

EDUCATION COUNCIL

March 4, 2002 – 4:15 p.m.
Surrey Campus Boardroom (G2110)

MINUTES

Present: Larry Anderson
Roni Clubb
Darren Gallagher
Steve Lee
Jack Finnbogason
Jody Gordon
Dana Goedbloed
Charon Graham
Barbara Melnyk (Recorder)
Robin Russell (Chair)

Derek Francis
Karin Green
Susan Morris
Gary Jones
Judith McGillivray
Maxine Mott
Marge Damon
Graham Rankin
Skip Triplett

Absent: Gary Arneja
Brook Walker
Tana Plewes

Guests: Gordon Lee
Brian Carr

1. Confirmation of Agenda

The Agenda of March 4, 2002 was confirmed by consensus.

2. Approval of Minutes (February 4, 2002)

Page 2: Under "Chair's Report", in the 2nd bullet, spell out CoEdCo (Council of Education Councils).

The Minutes were approved as amended.

3. Chair's Report

- Attended Board Retreat – became better acquainted with Board members.
- Attended Board Mtg. on February 20th. Dana Goedbloed, Charon Graham and I made a presentation on Education Council and DPAC. This was well received.
- Made brief presentation to the Kwantlen Faculty Association regarding Bill 28.

4. Committee Reports

4.1 Degree Proposal Assessment Committee

- The Program Concept for the Community Support Worker Program has been reviewed. All suggested revisions have been made.
- The Health Unit Coordinator Program has attached information regarding the hour changes for computer contact and how their plans for pre-testing.
- Attended the Community and Health Studies and School of Business curriculum committee

meetings.

4.2 Curriculum Approval

Moved by S. Lee, seconded by M. Damon,

THAT Council approve the following new and discontinued courses:

REST 1207 – Social and Affordable Housing

JRNL 4290 – Honours Thesis

Discontinued Courses

GRVD 1151 – Technology of Graphics

IDSN 1110 – History of Interior Design I

IDSN 1211 – History of Interior Design II

IDSN 2112 – The Business of Interior Design

IDSN 2310 – Human Factors in Environmental Design

MUSI 2309 – Kwantlen Guitar Ensemble

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(MOTION CARRIED)

4.3 Grants Application Panel

Jack Finnbogason reported that GAP is using \$5000 as a costing factor. This will make a difference in the number of proposals GAP can fund.

ACTION: Jack will follow-up with Roy Daykin regarding the number of contract hours for faculty members.

At the next Council meeting, Jack would like to discuss "Length of Term for GAP Members".

4.4 Liberal Education Curriculum Committee

Next meeting is scheduled for March 15, 2002.

4.5 International Education Committee

Derek Francis stated that a meeting would be scheduled when there are issues that involve Education Council's mandate.

4.6 Language Competency Liaison Committee

A new issue of "Pathways to Success" is due mid-March.

4.7 Intake Testing and Assessment Committee

A meeting will be scheduled soon. Geoff Dean is submitting a curriculum proposal to GAP on Math prerequisites. He would like to make a presentation to Council.

4.8 Program Evaluation Committee

The Search Committee will provide Judith McGillivray with their recommendations for the Chair position by Monday.

4.9 Policy Review Committee

Met recently but didn't complete a review of all policies. The Plagiarism and Cheating Policy will be reviewed by this committee.

4.10 Appeals Policy Review Committee

Derek Nanson has almost completed the draft document. There are still some outstanding issues that require legal input. Our legal counsel will attend the next Appeals meeting to discuss any possible problems. The document will be ready for Council's April meeting.

5. Timetabling

Larry Anderson informed Council that certain faculty members have expressed concern about the effectiveness of the current timetabling process. Also, faculty members have heard that a timetabling computer software program has been purchased. Who is responsible for timetabling?

Derek Francis stated that in his interpretation of the legislation, Council does not have the responsibility for timetabling. Council needs to restrict its activities to what its legislated framework allows it to deal with.

Judith McGillivray informed Council that Kwantlen is looking at implementing timetabling software. At the present time, we are timetabling manually, however, we want to see what the software package can do to maximize facility usage. In dealing with budgetary dilemmas, we need to offer an array of offerings that can make us money; therefore we need to maximize the matrix usage. Timetable scheduling should not take away from the academic credibility of a program.

6. Feedback from Task Force

Task Force members included: Robin Russell, Gary Jones, Roni Clubb, Derek Francis, Dana Goedbloed, and Judith McGillivray.

The Chair presented the "Principles" document. Council discussed the document, and raised the following points:

- Kwantlen offers a comprehensive mix of programs. We must be sure that programs are not stripped from the current mix.
- We need to be guided by an institutional plan. If we don't have a plan, how will we know what to recommend?

(Note: following Council's suggestions for revision, the Recorder revised the Principles document. It was included in the Board of Governors' agenda package for the March 20th meeting, and appears below.)

PRINCIPLE #1: Retain significant representation of each program category in the budget.

Categories	Current %
Preparatory Programs	11%
University Studies/Degrees	34%
Career Tech.	38%
Trades/Vocational	17%

(Apply remaining principles but retain the approximate category percentage.)

PRINCIPLE #2: Categorize each identified program with respect to educational uniqueness and access using this framework:

Local Programs: Program or area delivers basic education or commonly required 'core content' or service courses that are needed by large numbers of students within Kwantlen. List the other local providers that are accredited to provide equivalent content or services.

Regional Programs: Program or area delivers content that is normally accessed by selective entry and draws students from beyond the immediate catchment area. List the other accredited programs in the region that are similar in nature.

Provincial/National Programs: Program or area delivers content that is normally accessed by selective

entry and draws students from across B.C. and other provinces. List the other accredited provincial programs, both public and private, that are similar in nature.

Principles #3 – 8: Review each of the identified programs using these values. (Not all of the descriptors will be applicable to every program or area.)

3. Relevance

- a) The program or area meets or exceeds provincial averages with respect to SORS data.
- b) The program or area provides qualifications that are preferred or necessary for employment.
- c) Students who transfer to other institutions are successful.
- d) The program or area serves validated or accredited programs at Kwantlen.

4. Community Support

- a) The program or area has industry support via advisory committees, financial support or other indicators.
- b) The program or area is particularly adapted to the demographic make-up of the catchment area(s) it serves.
- c) The program or area participates in educational partnerships with community groups such as secondary schools, non-profit agencies and professional associations.

5. Demand

- a) Unmet student demand exists.
- b) Future trends indicate that the program or area will have particularly high demand.
- c) Sufficient opportunities exist for employment or further education.

6. Economics *(please choose one or put forward an alternative)*

- a) The direct operating costs (primarily salaries and supplies) of this program or area are comparable to equivalent programs or areas on a per student FTE and per graduate basis. (from MUC and UCFV);

OR

The program or area salary and supply costs are met by the fairly allotted portion of the Ministry grant supplied plus the tuition as well as other self-generated revenue. (adapted from MUC and UCFB).

- b) The program or area generates revenue.

7. Access

- a) The program or area provides access to those students who have the fewest educational opportunities for post-secondary education.
- b) The program or area has extended access to diverse groups through on-line and web-based delivery modes.
- c) The courses in the program or area have been provincially articulated thereby allowing access to programs at other institutions.

- d) The program or the courses within the program or area provide bridging or laddering opportunities for students who wish to achieve advanced credentials.

8. Academic Standards

- a) The program or area has gone through an external validation process.
- b) The program or area has been accredited provincially or professionally.

The meeting recessed at 6:20 p.m. and will continue on **Monday, March 18, 2002.**