

EDUCATION COUNCIL

January
12, 1998 - 4:15 p.m.

Surrey
Campus Boardroom (C230)

M I N U
T E S

(approved:
February 2, 1998)

Present Jim Gunson (Chair) Jim
Jamieson

Jim Adams Sarah Kanakos

Larry Anderson Colleen McGoff
Dean

Manfred Baur Wendy Parry

Brian Carr Don Reddick

Barbara Craig Maureen Shaw

T.N. Foo Raymond Tang

Derek Francis Skip Triplett

Balbir Gurm

Regrets: Doug Boyer Recorder:
Barb Melnyk

Christopher Golden

Gerry Kilcup

Ann Stafford

Guests: Judith McGillivray
Fleming Woo

Joan Belfry David Ross

June Kaminski John Slattery

Gordon Lee Katherine Zmetana

Peter Thesiger Dianne Crisp

1. Confirmation of Agenda

The agenda was confirmed as distributed.

2. Approval of Minutes (December 1, 1998)

The minutes were approved as recorded. (J. Adams/B. Gurm)

3. Fashion Design and Technology Degree Program

Approval: Program
Development Group & Validation
Team

Moved by S. Triplett/seconded
by C. McGoff Dean,

THAT Education Council
approve the Program Development
Group and Validation Team for
the Fashion

Design & Technology Degree
Proposal. CARRIED

4.Approval: To empower the
Executive to form a small working
committee to make
recommendations with
regard to the development of a
Kwantlen University College
Ethics Committee.

... /2

Moved by S. Triplett/seconded
by C. McGoff Dean,

THAT Education Council
Executive form a small working
committee to explore issues,
composition of

committee and to establish a
mandate for an Ethics in Research
Committee. CARRIED

5.FULL DEGREE
PROPOSALS:

a.Program Proposal for Bachelor
of Technology in Information
Technology

Page 9: Nomenclature
(INFO and LBED) – Are these
courses directly related to the
curriculum? If

support courses, it is not clearly stated who will teach them.

Developers' response: At some later point a decision will be made on who will teach the courses.

Page 10 and 11: What is the educational rationale for liberal education courses to occur at the end of the program rather than at the beginning?

Developers' response: Students in the diploma program must be prepared for their co-op terms. As students require skills to go out into the workforce, the more practical materials are moved to the first year of the program. The liberal education courses will be taught on a team-teaching basis from faculty in Arts and Sciences.

There was concern that the degree program appears to be a lock-step design. We should be looking at as much flexibility as possible for our students. Students will need to attend for six semesters as opposed to four, which causes additional expense and workload implications.

Developers response:

Lock-step is quite successful at other institutions. During the

co-op work term, students can earn good wages. There is a broader range of courses at the third and

fourth year levels. As the student population grows, the number of sections will expand.

As it is, courses

are offered in late afternoons, evenings and on Saturdays to assist the part-time student.

Current funding problems for co-op programs is of concern also. If there is financial difficulty in

administering the co-op component, will the degree still function?

Developers' response: The degree could still function without co-op terms, and if so, students will be

assisted in finding work.

Page 11 – C9 – last sentence, second line, change word "electives" to "courses"

Page 12: How much written work will be required in the liberal education courses, and how important

will written work be in the assessments? How will it be assured that students have the writing ability

necessary for liberal education. It would appear that a

significant English background will be required. A

business writing course may not prepare a student fully for the writing required in a liberal education course.

Page 15 – D1, Direct Entry Students: make a note that "This requirement is subject to further review by Education Council".

Page 16 – D4 – This section may require a more complete response.

D5 – Suggest last paragraph in this section be re-worded. This doesn't quite fit with how PLA works.

.. /3

Page 17: E1 – Group projects and teamwork are not the same thing – is there a provision for teaching students how to work with people and develop teamwork skills?

Page 18 – Distance Education is not a technology, it is a learning methodology.

Page 20 – Concern expressed about facilities overcrowding at the Richmond Campus and sharing of computer labs with other programs.

Developers' response: Classes are planned for late afternoon, evenings and Saturdays.

Surrey Phase II may alleviate some of the space concerns.

Page 25 – Under Staff Representative: add name: Barbara Craig

Page 28 – B – Liberal Education – this section to be replaced by handout. Please delete.

Page 29 – C. #7 – Delete word "Show" and substitute word "Demonstrate"

Important to distinguish how the achievement of outcomes will be evaluated and assessed.

Page 36 – When listing specific skills, more specification is required.

Moved by D.
Francis/seconded by C. McGoff

Dean,

THAT Education Council
approve the program proposal for
Bachelor of Technology in
Information
Technology. CARRIED

(Note: It is suggested that
the admission requirement where
students are required to write a
short essay
be flagged as a concern)

b) Program Proposal for
Bachelor of Business
Administration in Entrepreneurial
Leadership

Concern regarding the need
for a student to be prepared to
understand the unionized
workplace, labour
relations, collective
agreements, etc. was expressed.

It appears that students will
focus their study on small to
medium size business to the
exclusion of the
larger corporation.

Concern regarding the
degree's focus on interaction as
opposed to communication skills.
It is important
for students to delineate
leadership and communication
skills.

Developers stated that they
will seek input from Applied

Communications.

Check the spelling of word "utilise" on pages 1 and 7 – suggest it be spelled "utilize".

Page 8 and 9 – Concern that math content is being taught by non-mathematicians. Also concern expressed that the degree program may lack the level of math courses that are deemed to be a requirement in a business degree, and commonly found in a business degree at other universities.

More elaboration of PLA in the program required.

Developers' response: This was discussed in D2, but it is difficult to make strong assertions until the program is fully developed. Once PLA criteria are established, then PLA will form a concrete part of this degree, and will state how students can demonstrate their knowledge and abilities through PLA.

.. /4

LBED 3120 – Suggest there is a need to state specific cultures.

Provide examples and add, "may include

human environment as well as physical". Suggest changing phrase, "real world environment" – this is

better stated as a workplace environment or business environment.

Somewhere in the curriculum students should be required to acquire the ability to effectively handle

meetings (Robert's Rules of Order, debate, etc.).

Page 15 – 3rd bullet – re-word statement: "Graduates who have applied and practiced employability

skills will demonstrate these through practicums, applied projects and assignments."

4th bullet – Graduates will also gain practical experience through . . .

7th bullet – Full block transfer of credits from recognized college . . . – expand on this statement

11th bullet – Student exit/re-entry . . . – evidence needs to be made clear.

Page 16 – D1, 2nd section, bullets 1, 2 and 3: need to flush this out a little more.

Delete last paragraph.

Page 17 – D3. 1st sentence
– specify region rather than
catchment area.

Employability Skills
Appendix – Last paragraph, delete
words "taken an" in last sentence.

Summary of major
concerns: Admission criteria,
employment law component
(labour relations and labour
standards), PLA/Block
Transfer – how will students be
assisted?, clarification of
flexibility of curriculum
and entrance/exit of
students.

Moved by C. McGoff Dean,
seconded by S. Triplett,

THAT the Program
Proposal for Bachelor of Business
Administration be approved.

CARRIED

c. Bachelor of Science in Nursing

A suggestion was made to
be more generic in terms of
specific disciplines – such as
Humanities, Social
Sciences, etc. On page 8,
under 'Writing Skills', specify
clear writing, including scholarly
writing.

Students are being asked to
perform a variety of writing tasks,

and require a broader background.

Moved by L. Anderson,
seconded by B. Gurm,

THAT the Program
Proposal for Bachelor of Science
in Nursing be approved.

CARRIED

It was moved that Education
Council send an official letter of
thanks to DPAC for their excellent
work in reviewing
the three full proposals.

ACTION: The Chair will send a
letter of appreciation on behalf of
Education Council members to
DPAC and degree
proposal developers.

4. Adjournment

The meeting adjourned at 8:20
p.m.

Chair, Education Council