC's purview.

DPAC also reviewed the Guide to Program Development, which has been worked on over the summer by a small group. It is also on today's agenda.

6.2. Program Review Committee (Carolyn Robertson, Chair)

Carolyn stated that the committee has not yet met this fall, but that three pilot program reviews (Psychology, English Language Studies, and Fashion Design) have been begun under the guidance of the program review facilitators Colleen McGoff Dean and Cathy Bray. They will attend the next Council meeting to introduce themselves and to provide an update.

Carolyn asked for advice from Council members on how the process is communicated to divisions/departments.

7. Sub-Committee Reports

7.1. Curriculum Sub-Committee

The following new and revised course outlines were approved by the curriculum sub-committee on Sept. 10, 07:

NEW COURSES

- ANTH 3100 Anthropological Theory
- CRIM 3249 Issues with Youth Justice
- CRIM 3118 White-Collar & Corporate Crime
- FINA 3110 Introduction to Curatorial Studies
- HIST 3392 The Home Front: Britain During World War II
- HIST 4400 Applications of History
- HIST 4450 China and the West
- HIST 4455 Sages and Statecraft in China
- MATT 1081 Basic Mathematics for Welders
- PHIL 3320 Personal Identity
- PHIL 3225 Rationalism
- PHIL 4430 Topics in the Philosophy of Mind

REVISED COURSES

- GBRT 1250 Practicum I
- HSRC 1244 Work Role II
- SETA 1270 Practicum One
- SETA 1370 Practicum Two

DISCONTINUED:

- APPL 1101 Basic Electricity 1-Sep-06
- APPL 1102 Basic Electronics 1-Sep-06
- APPL 1103 Electric Dryers 1-Sep-06

APPL 1104	Standard and Self-cleaning Electric Ranges	1-Sep-06
APPL 1105	Automatic Electric Dishwashers	1-Sep-06
APPL 1106	Automatic Washers	1-Sep-06
APPL 1107	Ancillary Products	1-Sep-06
APPL 1108	Microwave Ovens	1-Sep-06
APPL 1109	Basic Refrigeration and Domestic Air Conditioning	1-Sep-06
CMNS-2130	Communications for Design Professionals	1-Sep-06
CPSC 1205	Fundamental Concepts of Computing	1-May-03
HIST 2361	India: Aryans to Mughals	1-Jan-08
HIST 2362	India: Mughals to Independence	1-Jan-08
HIST 2370	The United States since 1945	1-Jan-08
HORT 2455	Plant ID: Protected Cultivation	26-Jul-07
HRTA 0096	Mathematics for Horticulture	26-Jul-07
HRTA 1327	Plant ID – Perennials & Other Herbaceous Plants	26-Jul-07
HRTT 1101	Greenhouse Environments	27-Jul-07
HRTT 1102	Botany	27-Jul-07
HRTT 1104	Vegetable Crops – Fall Activities	27-Jul-07
HRTT 1202	Soils and Growing Media	27-Jul-07
HRTT 1204	Vegetable Crops – Winter Activities	27-Jul-07
HRTT 1206	Mechanics and Troubleshooting	27-Jul-07
HRTT 1304	Vegetable Crops – Spring Activities	27-Jul-07
HRTT 1306	Greenhouse Systems	27-Jul-07
MRKT 1236	Entrepreneurship in Horticulture	1-Jan-06
PRLN 1241	Organizational Communications	31-Dec-08
SETA 1111	Interpersonal Communications Skills – Level I	1-Sep-07
SETA 1220	Introduction to Practice as a Teacher Assistant	1-Sep-07

**7.1.1. Course Outline Database Project Update**

Karen Metzger shared an update on the Course Outline Database project. To date, all current, approved course outlines for all but two divisions have been transferred from Word documents in the Common area to the Lotus Notes database. Some of the approved outlines have been 'published' to the read-only 'Library', and the remainder will be as soon as department personnel have checked them and verify that they are correct.

It is hoped that the rollover can take place in January 2008. A number of individuals and some departments/divisions have had some training, but more is needed. Plans are underway to provide training as needed.

Karen has a draft manual under development, which will be distributed before full implementation of the database.

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

Dana Cserepes said the M&Q committee will meet Friday Sept 28, and that she will report at the next meeting.

**7.3. Policy Review Committee (Dana Goedbloed, Chair)**

Dana Goedbloed noted that the committee met last week and reviewed policy *C.23 Academic Honesty* (currently *Plagiarism and Cheating*), which was defeated. The committee recommended further review of the procedures, while the principle of the policy were accepted as presented. The policy will go back to the office of the VP Academic.

The committee verified that the Academic Schedule for 2008 complies with policy *B.1 Academic Schedule*. (see 7.3.1 below)

The committee approved policies *L.7 Minimum Academic Standards for Programs in Which Letter Grades Are Assigned* and *L.10 Principles for Program Prioritization* with very minor revisions, and both will be presented to Education Council for approval at the next meeting.

**7.3.1. Academic Schedule**

The Policy Review committee reviewed and verified that the Academic Schedule for 2008/2009 complies with policy *B.1 Academic Schedule*. There was discussion about Mondays missed in the Fall semester and Fridays missed in the Spring semester because of statutory holidays and the Spring reading break. It appears that this discussion takes place every time the Academic Schedule is reviewed, and that no solutions have been found workable.

Education Council verified that the Academic Schedule for 2008/2009 complies with policy *B.1 Academic Schedule*.

**8. Program Revision: Grad Nurse Re-Entry Citation**

Jean Nicolson Church presented the proposed revisions to the Grad Nurse Re-entry citation program, which was recommended for approval by DPAC. Program has been successful for many years, but has been available only to people registered or eligible to be registered as a nurse in British Columbia. The revised admission requirements open the program to people who are or have been registered with regulatory nursing authorities in other Canadian jurisdictions. The English entrance requirements have been removed because they are included in the general Kwantlen entrance requirements. Interviews have never been used, and so have also been removed.

Moved by Derek Robertson, seconded by ~~Wendy Royal~~ *Be Better*, THAT Council approve the revisions to the Grad Nurse Re-Entry citation program as presented.

**MOTION CARRIED.**

This is for implementation in January 2008.

Jean Nicolson Church was given printed follow-up instructions.

**9. Grad Nurse English Additional Language**

Jean Nicolson Church also presented the proposed revisions to the *Grad Nurse English Additional Language (GNEA)* certificate program. She explained that all students are referred directly to the program from the College of Registered Nurses of British Columbia (CRNBC) after being assessed by that body. The CRNBC has changed its procedures to require students to reach a certain English proficiency level before being assessed for the nursing upgrading education. The current program provides English language courses no longer required because of the CRNBC change. For that reason, the entrance requirements need to be changed, and the English courses need to be removed from the program.

It was confirmed that removing the English courses left the program with sufficient credits to grant a certificate.

There was discussion about renaming the program, which the proponents have considered, but have not been able to find a suitable name. The students in the program do have English as an additional language.

There was general discussion about how Kwantlen might offer the English upgrading to potential candidates before they are assessed by the CRNBC.

Moved by Theresa Abraniuk, seconded by Betty Cunnin, THAT Council approve the revisions to the *Grad Nurse English Additional Language (GNEA)* program as presented.

**MOTION CARRIED.**

This is for implementation in January 2008.

- Jean Nicolson Church was given printed follow-up instructions.

**10. Guide for Program Development**

Moved by Dana Goedbloed, seconded by Dianne Crisp, to table this item to a future meeting as there is not sufficient time remaining in this meeting to have an adequate discussion.

**MOTION CARRIED.**

**11. Next Meeting: Oct. 22, 2007.**

**12. Adjournment:** Moved by Dana Cserepes to adjourn the meeting at 6:34 pm.



## **EDUCATION COUNCIL**

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**For information:** The following new and revised courses were approved by the Education Council curriculum sub-committee on Oct. 10, 2007:

### **NEW COURSES**

ANTH 3100	Anthropological Theory	<i>— in minutes — what's true?</i>
CUST 1200	Introduction to Japanese Society and Culture	
ELST 0167	English for Special Purposes (pending)	
HSRC 1250	Dementia and Mental Health Challenges in Aging	
JAPN 1200	Introduction to Japanese Society and Culture	
MUSI 3500	Special Topics	
POLI 4125	The Politics of Multiculturalism in Canada	
WELD 1250	Stationery Shop Equipment	

### **REVISED COURSES**

APSC 1151	Introduction to Engineering Graphics
BIOL 2421	Cellular Biochemistry
ENVI 1206	Environmental Chemistry II
ENVI 2305	Environmental Toxicology
ENVI 2307	Environmental Physics
ENVI 2420	Contaminated Sites Management
ENVI 2426	Health & Safety
ELTE 3100	Applied Linguistics and English Language Training
ELTE 3200	Approaches to English Language Teaching
FINA 1135	Introduction to Digital Media I
PHIL 1150	Introduction to Formal Logic
PHIL 3220	Empiricism

### **For information only:**

#### **REVISED: requiring only divisional curriculum committee**

INFO 3120	Web Programming with Java	1-Jan-2008
INFO 3140	Advanced Data Communications Systems	1-Jan-2008
CISY 1215	Enterprise Networking	1-Jan-2008
CISY 2313	Data Communications	1-Jan-2008
CISY 2411	GUI and Object-Oriented Programming	1-Jan-2008
PHIL 1155	Introduction to Scientific Reasoning	1-May-2008



**Kwantlen**  
UNIVERSITY COLLEGE

**EDUCATION COUNCIL**

**MEETING DATE: Oct. 22, 2007**

**AGENDA #: 5.3.1**

**PREPARED BY: Karen Metzger**

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**ISSUE:** *Approval of a policy*

**ACTION:** *THAT Education Council approve policy L.7 Minimum Academic Standards for Programs in which Letter Grades are Assigned*

Policy No. L.7  
Reviewed by: Vice President / Administration & Student Services  
Responsibility: Education Council

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## *POLICY*

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**TITLE:** Minimum Academic Standards for Programs in Which Letter Grades Are Assigned

**APPROVED BY:** Education Council

**EFFECTIVE:** 24 January 1991

**REVISED:** April 2005

**RELATED POLICIES:**

L.6 Appeals of Academic Decisions

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### **Purpose**

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

### **Scope**

This policy applies to all Kwantlen University College students enrolled in undergraduate programs.

### **Principles**

1. All Kwantlen students are expected to maintain an acceptable standard of academic achievement in order to be permitted to continue in their program from term to term.
2. For programs in which letter grades are assigned, a minimum CGPA of 2.00 is expected.
3. Failure to meet this minimum academic standard will result in restrictions on registration and can lead to academic suspension from the University College.
4. The academic standing of all students enrolled in programs in which letter grades are assigned will be determined at the end of each term of their enrolment.

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Asian text and numbers

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

I07.doc 1 of 5 11/1/2006

## Definitions

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

## Procedures

1. Good Academic Standing

All students are assumed to be in Good Academic Standing unless stated otherwise on their academic record.

2. Placed on Academic Warning

A student who has completed a minimum of 9.0 semester credit hours and has achieved a CGPA of less than 2.00, the student will be placed on Academic Warning. A student on Academic Warning may not repeat a course for which a grade of C or better has been assigned.

3. Restored to Good Academic Standing

A student who is on Academic Warning and who has completed a minimum of 18.0 semester credit hours will be restored to Good Academic Standing provided both the TGPA and CGPA are 2.00 or higher.

4. Remain on Academic Warning

A student who is on Academic Warning and who has completed less than 18.0 semester credit hours will remain on Academic Warning. Credits for repeated courses will only be counted once.

#### 5. Placed on Academic Probation

A student who has been on Academic Warning, has completed a minimum of 18.0 semester credit hours and has achieved a CGPA of less than 2.00, the student will be placed on Academic Probation. A student on Academic Probation may not repeat a course for which a grade of C or better has been assigned.

#### 6. Restored to Good Academic Standing

A student who is on Academic Probation and who has completed a minimum of 27.0 semester credit hours will be restored to Good Academic Standing provided both the TGPA and CGPA are 2.00 or higher.

I07.doc 2 of 5 11/1/2006

#### 7. Remain on Academic Probation

A student who is on Academic Probation and who has completed less than 27.0 semester credit hours will remain on Academic Probation. Credits for repeated courses will only be counted once.

#### 8. Required to Withdraw

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

- a. the student shall be Required to Withdraw for a period of not less than six (6) months, or
- b. other action should be taken.

Students who are required to withdraw are not permitted to enroll in undergraduate courses, but can, where applicable, enroll in university college preparatory courses during their six (6) month withdrawal period.

#### 9. Re-Admission on Academic Probation

A student who has been Required to Withdraw may appeal for re-admission to the University College for a term which begins at least six (6) months after the student was required to withdraw. The application for Re-admission must be submitted by the application deadline for the term for which the student is applying, and must be accompanied by an Educational Plan. Applications will be accepted no more than one month prior to the application deadline unless the student has already been away from the University College more than six months. Late applications or late Educational Plans will not be accepted due to the time required for review.

The Educational Plan must include:

- The reasons for the poor performance
- The steps taken or that will be taken to rectify the problem(s)
- Activities since leaving the University College
- An official transcript of any courses taken elsewhere during the withdrawal period, including interim grades for courses in progress
- Any activities undertaken to upgrade academically or improve study skills
- Educational goal, including reasons for changing or not changing the goal.

The Director (or <sup>not defined</sup> designate) will review the educational plan. The student may be required to discuss it further, by telephone or in an interview, with the Director (or designate), or may be referred to Counselling. Once the Educational Plan is complete, the Director will confirm whether re-admission to the University College on Academic Probation has been granted. If re-admission is granted, the provisions of Section 7 above will apply, with the exception that the student must have completed a minimum of 36.0 semester credit hours before further action will take place.

107.doc 3 of 5 11/1/2006

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

If re-admission is denied, the student may appeal the decision within 20 working days, in accordance with the University College Policy L.6 Appeals of Academic Decisions

#### 10. Academic Suspension

A student who has been Re-admitted on Academic Probation and has completed a minimum of 36.0 semester credit hours and whose TGPA and CGPA are both less than 2.00 will be referred to the University College President for a decision as to whether:

- a. the student shall be placed on Academic Suspension for a minimum of one (1) year, or
- b. other action should be taken.

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Students who are placed on Academic Suspension are not permitted to enroll in undergraduate courses, but can, where applicable, enroll in university college preparatory courses during their one (1) year of Academic Suspension.

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#### 11. Re-Admission on Academic Suspension

A student who has been placed on Academic Suspension may apply for re-admission to the University College for a term which begins after one (1) year has transpired. The Application for Re-admission must be submitted by the application deadline for the term for which the student is applying, and must be accompanied by an Educational Plan. Applications will be accepted no more than one month prior to the application deadline. Late applications and late Educational Plan will not be accepted due to the time required for review.

The Educational Plan for Students Applying for Reinstatement must include:

- The reasons for the poor performance
- The steps taken or that will be taken to rectify the problem(s)
- The major activities since leaving the University College
- Any courses taken elsewhere
- Any activities undertaken to upgrade academically or improve study skills
- Educational goal, including reasons for changing or not changing the goal.

Letters of reference from employers or instructors may be included.

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

I07.doc 4 of 5 11/1/2006

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

If re-admission is denied, the student may appeal the decision with 20 working days, in accordance with the University College Policy L.6 Appeals of Academic Decisions.

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

I07.doc 5 of 5 11/1/2006





**Kwantlen**  
UNIVERSITY COLLEGE

**EDUCATION COUNCIL**

**MEETING DATE:** Oct. 22, 2007

**AGENDA #:** 5.3.2

**PREPARED BY:** Karen Metzger

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**ISSUE:** *Approval of a policy*

**ACTION:** *THAT Education Council approve policy L.10  
Principles for Program Prioritization*



Policy No. L. 10  
Reviewed by: Vice President Academic and Provost  
Responsibility: Education Council

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## POLICY

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**TITLE:** Principles for Program Prioritization

**APPROVED BY:** Board of Governors

**EFFECTIVE:** September 2007

**RELATED POLICIES:**

B.12 Program Review

B.11 Program & Curriculum Development Change

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### Purpose

The purpose of this policy is to outline general principles for program prioritization relating to the implementation of new programs leading to certificates, diplomas or degrees.

### Scope

This policy applies to all programs at Kwantlen University College being considered for implementation. Programs must align with priorities as identified in current institutional planning documents (including, but not necessarily limited to the Strategic Plan, the Academic Plan, and the Accountability Plan and Report), and adhere to the following general principles.

### PRINCIPLES:

1. Student Responsiveness *To Student Needs*

A program should . . .

- address educational needs of new and / or continuing students at Kwantlen University College;
- establish appropriate entrance and exit requirements; and
- incorporate measures to support student preparation and success.

## **2. Institutional Mandate**

A program should . . .

- align with priorities as identified in current institutional planning documents;
- support the mission, values and strategic objectives of Kwantlen University College;
- support the achievement of strategic research and scholarship goals; and
- create opportunities for students to transition to and from current programs.

## **3. Sustainability**

A program should . . .

- provide clear evidence (local or national trends, regional demographics, labour market assessments, etc.) indicating that student enrolment and completion rates will be sufficient to ensure long-term program viability;
- demonstrate that all required financial resources are projected to be available during start-up and for continuing operation; and
- demonstrate that an appropriate number of faculty with the appropriate range of expertise are projected to be available to ensure the continuity, stability, and ongoing rigour of the proposed program.

## **4. Quality Assurance**

A program should . . .

- incorporate learning outcomes, essential skills, leadership and service experiences, and breadth of perspective within the curriculum;
- support quality improvement goals of instructional and curriculum excellence;
- identify appropriate benchmark programs and / or criteria in order to measure program quality; and
- demonstrate that faculty engaged in ongoing research and / or scholarship are projected to be available to instruct courses requiring specific expertise as per institutional and ministerial guidelines and in accordance with expectations of accreditation, program approval, and / or program review authorities.



**Kwantlen**  
UNIVERSITY COLLEGE

**EDUCATION COUNCIL**

**MEETING DATE:** Oct. 22, 2007

**AGENDA #:** 6

**PREPARED BY:** Karen Metzger

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**ISSUE:**

**ACTION:**

**THAT Education Council approve the Guide to Program Development, Program Revision, and Implementation Review**



**Kwantlen**  
UNIVERSITY COLLEGE

**EDUCATION COUNCIL**

**MEETING DATE:** Oct. 22, 2007

**AGENDA #:** 7

**PREPARED BY:** Sheila Hancock

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**ISSUE:** *Approval of a program concept*

**ACTION:** *THAT Education Council approve the concept for B.A. Creative Writing Major*



Please limit your main submission to ten pages.

Include the following appendices: Appendix A – Internal Consultations; Appendix B – Library Assessment Template; Appendix C - Development & Implementation Timetable. Additional material may also be included as appendices. For information about submitting the completed concept document, please refer to DPAC or Education Council sites on Plaza, via 'Governance.'

## **A. Originating Group**

### **1. Internal Developers**

Name	Division	Campus	Telephone	Fax
Genni Gunn	CRWR	S	2182	
Sheila Hancock	English	R	2814	

Date: March 1, 2007

Who is the principal contact person for the above group? **Sheila Hancock**

If joint educational offering, name of other institution:

**Note: Requirements outlined in the joint educational policy must be met before proceeding to full program proposal.**

## **B. Basic Information**

Name of proposed program:	BA, Major in Creative Writing			
Proposed Credential to be granted:	BA, Major in Creative Writing			
Expected length of program (in years):	Four Years			
Anticipated start date of program:	September, 2009			
How many students would you expect enrolled in each year of the program? ( <i>Note: If a Certificate or a Diploma, you need only include Year 1 and Year 2.</i> )	Year 1	Year 2	Year 3	Year 4
	15	15	15	15

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**C. Access (Degree FPP section 5. Admission and Transfer/Residency)**

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- C.1. What entry requirements should applicants be expected to meet? If there are multiple entry points, please specify requirements for each. (A graphic representation of this may be attached as Appendix C) P: Are entrance requirements appropriate? Are students likely to be successful?**

Students will be required to meet entrance requirements comprised of Grade 12 English with a grade of 'B' or approved equivalencies. Students must also have demonstrated a second language to grade-eleven level.

For entry into third year, students must have completed twelve credits of Creative Writing: CRWR 1100 and CRWR 1110, CRWR 2300 and CRWR 2310. Students must also have completed six credits of English: ENGL 1100 and either 1202 or 1204. Transfer students may enter the program at the beginning of any semester up to the seventh semester, space permitting. Articulated credits and prior-learning assessment would satisfy the entry requirements for advanced placement within the degree program. Upon entry into the third year of the degree, students must also have completed six credits of a minimum nine-credit quantitative requirement necessary for degree completion. These nine credits must involve a minimum of three courses (See list of approved courses). At least three credits (i.e., one course) of the above nine quantitative credits must be taken from courses offered by the Faculty of Science, Mathematics and Applied Sciences, Community and Health Studies, and the School of Horticulture. Students must also have completed twelve credits of a minimum twenty-four-credit breadth requirement. The breadth requirement will consist of a minimum of one 1000-2000 level course in at least four separate social science or humanities disciplines outside of the major program area.

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- C.2. P. Will the structure of the program allow for part-time, evening, weekend, on-line, mixed-mode delivery methods, or a combination of any of these? (Identify each as appropriate).**

The structure of the program will allow for on-line, part-time, evening, and weekend delivery methods. The Creative Writing Department is committed to making courses accessible at all times of the day and to scheduling classes accordingly to give students with various time constraints the opportunity to access all or most courses over several years. The Creative Writing minor program currently offers on-line and partially on-line courses. All new upper-level courses will be offered in an on-line format. Directed study courses are available for students when necessary.

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- C.3 Will the structure of the program allow for multiple entry and exit points? (Be specific – use flow charts for clarity)**

All of the courses within Kwantlen's Associate of Arts Degree in Creative Writing are fully articulated with the first two years of all other Creative Writing programs in B.C. Therefore, movement into and out of our program will be easy for students.

Students with no more than ninety credits may be admitted, space permitting, to the B.A., Creative Writing Major, at the beginning of any semester. Placement in the program will be assessed by the department chair and will be based on successfully articulated credits and prior-learning assessment.

Please see Appendix C for graphical representation.

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**D. Student Profile**

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- D.1 Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, transfers from other institutions)? Are there other characteristics applicants should have that you identify as important?**

Our students are of all ages and backgrounds. They generally fall into three categories:

1. Students who are recent high school graduates who have a passion for writing. Many of these have studied Creative Writing in high school and hope to enter education programs at SFU, UBC, and UCFV.
  2. Mature students, such as those returning to school after years out in the work force or raising families. These students tend to be very motivated and serious about considering writing as a career option. Most have been writing and now seek specialized training.
  3. Young students who have decided to make writing a career, and who want to enroll in a full-time creative
-

writing program.

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**D.2. P: How will the program address the needs of mature students? Under-prepared students?**

To meet the needs of mature students, all Creative Writing courses are offered in an on-line format. Further, some courses will be offered in the evening and on Saturday. To accommodate the students who may have experience and knowledge acquired outside of post-secondary institutions, we have opportunities for prior-learning assessment.

For under-prepared students, Kwantlen University College has a comprehensive, ladder system of appropriate preparatory courses, as well as a first-year course entitled University 1100: Introduction to College/University Studies, within our Qualifying Studies Department.

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**D.3 How will the program address equity by decreasing systemic barriers? Is this type of program traditionally or historically underrepresented in specific cohort groups? (e.g., gender and/or age imbalance, First Nations) How will the program address these issues?**

Creative Writers in Canada at the moment enjoy a barrier-free ground. Publishers are very anxious to explore new voices, new modes of thinking and writing. Interesting to note that while 20 years ago, it was difficult to find a proportional representation of women authors in many anthologies, today women are evenly represented in contemporary literature. In fact, most of the top authors in Canada are women.

Through creative writing, we encourage the many voices that make our multi-cultural society, and that enrich our literature.

**E. Program Description (Degree FPP section 3. Curriculum/Program Content)**

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**E.1 Provide a broad description of the program outcomes, and how this program relates to the existing or proposed programs at Kwantlen or at other institutions:**

The BA, Creative Writing, Major will build on a successful four-year BA, Creative Writing Minor and a two-year AA, Creative Writing Degree. The Creative Writing Major will develop innovative and creative thinkers who are flexible and can adapt to rapidly changing labour markets. The program's focus offers a number of choices to students for their continued study in either education or graduate school. The degree will increase communication and co-operation between Creative Writing and the Visual Arts, Music and English departments. Degree students must take courses outside the Humanities such as Business, Science, Community and Health Studies and the Social Sciences in order to ensure that our students' breadth requirements are met. An added feature of the program is that the Creative Writing program will also provide a range of courses, such as courses in Cultural Studies, that could serve as liberal-education or breadth components of other degree programs.

The only options in BC at the moment for these students is to apply for entrance into UBC, UVic or Malaspina UC Creative Writing programs, and these programs are very competitive. UBC, for example, takes between 15 and 18 students per year, yet had 220 applicants to their program last year.

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**E.2 P: How does the proposed program support the existing or proposed programs at Kwantlen or at other institutions?**

The BA, Creative Writing, Major will provide a destination for our AA, Creative Writing, students, BA, Creative Writing, Minor, students wishing to transfer into a Majors program, and any BA, General Studies, students who may wish to establish a Major. Furthermore, the Kwantlen BA, Creative Writing, Major will attract students from two-year university-transfer programs at other colleges such as Capilano College, Langara College, and Douglas College and larger institutions, such as UCFV, SFU—institutions that do not offer a BA, Creative Writing, Minor or Major. The Creative Writing program will also provide a range of courses that could serve as liberal-education or breadth components of other degree programs.

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**E.3. P: Identify how the proposed program support Kwantlen's mission, core values, and strategic objectives?**



In accordance with Kwantlen's mission, vision, and core values, Kwantlen's BA, Creative Writing, Major will offer a variety of courses, including many which celebrate diverse cultures in our community, our country, and our world, and will help foster understanding of core values common to all nations and cultures. Kwantlen's BA, Creative Writing, Major will also offer upper-level capstone courses with practica that will prepare students for leadership roles in the community and equip them with skills applicable to the fields of writing, editing, teaching, and research. With a maximum capacity of 18 (first semester, third year) and 15 students (second semester, third year; all fourth-year courses) per upper-level course, our program will give students the benefit of a supportive educational environment with low student-teacher ratios and student-centred learning.

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**E.4 Provide a list of the current Kwantlen courses the program may/will access in support of a) liberal education and/or b) as non-core support courses.**

All courses in the Faculty of Arts: Humanities, the Faculty of Arts: Social Sciences, and the Faculty of Science, Mathematics, Applied Sciences, Horticulture, and Community and Health Studies.

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**E.5 Identify a broad outline of instructional strategies to be employed:**

Creative writing students learn by active experimentation. Students take part in workshops to critique each other's works. In addition, they read and discuss examples of works in the genre in which they are writing; most classes involve attendance at professional readings. These various models help them understand the tradition and potential of the genre. Other methods of instruction include partner editing, lectures, large and small group discussions, and in-class writing activities. Some courses will be delivered in part or in total by computer conferencing -- on-line. We envision that upper-level courses could also make use of studio facilities to produce audio and video clips.

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**E.6 How will the program ensure educational effectiveness (e.g., retention rates, completion rates, success rates for employment, or progression to further education)?**

**P. Does the program create opportunities for students to ladder from current programs?**

Students would attend a mandatory orientation, where they would be assigned small groups at the first- and third-year levels. Each first-year student would be partnered with a third-year student for mentoring purposes. Finally, each student in the major's program will have an assigned faculty mentor. This faculty mentoring process will also lead to success rates for publishing, employment and progression to further education.

The versatility of the B.A., Creative Writing, Major will allow students to design programs of study that will prepare them for careers or further study in areas such as business, community service, primary and secondary education, professional writing, editing, publishing, religious studies, and graduate school. In addition to providing opportunities for the many internal students who wish to continue their education at Kwantlen University College beyond the first two years of study, the B.A., Creative Writing Major, program will provide opportunities for students completing two years of undergraduate work at any of the colleges in the province to transfer into the program when space is available. Internal and external demand for the program is expected to be strong because students throughout the Fraser region of southwestern B.C. value the quality instruction, smaller class sizes, and collegial interaction with faculty that Kwantlen offers.

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**E.7 P. Describe how the proposed program incorporates essential skills, co-op placements, work experience, practicum, clinical practice, etc.: (revised)**

As a department, we will continue to build and nurture strong critical reading as well as analytical and writing skills in our students at the senior level. In addition, students will be offered the option to take a course in the business of writing, which is currently in development, with a practicum that will bridge the skills of academia and those of the workplace; for the practicum, students will be offered a variety of placements: working with editors, literary agents, journals, or Kwantlen's forthcoming on-line journal. This student-run on-line journal, which will be launched in September, 2007, will be edited by a faculty member. Students will gain valuable essential skills in the on-line editing business from this experience.

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**E.8 Does this program include Prior Learning Assessment (PLA) as per *Policy B.14 Credit for Prior Learning*?**

Yes, our program includes Prior Learning Assessment methods. A portfolio reflecting course outcomes and interview are required for each course for which a PLA is requested.

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**E.9 P: Are current faculty able to deliver the program?**

Yes, we have faculty who have had their works published or produced, in the case of screenwriting, within each of the genres offered. For the Creative Writing Department, the hiring criteria for regular faculty is that they must have a post-graduate degree and three published books in at least two genres.

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## **F. Outcomes**

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### **F.1 What is the nature of the work or further education that students are being prepared for?**

The versatility of the B.A., Creative Writing, Major will allow students to design their programs of study that will prepare them for careers or further study in areas such as community service, primary and secondary education, professional writing, publishing, editing, film, media, communications, religious studies, and graduate school. In addition to providing opportunities for the many internal students who wish to continue their education at Kwantlen University College beyond the first two years of study, the BA, Creative Writing, Major will provide opportunities for students completing two years of undergraduate work at any of the colleges in the province to transfer into the program when space is available. Internal and external demand for the program is expected to be strong because students throughout the Fraser region of southwestern B.C. value the quality instruction, smaller class sizes, and collegial interaction with faculty that Kwantlen offers.

At present, this BA, Creative Writing, Major is similar to the Creative Writing programs at the other three universities in BC that offer such programs: University of Victoria, University of British Columbia, and Malaspina University College. With a BA, Creative Writing, Major students can apply to do a Masters in Creative Writing.

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### **F.2 What other individual or societal benefits can be expected? (from offering the program or from graduates)**

Students with a BA, Creative Writing, Major will be prepared to work creatively and independently. According to the Cultural Labour Force Survey from Statistics Canada, 46% of Cultural Workers were self-employed, compared to 15% of Canada's entire labour force. Writers, as lifelong learners, thrive on change, creating both wealth and cultural products to contribute to society.

While Creative Writing fosters individual growth and development, writers also help the culture as a whole to know and articulate itself in rich and complex ways, and contribute a philosophical and imaginative depth – what we would say is the soul of the nation. Our graduates will gain knowledge of specific writing genres, essential skills identified by the Conference Board of Canada, and a Liberal Arts education.

In accordance with Kwantlen's mission, vision and core values, Kwantlen's Creative Writing Major will celebrate diverse cultures in our community, our country, and our world and will help foster understanding of core values common to all nations and cultures.

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### **F.3 Include current labour market data that shows a demand for this type of graduate, including the next level of education.**

For the past ten years, Kwantlen has prepared large numbers of students for transfer to BC universities. For example, between 2002/03 and 2003/04, about 1150 (1149-1179) students transferred from Kwantlen to provincial universities. In addition, analyses of applications, admissions, and registrations of applicants to BC universities completed for the British Columbia Council on Admissions and Transfer for the fall of 2000, 2001-02, and 2002-03 show that thousands of eligible transfer students from the BC college and university-college systems have not been able to gain admission to the universities because of enrollment limitations. The existing shortfall in available student replacements, plus estimates of increased student demand south of the Fraser River, prompted the government to require Kwantlen to accept an additional 1800 student FTEs over the next six years.

Student response to a questionnaire administered to about 1000 Kwantlen students in the summer of 2003 indicated that a large majority of them would choose to complete their education at Kwantlen if the appropriate degree opportunities were available to them.

In addition, according to Statistics Canada, Job Futures, 2007, (<http://www.jobfutures.ca/noc/5121p3.shtml>) work prospects for writers is as follows:

“Employment grew at an above-average rate driven by the expansion of specialized publications and the development of e-publishing. Hourly wages (\$21.13) are above average (\$16.91), and the rate of wage growth is significantly above average. The unemployment rate (2.6%) is below average (5%). The number of job seekers, primarily recent graduates, is keeping pace with the number of job openings.”

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On training and experience:

"To be a creative writer, you may want to take a creative writing program offered by a university or college. To succeed in this occupation, you need talent and ability, demonstrated by a portfolio of work, in order to be hired. You may also need to be a member of a guild or union related to the occupation. Most recent entrants have an undergraduate university degree, and almost 1 in 5 has a graduate degree.

According to Job Futures, the highest concentrations (per 10,000 people) of authors and writers are found in Ontario and British Columbia while the lowest concentrations are in the Atlantic provinces.

There were 23,300 workers employed as authors and writers in 2001, an increase of 25% since 1994. The percentage of part-time workers (26%) is above the 2001 average (18%) and has risen significantly since 1994. The percentage of self-employed workers (56%) is above the 2001 average (16%) and has stayed about the same since 1994.

Women account for 56% of authors and writers."

The only options in BC at the moment for Creative Writing students is to apply for entrance into UBC, UVic or Malaspina UC Creative Writing programs. These programs are very competitive. For example, in April, 2007, UBC received applications from over 220 applicants, of which they selected 15 – 18 students. We could access all of those students.

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#### **F.4 Will this program allow students to continue with further study? Describe laddering, bridging, or post-credential continuation of education.**

Yes. Students will be able to continue their education in writing by enrolling in a Master of Fine Arts in Creative Writing, or any of a number of Writing and Publishing Programs (some at the M.F.A. and some at the PhD level). As well there are a number of Graduate Diploma Programs specific to Editing and Publishing. Further, the versatility of the BA, Creative Writing, Major will allow students to design programs of study that will prepare them for careers or further study in areas such as community service, primary and secondary education, professional writing, editing, publishing, film, communications, religious studies, and, as mentioned above, graduate school. In addition to providing opportunities for the many internal students who wish to continue their education at Kwantlen University College beyond the first two years of study, the B.A., Creative Writing, Major will provide opportunities for students completing two years of undergraduate work at any of the colleges in the province to transfer into the program when space is available. The BA, Creative Writing, Major will also provide a wide range of courses, such as courses in Cultural Studies, that could serve as liberal- education components of other degree programs.

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### **G. Consultations (Degree FPP section 8. Program Consultation)**

**G.1 With whom have you consulted *internally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of feedback.**

Refer to Appendix A.

**G.2 With whom have you consulted *externally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of discussions.**

Refer to Appendix D.

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### **H. Institutional Resources (Degree FPP section 7. Program Resources)**

**H.1 What expertise, equipment, facilities and library resources will the program require to support student learning? Ensure that any required new resources in these areas are identified in the Costs section (I).**

The library has completed an impact statement, which we attach as Appendix B, and which includes costs represented in Appendix A. The marketing department has also responded that they will need additional resources, and this department's costs are also represented in Appendix A. While the registrar's office indicated the need for additional resources (in their initial response to our request for internal consultation), they did not provide a specific amount that could be entered in the budget, but, upon later request for specific costs of additional resources, offered the following information: "The number of BA majors and minors added over the past two years has resulted in more work than one admissions assistant can manage. Therefore, additional resources will need to be added at some point to support our administration of all BA programs. While this particular program does not have to incur this cost, we want administration to see that there is a rising cost to managing the BA programs. So, including the information about 1/3 of an Admissions Assistant in my comments regarding the Program Concept was intended to illustrate this rising cost to managing the BA programs." Further, IET has responded that since Creative Writing means only to make use of FINA's anticipated animation studio for our upper-level students to produce audio and video clips, they anticipate no additional costs: "No, only if you require equipment/facilities of your own or anticipate a requirement for additional support from IET to train or assist faculty with the production of audio or video."

No other departments have responded with specific costs that could be included in a budget.

To launch the program, Creative Writing will also need to hire another half-time faculty member, the cost of which is indicated in Appendix A. Further indicated in Appendix A is a one-time, one-eighth faculty time release necessary to prepare the necessary applications and documentation for DQAB.

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## **H.2 Outline anticipated requirements for equipment, specialized space, etc.: (classrooms, labs, shops, general space)**

Though Creative Writing courses will continue to be taught on the Richmond, Surrey, and Langley campuses (as well as on-line), the Langley campus will be the centre of all creative arts offerings by September, 2008, and Creative Writing will be part of this move. Since Creative Writing's needs are minimal—at most an e-classroom for the screenwriting classes—our specific needs will be accommodated by this move.

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## I. Costs

1) What will be the following costs?

a) non-recurring start-up costs (e.g., equipment costs/other)

Item	Estimated cost	No of items	Total
Marketing			20,000.00
Library			4,000.00
Time-Release for Faculty to create FPP			12,500.00
<b>Total non-recurring costs:</b>			<b>36,500.00</b>

b) capital costs (facilities)

Item	Estimated cost	No of items	Total

c) operating costs

	No. of	Estimated cost	Total
Faculty FTE	.5		50,000.00
Coordination			
Technical support			
Administrative support			
Service support*			
Library (see Library Assessment Template – Appendix B)			19,000.00
Lab operating costs			
Required service courses**			
Other: Marketing			10,000.00
		<b>Grand total</b>	<b>79,000.00</b>

\* summarize costs identified in Appendix A Internal Consultations, not including Library costs

\*\* explain required service courses

**I.2 Indicate the intended source(s) of funding for development.**

Operating budget, Humanities Department.

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**I.3 Indicate the intended source(s) of funding for delivery.**

Operating budget, Humanities Department.

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**I.4 Time release required for program & curriculum development.**

The Creative Writing department will need one-eighth time release in order to develop the Full Program Proposal, secure the letters of support, and take the proposal through the various internal and external channels of approval.

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## Appendix A Internal Consultations

DEPARTMENT	CONTACT	LOCAL
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**Academic Departments**

*(Will this program have an impact on another program, or vice versa?)*

The proposal for the BA, CRWR, Major was presented to the Social Sciences Curriculum Committee and to the Humanities Curriculum Committee. Representatives from each department that will be affected by the degree sit on these two committees. Both curriculum committees fully endorsed the proposal.

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<b>Accounting Services</b> <i>(planning and budgeting)</i> <b>Did not respond</b>	<b>Associate VP - Finance</b>	<b>2455</b>
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<b>Enrolment &amp; Registrar Services</b> <b>(Admissions, Records, Scheduling, &amp; Graduation)</b> <i>(planning for program admission, registration, impact on scheduling, etc.)</i>	<b>Associate Director, Registrar Services</b>	<b>2336</b>
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Julia Denker responds; Sheila Hancock responds to Julia's responses:

Good afternoon Sheila,

Let me start off by saying that I enjoyed reading your program concept for the BA, Creative Writing - very interesting and exciting! I have completed my review and am pleased to share some feedback with you, from an Admissions/Registration/Scheduling viewpoint. Here are some comments and suggestions:

### B. Basic Information

**anticipated start date of September 2009:** this is certainly reasonable; key components of the program (admission requirements, general content, etc.) need to be approved by November 2008, when the application process will begin in Enrolment and Registrar Services; this timeline also gives you appropriate time to market the program

**number of students expected to be enrolled in each year of the program:** the concern with keeping the Year 3 enrolment number at 20 is that unless there is a fair amount of attrition from Years 1 and 2, there may be no spaces for new students to enrol at Year 3

*As you know, predicting the number of students for any new program is difficult, particularly as many of our students begin as BA, General Studies, students, but shift to a Minor or "concentration" midway through their degrees. We suspect that this "shifting" will increase with the Creative Writing Major. We do not anticipate that we will have twenty students to begin with, and we intend to keep a close watch on our students and their course needs for streaming and for graduation. We have been successful with this approach with the English Minor, and we predict that we will have even greater success when the registrar's office adopts the new "graduation-planning" software.*

### C. Access

**part-time students:** is there space for part-time students with only 20 seats being offered? Upon admission to Year 1, how are we allocating the seats with full- and part-time students? From a student tracking perspective, it is complicated to track students who could be ready for Year 3 - this can become an enormous workload issue for Admissions (obviously not a problem for students who have completed the Associate of Arts Diploma in Creative Writing); also, scheduling courses can become difficult - it is difficult to predict what to offer and when, with part-time students; while ERS supports access to programs by part-time students, it will be difficult to meet their needs each semester

*Again, we anticipate that the Creative Writing Department will track our students carefully and work closely with the Registrar's Office. There is little doubt that any new program will increase workload in Admissions and that scheduling courses for part-time students is difficult, particularly when we cannot predict at what access point students will enter the program, and which students will be part-time. Our intention is to survey students in each CRWR course each semester in order to facilitate course, stream, and graduation planning.*

### I. Costs

**operating costs:** in light of our existing workload with other BA programs, the addition of this BA major now requires approximately 1/3 of an Admissions Assistant, from a workload perspective

I hope my questions and remarks assist you in moving forward with this program concept, Sheila.

Best of luck to you!

Regards,

Revised January 2007

**Kwantlen**

Julia Denker

Assistant Registrar, Student Services

**Bookstore**  
(*planning for textbook ordering, etc.*)  
Hi Sheila,

**Director, Bookstore  
Operations**                      **2130**

Thanks for the clarification. The response I will give on behalf of the Bookstore is -

The Bookstore will provide the necessary support for the Creative Writing program.

Regards.

Denise

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IET

(*on-line course development and support*)

Hi Sheila,

IET is happy to support your proposal for a BA, Creative Writing, Major. I'm attaching a letter that explains the process for new on-line course development and provides recommendations for system requirements. To be able to provide you with the support you need, please keep us informed about timelines for new on-line courses coming onboard.

We would also expect to be involved at the planning stage for any specific hardware and software requirements for new courses. For example, your proposal mentions using studio facilities to produce audio and video clips. If you are intending that these services be provided in-house, we would need to work with you to determine the most appropriate solutions.

Please let me know if there is anything further you need from us in order to move your proposal forward.

Meg Goodine  
Manager - Learning Technology, IET

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**Marketing and Communications**  
(*promotions, recruiting, etc, and costs of same*)

**Director, Marketing &  
Communications**                      **2286**

Peter Chevrier responds; Genni Gunn responds to Peter's responses.

### **Good News about the Degree**

Cohort groups at the first- and third-year levels - this is a good approach.

All Creative Writing courses are currently available in an on-line format. Excellent flexibility, according to recent enrolment stats, it appears almost twice as many people took CW courses on-line versus onsite.

The structure of the program will allow for part-time, evening, and weekend delivery methods. Again, good flexibility.

All new upper-level courses will be offered in an on-line format. Good flexibility for all potential audiences.

Good entry and exit points.....but let's try and get them and then keep them for all 4 years versus letting them exit early.

### **Questions**

If you had to pick 1 targeted audience to go after with limited marketing resources, who would it be? Who would be secondary? Tertiary?

*Four groups to target.*

*1. This is a very specific group – made up of both young and old, students, professionals, and everything in between. This is the group of people who attend all the large literary events in the city,*

and are thus interested in literature and writing. This target group attends events such as the International Writers' Festival, Word on the Street, the Surrey Writers' Conference, etc. The programs for these events are where you'll find all the universities and colleges in the lower mainland market their writing programs.

2. Libraries and community centres, because creative writing is something that can be learned at any time in one's life. In fact, older students with life experience are going to produce much richer work.
3. Literary magazines in the lower mainland.
4. High schools, especially those that have fine arts, music, and writing. Students who are interested in any of the creative arts are students who are potential creative writers.
5. Make sure the Creative Writing Department website is accessible from every Major Search Engine on the web, so that someone punching in Creative Writing Program, gets to our webpage.

According to seat offerings and enrolment stats, it appears there is a limited demand for creative writing and several programs already exist in many post-secondary institutions, and many students (especially grade 11s and 12s) may not see the connection between the education and the job outcomes (ie. get a job, how much money, doing what, etc?). It may be difficult to attract the students into a 4-year degree program.

How would you convince students to enrol?

Actually Creative Writing programs (either BA Major, Minor or BFA in Creative Writing) are only offered at UBC (BFA) Malaspina (BA Major), UVic (BA Major), and now Kwantlen (BA Minor). These programs are highly competitive, and take not more than 15 – 18 students per year. UBC this past month, for example, had 220+ applicants, of which they selected 15-18. So another program in the lower mainland, I believe, is very much needed.

What is the concise connection? Jobs? wages? etc?

When you're dealing with the creative arts, you are dealing with a completely different mindset. Students in these programs, just like students in music or visual arts want to be writers and artists. Many of them will have to augment their livelihood by becoming editors, teachers, researchers, journalists, technical writers, etc., as well as working in the large publishing milieu. In fact, a graduate degree in Writing and Publishing offered at SFU, is the most prestigious in Canada. Many of our graduates apply to this program to hone their business skills.

What barriers and challenges do you see that need to be overcome in the perception of the career outcomes by grade 12s?

I don't see barriers at all. As I said above, we are not dealing with students who want to be accountants. We are dealing with students who want to produce art. They will be self-selected, as they would be for music or visual arts.

### **Other Comments**

Labour market data is quite old and enrolment demand has changed dramatically since then (referenced in your document),

Labour market data is the latest available – 2007 – see JobFutures Canada at this website: <http://www.jobfutures.ca/noc/5121p3.shtml>

You will notice that job prospects for writers are listed as Fair, and include the following data: Employment grew at an above-average rate driven by the expansion of specialized publications and the development of e-publishing.

*Hourly wages (\$21.18) are above average (\$16.91), and the rate of wage growth is significantly above average.*

*The unemployment rate (2.6%) is below average (5%).*

*The number of job seekers, primarily recent graduates, is keeping pace with the number of job openings*

as has entrance requirements at other universities that have gone down substantially making it easier for people to access these existing programs at UBC and other larger universities. Such asking Kathleen Bigsby for more updated info.

*See notes above about how competitive Creative Writing Programs are. They admit less than 10% of their applicants.*

SFU's communications degree is likely your biggest competitor in developing people who can creatively write for ad copy, brochures, magazines, etc.

*SFU is no competitor at all, because SFU does not offer an undergraduate Creative Writing Program. They offer two graduate programs in the area of writing: a Master of Publishing and a Diploma of Writing & Publishing.*

This program may meet with low demand and be difficult to recruit students into, therefore if it goes through approval, I suggest asking for a significant budget for marketing.  
Initial first marketing year budget - \$20,000 for advertisements, brochures, and other associated costs.  
Ongoing annual marketing budget - \$10,000

*From my experience in the field, I suggest that rather than low demand, we will be a desirable alternative for students. In fact, I think that once the program is established, we will probably have to move to a portfolio-only system, so that we can screen students out of the program, just like the other three major institutions do in their Creative Writing Programs.*

*You might be interested in perusing this handbook put out by AWP (Associated Writing Programs) – the leading association of all Creative Writing Programs in universities and colleges throughout North America. Their Director's Handbook to a Successful Undergraduate Creative Writing Program, is a comprehensive document, and might help marketing to better understand the Creative Writing Department, and thus help us to make our program a success. Here it is available for viewing or printing:*

<http://www.awpwriter.org/pdf/DirectorsHandbook2006.pdf>

*Thank you, Peter, for your comments, and I hope that mine will help to clear some misconceptions about who we are.*

Genni

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**Counselling**  
(support services anticipated for program students, etc.)

Associate Dean, QSSS 2730

Sheila, I have had a chance to review your proposal for a BA in Creative Writing. I am very much in support of it.

Considering how few other programs there are in the province (3), I would assume that your prediction of the need for such a program is accurate. In addition, having so many of the courses available in an on-line format will make the program more accessible than a classroom based program.

I applaud you pairing first year students with third year students, I am certain that it will increase the rate of success and retention in the program. I also agree that this program will appeal to many groups which are typically under-represented in post-secondary settings.

In summary, I believe that your proposal has significant merit. I wish you the best of luck with its development.

**Derek Nanson**

**Co-operative Education**  
*(co-op work experience applicable to program)*  
**Not Applicable**

**Co-op Development**                      **2013**  
**Coordinator**

**Enrolment Services**  
*(program advising & student loan eligibility)*  
 Hi Sheila,

**Associate Director,**                      **2474**  
**Enrolment Services**

Thank you for giving me the opportunity to provide feedback here. This proposal does not appear to present any challenges from a financial assistance perspective (student loan eligibility). As the BA program continues to develop, it is becoming increasingly difficult to provide dedicated Educational Advising resources.

Best regards,  
 Josh

Joshua Mitchell  
 Associate Director, Enrolment Services  
 Kwantlen University College

**Facilities**  
*(planning for space needs, special facility needs)*

**Director, Facilities**                      **2442**

Sheila, thank you for the opportunity to review this program concept. It is exciting to see the creative possibilities emerging for the Langley campus.

As this program will utilize existing space resources there are no new considerations from a facilities perspective to support this program. We are pleased to see that the offerings include on-line, evenings and Saturdays which are beneficial to students as well as help to make effective use of our campus space.

All the best for a successful program.

Karen Hearn PDP, FMA, MA  
 Director, Facilities  
 Kwantlen University College  
 (604) 599-2442  
 Fax (604) 599-2440

**Human Resources**  
 Revised: January 2007

**VP, Human Resources**                      **2066**

*(planning for faculty recruitment, etc.)*

Given that there is only a requirement of a .5 faculty member to support the program there will be minimal impact.

Deborah Harkin

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<b>Information &amp; Educational Technology (IET)</b> <i>(planning re software needs; system capacity and limitations)</i>	<b>Manager of User Support</b>	<b>2390</b>
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<b>Library Services</b> <i>(collections, AV needs, etc)</i> See Appendix B	<b>Librarian</b>	<b>2540</b>
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<b>Materials Management/Reprographics Services -Printing</b> <i>(special equipment need, printing manuals, etc)</i> hi Sheila,	<b>Director, Materials Management</b>	<b>2134</b>
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The Material Management Department, representing Purchasing and the Print Centre ..... does not see any issues or concerns with this new Program ..... and would provide whatever support would be necessary for its success.

thank-you,  
Scott Gowen  
Director Material Management  
loc 2134

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<b>Recreational Services</b>  Not Applicable	<b>Director of Athletics, Recreation Services</b>	<b>2005</b>
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**Appendix B**

*Please attach this section only to program concept.*

Part B  
**KWANTLEN UNIVERSITY COLLEGE LIBRARY  
IMPACT ASSESSMENT:  
SUPPORT FOR PROGRAM PROPOSAL/REVISION**

**NAME OF PROGRAM:****B.A. Major in Creative Writing****DATE:****March 9, 2007****SUMMARY:**

The Library supports the development and implementation of the proposed BA Major in Creative Writing program. The impact on Library resources and services would likely be less than that of some of the other disciplines because many of the resources would be shared with those required by the English Majors. However, in order to provide an acceptable level of support to students enrolled in this degree program, some specific shortfalls in Library resources and services must be addressed.

The research needs of students enrolled in upper-level Creative Writing courses are more extensive than the Library collection would currently support. The collection should be augmented and expanded in order to more fully meet the requirements of students pursuing a BA Major in Creative Writing. In addition, faculty may be active in their professional research and would require access to extensive library materials.

**Funding:** It is recommended that funding for library resources be continued and increased in order to build the type of library collection appropriate to an institution offering academic baccalaureates.

**Time:** Building an relevant, current and diverse library collection takes place over a period of time. It is important that the Library continue to be involved in the development of new degrees in order that sufficient preparation time is available for the planning and building of new library collections.

**SUMMARY OF STARTUP & ANNUAL COSTS:****On-line databases: \$9,500 annually, as well as \$4000 one time startup cost****Audio-visual materials: \$1,000****Periodicals: \$3,000****Reference titles: \$1,500****Monographs: \$4,000****Total annual costs: \$19,000****Total startup costs: \$4,000**

<b>Prepared by:</b>	
	DPAC liaison Librarian - Signature
<b>Reviewed by:</b>	
	Dean of Learner Resources - Signature

I support this collection assessment	
	(Program developer)-Signature
I do not support this collection assessment *	
	(Program developer)-Signature
	Date

\* Please provide reasons for non-support of assessment. These will be attached to the assessment document.

March 2004/r



## Appendix C

## BA – MAJOR IN CREATIVE WRITING – SAMPLE FLOWCHART

Year	Courses	Courses	Courses	Courses	Courses
Year One First Semester	ENGL 1100 Reading, Thinking and Writing <i>Writing Requirement</i>	CRWR 1100 Introduction to Creative Writing I	ANTH 1100 Social and Cultural Anthropology <i>Breadth Requirement</i>	HIST 1130 20 <sup>th</sup> Century World I <i>Breadth Requirement</i>	SOCI 1125 Introduction to Society
Year One Second Semester	ENGL 1202 Reading & Writing about Selected Topics <i>Breadth Requirement</i>	CRWR 1110 Introduction to Creative Writing II	ENGL 1204 Reading & Writing about Genre <i>Breadth Requirement</i>	ANTH 2160 Culture and the Environment <i>Breadth Requirement</i>	PHIL 1150 Basic Logic <i>Quant. Requirement</i>
Year Two Third Semester	ENGL 2316 English Literature: 14 <sup>th</sup> to 18 <sup>th</sup> Centuries	CRWR 2300 Drama, Fiction, & Poetry I	ENGL 2301 Canadian Literature in English <i>Breadth Requirement</i>	FINA 1126 Canadian Art 1600 - Present	POLI 1110 Ideology and Politics
Year Two Fourth Semester	CRWR 3301 Mythological Narratives <i>Breadth Requirement</i>	CRWR 2310 Drama, Fiction, & Poetry II	ENGL 2316 English Literature: 14 <sup>th</sup> to 18 <sup>th</sup> Centuries <i>Breadth Requirement</i>	ENGL 2317 English Literature: 18 <sup>th</sup> to 20 <sup>th</sup> Centuries	PHIL 3150 Advanced Formal Logic <i>Quant. Requirement</i>
Year Three Fifth Semester	CRWR 3100 Techniques of Short Fiction	CRWR 3110 Poetry Forms & Techniques	CRWR 3120 Screenplay I	CUST 3300 German Culture through Film <i>Breadth Requirement</i>	ENGL 3330 Children's Literature
Year Three Sixth Semester	CRWR 3200 Fiction Workshop	CRWR 3210 Poetry Forms & Techniques II	CRWR 3220 Screenplay II	PHIL 3040 Philosophy of Art <i>Breadth Requirement</i>	ASTR 1110 Introduction to Astronomy <i>Quant. Requirement</i>
Year Four Seventh Semester	CRWR 4100 * Advanced Fiction Workshop	CRWR 4110 Advanced Poetry Workshop	CRWR 4120 Advanced Screenwriting Workshop	LBED 3120 Study of Cultures	ENGL 3320 Studies in Shakespeare
Year Four Eighth Semester	CRWR 4401* The Business of Writing (with Practicum)	ENGL 3300 Critical Theory	CRWR 4220* Special Projects: Screenwriting	POLI 3145 Comparative Transborder Studies	UNIV 4100 Capstone Course <i>Breadth Requirement</i>

\*Courses in development

In third and fourth year, students must work in three genres: each year.

Year 3 courses are structured to be taken in sequence – Part I in Fall and Part II in Spring. Example:

CRWR 3100 and 3101 Techniques of Short Fiction and Fiction Workshop  
 CRWR 3110 and 3210 Poetry Forms and Techniques I and II  
 CRWR 3120 and 3220 Screenplay I and II  
 CRWR 3130 and 3230 Creative Non-Fiction I and II

In Year 4, students will take Part III of their chosen three genres in the first term, plus Advanced Workshops in any of the genres offered (on rotation) in the second term:

Special Projects Fiction Workshop  
 Special Projects Poetry Workshop  
 Special Projects Scriptwriting Workshop  
 Special Projects Creative Non-Fiction Workshop  
 The Business of Writing

**CREATIVE WRITING COURSE OFFERINGS****CRWR 1100 CR-3**  
Introduction to Creative Writing I

Students will study and apply the fundamental techniques of writing fiction and poetry. They will also read and critique assigned published works, as well as the works of their peers.  
Prerequisites: An English 12 grade B or higher or ENGL 1099 or ENGQ 1099 grade of C or (ABEE 0091 or PSPE 1091 or ENGP 1091) or Kwantlen English Placement Test placement or an LPI Essay score of 26  
Transferable (refer to transfer guide)

**CRWR 1110 CR-3**  
Introduction to Creative Writing II

Students will study and apply the fundamental techniques of writing drama (stage plays, or radio plays, or screenwriting), and will continue developing their skills in the writing of fiction and poetry.  
Prerequisites: C+ in CRWR 1100  
Transferable (refer to transfer guide)

**CRWR 2300 CR-3**  
Drama, Fiction and Poetry I

Students will pursue writing in the genre of their choice in an open-workshop setting. In consultation with the instructor, participants will undertake individualized programs of study which include writing, reading, revision of their own work, and critiquing of their peers' work.  
Prerequisites: CRWR 1110 with a C+  
Transferable (refer to transfer guide)

**CRWR 2310 CR-3**  
Drama, Fiction and Poetry II

Students will continue to develop their writing skills in the genre of their choice in an open-workshop setting. In consultation with the instructor, participants will undertake individualized programs of study which include writing, reading, revision of their own work, and critiquing of their peers' work.  
Prerequisites: CRWR 2300 with a C+  
Transferable (refer to transfer guide)

**CRWR 3100 CR-3**  
Techniques in Short Fiction

Students will study, develop, and practice the various techniques of the short fiction. They will apply that genre knowledge through a critical examination of short fiction by established authors.  
Prerequisites: CRWR 2300 or 2310

**CRWR 3110 CR-3**  
Poetic Forms & Techniques

Students will learn advanced poetic techniques through lectures and the study of the poetic traditions. They will also develop and practise techniques through the writing and workshopping of their poems.  
Prerequisites: Six credits of either CRWR or ENGL at the 1100 level

**CRWR 3120 CR-3**  
Screenwriting I

Students will develop and practice screenplay-writing techniques and revision skills through the writing of their own work, and through the critique of their peers' work, in a combination lecture/workshop setting. They will develop their original screenplay ideas from pitch to treatment, and will analyze films and screenplays from a writer's perspective through close reading, informed discussion, and writing.  
Prerequisites: Six credits of either CRWR or ENGL at the 1100 level  
Transferable (refer to transfer guide)

CRWR 3130 CR-3  
Creative Non-Fiction I

Students will develop and practise writing, reading, and revision of creative non-fiction (personal essay, memoir and literary travelogue) through the writing of their own work, and through the critique of their peers' work, in a combination lecture/workshop setting. Students will also analyze published creative non-fiction from a writer's perspective through close reading, informed discussion, and writing.  
Prerequisites: Six credits of either CRWR or ENGL at the 1100 level

CRWR 3301 CR-3  
Mythological Narrative

Students will learn about the mythological traditions that are the foundation of almost all world literatures. Students will develop the writing skills necessary to adapt mythopoetic strategies to their own compositions, will contextualize their own work within the contemporary, multicultural streams of mythopoetic writing, and will broaden their understanding of the roots of creative writing.

CRWR 3200 CR-3 (formerly 3101)  
Short Fiction

Students will practice writing, reading, and revision of short fiction through the writing of their own work, and through the critique of their peers' work, in a combination lecture/workshop setting. They will also analyze published short fiction from a writer's perspective through close reading, informed discussion, and writing.

CRWR 3210 CR-3  
Advanced Poetic Forms and Techniques

Students will learn the function of form in poetry through lectures and the study of poetic traditions. They will also develop and practice form through the writing and workshopping of their poems.  
Prerequisites: CRWR 3110 with a B-

CRWR 3220 CR-3  
Screenwriting II

Students will continue to develop and practice screenplay-writing techniques and revision skills through the writing of their own work, and through the critique of their peers' work, in a combination lecture/workshop setting. They will develop their original treatments into screenplays, and will analyze films and screenplays from a writer's perspective through close reading, informed discussion, and writing.  
Prerequisites: CRWR 3120 with a B-  
Transferable (refer to transfer guide)

CRWR 3230 CR-3  
Creative Non-Fiction II

Students will continue to develop and practise writing, reading, and revision of creative non-fiction through the writing of their own work, and through the critique of their peers' work, in a combination lecture/workshop setting. Students will also analyze published creative non-fiction from a writer's perspective through close reading, informed discussion, and writing.  
Prerequisites: CRWR 3130 with a B-

CRWR 4110 CR-3  
Poetry Workshop

Students will develop and apply advanced poetic techniques and forms, and reading and revision skills through the writing of their own work in an individual project, and they will also discuss and analyze assigned readings of poetry and poetics. Primarily, they will create a project proposal, and then work toward a substantial poetry portfolio which will be workshopped intensively.  
Prerequisites: CRWR3210  
Transferable (refer to transfer guide)

CRWR 4120 CR-3  
Advanced Screenwriting

Revised: January 2007

Students will continue to develop and practice screenplay-writing techniques, and reading and revision skills through the writing of their own work, and through the critiquing of their peers' work, in a workshop setting. They will create a speculative television script for a possible series, or a feature-length screenplay. Students will form and develop guidelines for effective criticism and revision of their writing through analysis and discussion.

Prerequisites: CRWR 3220 or permission of instructor

(Note: For permission of instructor students are required to have CRWR 3120 AND sample screenplay portfolio.)

Transferable (refer to transfer guide)

CRWR 4130 CR-3

Advanced Creative Non-Fiction

Students will develop and practice writing, reading, and revision of creative non-fiction on a sustained project, or series of projects, of their choice. They will critique their peers' work in a workshop setting. Students will also analyze published creative non-fiction from a writer's perspective through close reading, informed discussion, and writing.

Prerequisites: CRWR 3230

Transferable (refer to transfer guide)

\*CRWR 3302 CR-3

Writing for Children

\* CRWR 4100 CR-3

Advanced Fiction Workshop

\* CRWR 4200 CR-3

Special Projects Fiction Workshop

\* CRWR 4210 CR-3

Special Projects Poetry Workshop

\* CRWR 4220 CR-3

Special Projects Scriptwriting Workshop

\* CRWR 4230 CR-3

Special Projects Creative Non-Fiction Workshop

\*CRWR 4401 CR-3

The Business of Writing with Practicum

\* courses to be developed

## Appendix D External Consultations



**Douglas College**

*Mailing Address*  
PO Box 2503  
New Westminster BC  
V3L 5B2 Canada

Tel 604 527 5400  
www.douglas.bc.ca

*New Westminster Campus*  
Fax 604 527 5095

*David Lam Campus, Coquitlam*  
Fax 604 777 6269

April 4, 2007

Genni Gunn, Chair, Creative Writing  
Sheila Hancock, Chair, English  
Kwantlen University College  
12666 72<sup>nd</sup> Avenue  
Surrey, B.C. V3W 2M8

Dear Genni and Sheila,

I'm writing in support of your proposal to create a major in Creative Writing at Kwantlen. As mentioned in the document you sent to me, the demand for spaces at UBC is great and most applicants get turned away. Having the opportunity to major in Creative Writing at another institution would give Douglas College Associate of Arts in Creative Writing graduates another choice in the Lower Mainland.

I also like the idea of putting a first-year student with a third-year mentor and a faculty mentor, and plan to look for the on-line journal of student writing, and watch its progress. We've long been in the business of producing an annual student anthology and I'd like to see how your proposed journal may differ.

Good luck with your ambitious plans, and let us know if we can distribute promotional material for you when the time comes.

Sincerely,

Mary Burns, Chair  
Creative Writing Department

April 12, 2007

Genni Gunn  
Department of Creative Writing  
Kwantlen University-College  
12666-72<sup>nd</sup> Ave  
Surrey BC

Dear Genni:

It gives me great pleasure to offer our support for Kwantlen's proposed BA major in Creative Writing. Your high-quality faculty and innovative approach to program delivery should make this initiative a great benefit to your institution, and more importantly, to your students.

For our own part, we look forward to continued and expanded collaboration with Kwantlen on on-line course delivery and on articulation issues.

Best wishes for the success of your application.

Richard Dunstan  
Chair  
Department of Creative Writing and Journalism  
Malaspina University-College

extension 2110  
[dunstanr@mala.bc.ca](mailto:dunstanr@mala.bc.ca)

Department of Theatre, Film and Creative Writing  
Buchanan E 462 – 1866 Main Mall  
Vancouver, B.C., Canada V6T 1Z1

Tel: (604) 822-0699 Fax: (604) 822-3616

[www.tfcw.ubc.ca](http://www.tfcw.ubc.ca)

April 10, 2007

Ms. Genni Gunn  
Creative Writing Program  
Kwantlen University College  
12666-72<sup>nd</sup> Avenue  
Surrey, B.C. V3W 2M8

Dear Genni Gunn,

Thank you very much for sending the Kwantlen University College BA, Creative Writing Major Program Concept proposal. I have had a chance to review it and enthusiastically endorse this program. Creative Writing is an Arts discipline experiencing unprecedented growth; it has broad appeal across generations and the BA Major contained within the proposal is available in both residential and on-line platforms, allowing easy accessibility to a wide variety of students. The curriculum has been thoughtfully designed, building on the strengths of faculty, and implementing the upper level students in mentoring of 1<sup>st</sup> and 2<sup>nd</sup> year students, with 4<sup>th</sup> year courses to prepare them for the realities of the marketplace and graduate school.

Kwantlen Creative Writing students have been accepted as Majors and as MFA students in the UBC Creative Writing Program. We see this program as another building block for Western Canadian culture, and as a breeding ground for our MFA candidates.

Thank you very much for involving us in this important process. If you have further questions, please do not hesitate to get in touch with me.

Best regards,

Linda Svendsen  
Professor and Chair  
Creative Writing Program  
Buchanan E470, 1866 Main Mall  
Vancouver, B.C. V6T 1T1  
E-mail: [svensend@interchange.ubc.ca](mailto:svensend@interchange.ubc.ca)  
Tel: (604) 822.822.3058 Fax: 604.822.3616