1. Call to Order .............................................................................................................. John McKendry
2. Confirmation of Agenda
3. Approval of Minutes (March 26, 2012)
4. Business Arising from the Minutes
5. Chair’s Comments .................................................................................................... John McKendry
6. Senate Standing Committee on Curriculum ......................................................... Tally Wade
   6.1. Full Program Proposal: Bachelor of Arts Minor in Education
   6.2. Full Program Proposal: Bachelor of Arts Major in Political Science
   6.3. Program Revision: GNUR Program Description/Admission Requirements
   6.4. Program Revision: HCAP Admission Requirements
   6.5. Program Revision: Bachelor of Science in Nursing Course Name/Numbering Change
   6.6. Program Revision: Addition of FINA 2270 to BPN Graduation Requirements
   6.7. Program Revision: Entrance Requirements Trades & Technology Foundations
   6.9. Program Revision: Faculty of Design Admission Requirements Request for Variance
   6.10. Program Revision: Bachelor of Design in Product Design Curriculum
   6.11. Program Revision: Bachelor of Design in Product Design Course Title Changes
   6.12. Program Revision: Bachelor of Interior Design Progression Requirements
   6.13. Program Revision: Bachelor of Fine Arts Program Requirements
   6.14. Program Revision: Bachelor of Arts, English Major
7. Senate Executive Committee ..................................................................................... John McKendry
8. Election Results (To be Distributed) ......................................................................... Robert Hensley
9. Election of Senate Vice Chair ................................................................................... Robert Hensley
10. Senate Standing Committee on the University Budget ........................................... Marc Kampschuur
11. Faculty of Arts Update ............................................................................................ Anne Lavack
12. Board Senate Task Force on Bi-Cameral Governance (No Report) ......................... Task Force Member(s)
13. Senate Governance Committee ................................................................. Chris Girodat
   13.1. Revised Bylaws – Faculty of Academic & Career Advancement
   13.2. Revised Bylaws – Faculty of Community & Health Studies
14. Senate Nominating Committee (To be Distributed at Meeting) .................. Mary Androsiuk
15. Senate Standing Committee on Academic Planning & Priorities ............... Jennifer Au
   15.1. SSCAP&P Interim Chair (June 2012)
16. Senate Standing Committee on the Library (No Report) ........................... TBA
17. Senate Standing Committee on Policy Articulation (No Report) ............... TBA
18. Senate Standing Committee on Program Review .................................... Kenneth Hughes
19. Senate Standing Committee on Tributes .................................................. Christine Crowe
20. Senate Task Force on Academic Rank & Advancement (No Report) ....... Don Reddick
21. Approval of Graduates ............................................................................ Robert Hensley
22. Questions ................................................................................................. John McKendry
   22.1. Questions With Notice
   22.2. Questions Without Notice
23. Next Meeting: Monday, June 25, 2012, 4:00pm – 7:00 pm, Cloverdale Campus
24. Adjournment
Issue: Approval of the Minutes of the March 26, 2012 Regular Senate meeting.

For approval: THAT Senate approve the Minutes of the March 26, 2012 Regular Senate meeting.
MINUTES
Senate
Monday, March 26, 2012
Surrey Campus Board Room

Present
Androsiuk, Mary          Guirguis, Mazen          Petrillo, Larissa
Au, Jennifer            Hensley, Robert          Pikios, Christina
Coren, Art              Hoogbruin, Amanda        Rankin, Graham
Cserepes, Dana (Vice Chair) Hughes, Kenneth      Scanlan, Lori
Crowe, Christine        Kozak, Romy              Stadnyk, Pamela
Cunnin, Betty           Lavack, Anne              Tebb, Wayne
Dastur, Farhad          MacDonald, Cathy          Verghese, George
Deisman, Wade (Vice Chair) McKendry, John (Chair) Wade, Tally
Freeman, Tru            Michaels, Kari            Wood, Robert
Girodat, Christopher

University Secretariat
Klassen, Sandi
Thompson, Kerry

Regrets
Fung, Maggie
Ash, Kristan            Kampschuur, Marc
Bains, Harpreet         Mumford, Robert
Bubber, Arvinder        Penhorwood, Jan
Davis, Bob              Royal, Wendy

1. Call to Order
The meeting was called to order at 4:09pm.

2. Confirmation of Agenda

Additions to the Agenda:

Item 6.10  Bachelor of Nursing Degree Name Change

Item 15.1  Draft Campus Planning Policy

Moved by Robert Wood, seconded by Christopher Girodat THAT the agenda be confirmed with additions.  MOTION CARRIED

3. Approval of the Minutes from February 27, 2012
Moved by Jennifer Au, seconded by Chris Girodat THAT the minutes from the February 27, 2012 regular meeting be approved.  MOTION CARRIED

4. Business Arising from the Minutes
5. Chair’s Comments

The Chair reported on activities including the new Faculty, the budget, Deputy Minister’s council meetings and a meeting of Presidents from the post-secondary institutions in BC.

6. Senate Standing Committee on Curriculum

6.1 Program Concept: Bachelor of Science in Applied Mathematics

Moved by Dana Cserepes, seconded by Christine Crowe THAT Senate approve the Program Concept for a Bachelor of Science in Applied Mathematics. MOTION CARRIED

6.2 Flexible Pre-Major Agreement: Anthropology

Moved by Dana Cserepes, seconded by Christine Crowe THAT Senate approve the Flexible Pre-Major Agreement, Department of Anthropology. MOTION CARRIED

6.3 Program Revision: Bachelor of Arts Minor in Geography

Moved by Dana Cserepes, seconded by Farhad Dastur THAT Senate approve the revision to the Bachelor of Arts Minor in Geography program. MOTION CARRIED

6.4 Program Revision: Bachelor of Arts Degree in Policy Studies

Moved by Dana Cserepes, seconded by Farhad Dastur THAT Senate approve the revision to the Bachelor of Arts Degree in Policy Studies program. MOTION CARRIED

6.5 Program Revision: Co-operative Education

Moved by Dana Cserepes, seconded by Lori Scanlan THAT Senate approve the revision to the Co-operative Education program. MOTION CARRIED

6.6 Program Revision: Bachelor of Technology in Information Technology

Moved by Dana Cserepes, seconded by Wayne Tebb THAT Senate approve the revision to the Bachelor of Technology in Information Technology program. MOTION CARRIED

6.7 Program Revision: Computer Information Systems Certificate Program

Moved by Dana Cserepes, seconded by Arthur Coren THAT Senate approve the revision to the Computer Information Systems Certificate program. MOTION CARRIED

6.8 Program Revision: Computer Information Systems Diploma Program

Moved by Dana Cserepes, seconded by Wayne Tebb THAT Senate approve the revision to the Computer Information Systems Diploma program. MOTION CARRIED
6.9 Program Discontinuance: Bachelor of Science in Integrated Pest Management Program

Moved by Dana Cserepes, seconded by Betty Cunnin THAT Senate approve the discontinuation of the Bachelor of Science in Integrated Pest Management program. MOTION CARRIED

6.10 Bachelor of Nursing Degree Name Change

Moved by Dana Cserepes, seconded by Tru Freeman THAT Senate approve the name change from a Bachelor of Nursing program to Bachelor of Science in Nursing, Post Baccalaureate. MOTION CARRIED

7. Senate Standing Committee on the University Budget (no report)

8. New Faculty Update

A. Lavack reported that discussion has been taking place to address issues around establishing bylaws, decanal search and a joint Faculty Council meeting of the current Humanities and Social Science Faculty Councils.

Moved by Arthur Coren, seconded by Farhad Dastur THAT Senate extends its appreciation for the work done by the outgoing Senators from the Faculties of Humanities – Dana Cserepes, Romy Kozak, Mazen Guirguis and Social Sciences – Wade Deisman, Larissa Petrillo, Rob Adamoski. MOTION CARRIED

9. Board Senate Task Force on Bi-Cameral Governance (no report)

10. Senate Governance Committee

Discussion held under 11.1

11. Senate Executive Committee

11.1 Progress Report on the Effects on Senate of Transition to Faculty of ‘Arts’

A review of the action taken and progress to date on the list of recommendations and guidelines accepted at the February 27, 2012 Senate meeting occurred.

11.2 Empower Executive to May 2012

Moved by Arthur Coren, seconded by Wayne Tebb THAT Senate empower the Executive to act for Senate on urgent matters of regular business between the March and May, 2012 Senate meetings. MOTION CARRIED
12. Senate Nominating Committee

Moved by Cathy MacDonald, seconded by Arthur Coren THAT Senate approve the following as members of Senate Standing Committees:

Senate Standing Committee on Program Review
- Donna Cato, Community & Health Studies

Senate Task Force on Academic Rank & Advancement
- Diane Walsh, Academic & Career Advancement  MOTION CARRIED

13. Senate Standing Committee on Academic Planning & Priorities

W. Deisman gave a verbal report and encouraged Senators to take active ownership of the Polytechnic identity and to recognize that Senate is a place to advance that ownership.

14. Senate Standing Committee on the Library (no report)

15. Senate Standing Committee on Policy Articulation

15.1 Draft Campus Planning Policy

Moved by Dana Cserepes, seconded by Anne Lavack THAT Senate approve the draft Campus Planning Policy as advice to the Board of Governors as required under section 27(2) (d) and (e) of the University Act.  MOTION CARRIED

16. Senate Standing Committee on Program Review (no report)

17. Senate Standing Committee on Tributes (no report)

18. Senate Task Force on Academic Rank & Advancement (no report)

19. Approval of Graduates

Moved by Dana Cserepes, seconded by Chris Girodat THAT Senate approve the graduates to March 26, 2012, with revisions.  MOTION CARRIED

20. Election of Senate Vice Chairs (Temporary Positions)

Per the list of recommendations and guidelines accepted at the February 27, 2012 Senate meeting, the Registrar conducted the election of the temporary positions of First and Second Vice Chairs of Senate, for terms between April 1 and August 31, 2012.

**First Vice Chair**

Wade Deisman nominated Tally Wade for First Vice Chair (temporary); seconded by Romy Kozak

Nominations ceased.
Tally Wade elected First Vice Chair (temporary) by acclamation

Second Vice Chair

Wade Deisman nominated Lori Scanlan for Second Vice Chair (temporary); seconded by Farhad Dastur

Nominations ceased.

Lori Scanlan elected Second Vice Chair (temporary) by acclamation

21. Senate Standing Committee Interim Chairs

Senate Standing Committees have been charged with electing interim Chairs, per the list of recommendations and guidelines accepted at the February 27, 2012 Senate meeting.

SSC Policy Articulation and SSC Library have not had the opportunity to elect an interim Chair to date.

Moved by Arthur Coren, seconded by Wade Deisman THAT Senate approve the following as interim Chairs of Senate Standing Committees:

Tally Wade       SSC Curriculum
Christopher Girodat       SSC Governance
Jennifer Au       SSC Academic Planning & Priorities       MOTION CARRIED

22. Questions

22.1 Questions With Notice

22.2 Questions Without Notice

R. Kozak raised an issue around SSC Policy Articulation and a lack of policies coming forward for discussion. It was noted that final approval of the revised Policy Protocol will move forward any outstanding policies waiting for SSCPA review.

Cathy MacDonald is attending her last Senate meeting before retirement. Senate thanked Cathy for her contributions to Senate.

23. Resignation from Senate

Nikita Pearce, Student Senator has resigned her seat on Senate.

24. Next Meeting: Monday, May 28, 2012, Surrey Campus, Cedar 2110, 4:00 – 7:00pm.

25. Adjournment

Meeting adjourned at 6:14pm.
**Issue:** Senate Standing Committee on Curriculum (April and May 2012)

**For Information:** APRIL 2012

The Senate Standing Committee on Curriculum met on April 4, 2012

The committee approved the following items:

- Full Program Proposal for a B.A. Major in Political Studies

The committee approved revisions to the following items:

- Graduate Nurse Re-Entry Program
- Bachelor of Psychiatric Nursing
- Health Care Assistant Program
- Bachelor of Science in Nursing
- Bachelor of Design Product
- Entrance Requirements for Trades and Technology Foundation programs

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**MAY 2012**

The Senate Standing Committee on Curriculum met on May 2, 2012

The committee approved the following items:

- Full Program Proposal for a Bachelor of Arts Minor in Education
- Discontinuance of the Music Foundation Certificate Program

The committee approved revisions to the following items:

- Bachelor of Interior Design Progression and Graduation Requirements
- Faculty of Design Admission Requirements Request for a Variance
- Bachelor of Fine Arts
- Bachelor of Arts, Major in English
Issue: Full Program Proposal: Bachelor of Arts, Minor in Education

For approval: THAT Senate approve the Full Program Proposal for a Bachelor of Arts, Minor in Education.
In light of feedback from Dr. Anne Lavack, VP Academic, the first paragraph of the Implementation Schedule section on page 11 of the Full Program Proposal should be replaced with the paragraph below:

The department plans to implement the new B.A. Minor in Education general program in Fall 2013 and the Curriculum & Instruction and Social Justice & Diversity concentrations in Fall 2015. Courses are already offered and any student who meets basic entrance requirements and has completed one or more semesters may apply for the program once it is approved.
Full Program Proposal

Bachelor of Arts
Minor in Education

Department:
Educational Studies

Faculty:
Academic & Career Advancement

Kwantlen Polytechnic University
(February 2012)
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Part 1 - Executive Summary (2 – 3 pages in length)

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

Founded as a community college for the South Fraser Region in 1981, subsequently granted university college status in 1995, and university status in 2008, Kwantlen Polytechnic University has provided outstanding undergraduate education for more than twenty-five years. Undergraduate degrees have been offered at Kwantlen since 1996, along with a wide area of diplomas, associate degrees, certificates, and citations in different fields of study. Designated Kwantlen Polytechnic University in 2008, the institution continues to prepare its students for successful careers as well as helping them develop the skills and critical awareness to be responsible citizens and community leaders. Today, Kwantlen serves approximately 17,500 students each year and is the fourth largest university in British Columbia.

Across its four main campuses in Cloverdale, Langley, Richmond and Surrey, Kwantlen takes up its role as B.C.’s polytechnic university by offering in excess of 130 programs spanning diverse educational areas: Trades, Vocational, Preparatory, Professional, and Academic. As a leader in innovative education, Kwantlen creates relevant and engaging programs that integrate a broad-based university education, community service opportunities, undergraduate and applied research experience, and essential skills practice. The learning culture at Kwantlen is learner-focused, academically rigorous, innovative, interdisciplinary, and socially responsible.

Arising from its commitment to serve the Fraser Region, Kwantlen offers all learners, regardless of background and preparation, and from across the country and abroad, opportunities to achieve the highest standards of academic performance. Access and support services, multiple entry points, and bridging programs are examples of this commitment. Transition programs, international education, workplace experiences, and continuing education are also part of Kwantlen’s commitment to lifelong learning across a broad range of educational options.

Our university culture is based on critical inquiry, collegial debate, knowledge generation, freedom of expression, diversity, and environmental stewardship and sustainability.

See final mission & mandate document at: http://www.kwantlen.ca/mission/mission-mandate.html#

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

Bachelor of Arts, Minor in Education.

c) Location

The B.A. Minor in Education will be offered primarily on Kwantlen’s Surrey campus, with select courses being offered on Richmond and Langley campuses, and on-line.
d) Faculty(ies) or school(s) offering the proposed new degree program
The Department of Educational Studies, Faculty of Academic and Career Advancement.

e) Anticipated program start date
Fall 2013.

f) Anticipated completion time in years or semesters
Students engaged in full-time study will be able to complete a B.A. in four years. The Minor in Education consists of eight courses and therefore constitutes approximately 2 semesters worth of that time over the four years.

To ensure accessibility to students for the Minor courses, we will be offering 4 of the 5 new courses within an academic year. Educational advisors will advise students so they can plan accordingly. The provision of an annual timetable (to be available on the EDST website one year in advance) will enable students to plan further.

g) A summary of the proposed program
The B.A. Minor in Education is designed to equip students with a basic theoretical and practical understanding of the field of education. The purpose of the program is to provide opportunities for students to develop a background in teaching and learning to pursue the many occupations that involve teaching as part of their daily tasks in today’s knowledge-based economy, or to explore their interest in pursuing a Teacher Education program or Graduate Studies in Education. It will also provide access to undergraduate courses in Education that are now required prerequisites for application to Teacher Education programs in British Columbia (e.g., SFU, UFV).1

In the first year, students will be required to take Introduction to Higher Education (EDUC 1100) in order to develop the appropriate attitudes and dispositions towards interdisciplinary scholarly inquiry that studies in Education require. In the second year, students will take introductory courses in Educational Psychology (EDUC 2220) and Educational Philosophy (EDUC 2210) to provide them with a foundational understanding of major issues, theory, and research in the field. The third year involves exploration of theoretical and practical issues related to specific aspects of student development, teaching, learning, and curriculum. The fourth year involves in-depth investigations that focus on the theoretical and practical intersections of teaching and learning.

The B.A. Minor in Education aims to 1) provide students with a deeper philosophical and theoretical understanding of the field of education, themselves, others, and community in multicultural societies; and 2) support students in developing basic instructional skills through an applied learning focus. The program embodies the core values and vision of Kwantlen by providing students with broad interdisciplinary learning experiences that facilitate critical awareness, cultural sensitivity, social responsibility, civic engagement, and global citizenship through a program of education based on mentorship, discovery, purposefulness, and learner autonomy.

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1 SFU weblink: [http://www.educ.sfu.ca/teachersed/pdp/students.html](http://www.educ.sfu.ca/teachersed/pdp/students.html)
UFV weblink: [http://www.ufv.ca/teachereducation/become_a_teacher.htm](http://www.ufv.ca/teachereducation/become_a_teacher.htm)
The goals of the B.A. Minor in Education are to produce graduates who have a solid knowledge base in education, including the requisite instructional and interpersonal skills and abilities, to enhance their employment opportunities in fields that demand such knowledge and skills (e.g., teaching, social work, management, etc.), and to provide them access to opportunities for graduate studies in Education. The B.A. Minor in Education program also is designed to ensure strong linkages between learning outcomes and curriculum design as described more fully in the next section.

**Delivery methods.** The program allows for both traditional and innovative delivery methods (e.g., face-to-face, mixed-mode, on-line) and flexible offerings (full-time, part-time, evening, weekend, and summer).

**Program strengths.** The program is unique and innovative. First, it reflects KPU’s polytechnic mandate that emphasizes a balance between theory, practice and applied experiences. Second, it is the only B.A. Minor in Education program in B.C. It also offers students the choice to concentrate their studies in a key education area (*Curriculum and Instruction* Concentration or *Social Justice and Diversity* Concentration), or develop their own course of studies (*General* program). The program will: 1) provide a well-rounded education in theory and related practice, including a strong reflective component in which students will have the opportunity to determine if they have the personal strengths and abilities to flourish in education-related careers; 2) augment their chosen degree program by providing students tangible, practical interpersonal skills that can benefit them in a variety of settings; 3) capitalize on existing resources by utilizing courses already in existence across departments to incur minimal costs to the university, and 4) provide students with an interdisciplinary, applied degree.

**Support and recognition.** The degree requires no regulatory or professional bodies because it is at the level of a Minor. Major regional post-secondary institutions (e.g., SFU, UFV) have already approved transferability of all the Education courses developed to date (5 of 10 courses) and we anticipate the others will transfer as well. Most of the other developed courses that are part of the program (e.g., English courses) are also transferable. See Appendix C for all course listings and transferability status.

**Related programs in B.C.** The courses that comprise the Minor are offered at other post-secondary institutions (e.g., SFU, UBC, UFV, UVIC).

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

Dr. Christine Crowe, Dean, Faculty of Academic and Career Advancement.  
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Telephone: 604-599-2428

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2 UBC Faculty of Education does not accept transfer courses from any institution.
Part 2 – Degree Content

Aims and outcomes: The overarching purpose of the B.A. Minor in Education is to provide students with a strong theoretical and practical understanding of the field of education. Students will: 1) develop a deep understanding of the broader purposes of education in democratic, multicultural societies; 2) gain insight into the inescapable link between theory and practice; 3) learn about key theoretical and philosophical concepts as they relate to contemporary educational scholarship and practice; 4) develop an understanding of learning as a process of enculturation; 5) develop a critical awareness of schooling as a political and social structure; 6) test their own ideas about teaching, curriculum, and classroom practices; and 7) record and assess their practical experiences to construct their own sense of identity as educators. These outcomes will be achieved through courses that focus on theory, research, applied learning activities, and practical experience. As volunteer or related work experience is a requirement for entrance into Teacher Education programs, students will also be encouraged to take part in community volunteer work in school and/or social service settings, as well as co-op, practicum or community-service based courses that exist within each of their major disciplines.

The curriculum, discussed below, is designed to ensure that students who achieve these learning outcomes will be able to participate in rigorous scholarly discourse and critical analysis of key issues in contemporary education, and engage in reflective teaching and learning practices. They will have had the opportunity to learn, to teach, and to learn from teaching.

Contributions to Kwantlen’s Mandate and Strategic Plan: The B.A. Minor in Education reflects Kwantlen’s mandate to be an innovative and outstanding Polytechnic University that provides a balance of theoretical, practical and applied educational experiences to students from diverse backgrounds. The program addresses the five main aspects of the mission and mandate:

1. Access. The program has multiple entry points and bridging opportunities.
2. Scholarship. Both students and faculty in the department engage in many forms of knowledge generation and research. The program will serve to provide more opportunities for students to engage in scholarship regarding educational issues.
3. Community. Through coursework and extracurricular activities students will be encouraged to contribute to the community (both within Kwantlen and the local community) while developing skills, abilities, and dispositions related to instruction, leadership, and democratic engagement.
4. Mentorship. Throughout the program students will consistently be challenged to explore their tacit assumptions and values about teaching, learning, curriculum, and education more generally, and the relation of these views to their personal, academic, and professional identities.

5. Stewardship. Through exploring the place of education in cultivating engaged citizens, students will develop an understanding of the relationships between sustainability and social responsibility in local and global contexts.

**Employment and Further Study:** In our current knowledge-based economy many occupations require a strong grasp of the nature of understanding, learning, and instruction. Education is a broad field and knowledge of educational scholarship and its applications can be beneficial to a wide range of occupations including, but not limited to: teaching children, adolescents, and adults, teaching English domestically or abroad, probation, corrections and policing, social work, counseling, psychology, human resources, health care, management, marketing, corporate training, and policy development. For students who aspire to be registered teachers, further education in Teacher Education programs will be required. Students will also be encouraged and supported, where appropriate, in meeting the entrance requirements for Teacher Education programs and/or graduate studies in Education.

Students who receive the B.A. Minor in Education will be better prepared to take advantage of future educational opportunities in three respects. First, they will have the knowledge, abilities, and in some cases, depending on where they apply, required prerequisites to develop a competitive application for Teacher Education programs. Second, they will have the option of applying to graduate school in fields such as Educational Psychology or Educational Leadership. While many presume Faculties of Education are focused only on teacher training, this is not the case. On the contrary, such Faculties existed long before Teacher’s Colleges were subsumed by universities. Faculties of Education are concerned first and foremost with scholarly inquiry regarding the nature of learning, understanding, and teaching, and curriculum issues. Third, as universities increasingly turn to graduate students for teaching support (both as teaching assistants and instructors), knowledge and abilities regarding education have become an attractive attribute of graduate school applicants. By offering the minor, Kwantlen is offering students the opportunity to develop strong applications to graduate school in any discipline.

**Labour Market Data.** Labour demand suggests that while the employment prospects of teachers is “fair” across Canada, in B.C. the concentration of opportunities is in the Lower Mainland (69% compared to an average of 61% for other occupations). The BC Ministry projects that the number of students enrolling in kindergarten in B.C. will increase by 19.2% over the next decade. Further, *Human Resources & Skills Development Canada* projects that the replacement demand for teachers will be high given the large number of retirements expected over the next decade (153,279 openings projected for 147,254 job seekers). Numbers are similarly encouraging for related occupations (e.g., projected job openings for college and other vocational instructors is projected to be 50,975 for 33,977 job seekers: projected job openings for social workers, counsellors, psychologists, clergy and probation officers is projected to be 76,240 for 69,988 job seekers) with the outlook listed as “good” and with number of openings

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5 [http://www23.hrsdc.gc.ca/4ce.5p.1t3.4n.1lf.4rc.1sts.5mm.1rys.2.1rchr.2s.5lts@-eng.jsp?sbmt=Search&QT=1&NOCC=4)](http://www23.hrsdc.gc.ca/4ce.5p.1t3.4n.1lf.4rc.1sts.5mm.1rys.2.1rchr.2s.5lts@-eng.jsp?sbmt=Search&QT=1&NOCC=4)
projected to outweigh number of job seekers.\textsuperscript{6} While the actual increase in positions is lower compared to other fields, the BC government industry outlook report\textsuperscript{7} projects that Educational Services will have the fourth highest number of total openings (behind Trades, Health Care, and Professional Services).

**Delivery Methods:** In alignment with Kwantlen’s mandate, the B.A. Minor in Education will offer educational opportunities to students with diverse backgrounds and encourage them to choose educational pathways to best suit their needs. The degree’s multiple entry points and bridging opportunities reflect Kwantlen’s commitment to accessible, polytechnic, university-based lifelong learning. Courses will be offered in mixed-mode and on-line formats as well as traditional face-to-face modes. While the practical skills courses require face-to-face instruction, they will be offered at various times (daytime, evening, weekends, summer semesters) to ensure accessibility for both full-time and part-time students.

**Program Strengths:** The Minor in Education will: 1) augment their chosen degree program by providing students tangible, practical interpersonal skills that can benefit them in a variety of settings; 2) provide a well-rounded education in theory and related practice, including a strong reflective component in which students will have the opportunity to determine if they have the personal strengths and abilities to flourish in education-related careers; 3) capitalize on existing resources by utilizing courses already in existence across departments to incur minimal costs to the university; 5) provide students choice and flexibility in determining their course of studies; and, 6) provide students with an interdisciplinary, applied degree. In addition, the program relates to existing arts degrees at Kwantlen by providing students with an opportunity to gain experience and knowledge in a field that is universally related to all the disciplines. Teaching is a viable occupation in all areas of study. In addition, as previously noted in relation to employment, the knowledge, skills, and abilities gained are transferable to multiple work settings. For example, students in business programs at Kwantlen may find some of the Education courses highly relevant in the areas of human resources and marketing, while a student in history may be curious to explore if teaching might be a career option. In our experience at other institutions, we have found Education courses to be tremendously popular and to draw students from a vast range of disciplines precisely because students pursuing any occupation that involves working with people can benefit from the kinds of courses proposed in this minor, and all areas of study have teaching as a possible occupational outcome.

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**Curriculum Design**

The B.A. Minor in Education is designed to be student-focused. To this end, students will have some autonomy in constructing their programs to maintain interest and facilitate their growth. To increase flexibility and offer them opportunities to explore particular subject areas, students may choose to do a self-directed “General” minor or they may

\textsuperscript{6} (http://www23.hrsdc.gc.ca/4ce.5p.1t.3.4n.1lf.4rc.1sts.5mm.1rys.2.1rchr.2s.5lts@-eng.jsp?sbmt=Search&QT=1&NOCC=4)

\textsuperscript{7} (http://www.aved.gov.bc.ca/labourmarketinfo/reports/COPS_IndustryOutlook_2006-2011.pdf)
select from one of two study concentrations: *Curriculum & Instruction* and *Social Justice & Diversity*. These concentrations address key educational themes and diverse community needs. According to the BC Ministry of Education, B.C. is the most ethnically diverse province, with almost 30 per cent of British Columbians having immigrated from another country, and the number of students whose primary language spoken at home is other than English has steadily increased in the past decade by 3,500 (from 115,000 in 2000). Whatever path students choose in the Minor (i.e., the general program or one of the concentrations), students will have opportunities to enhance their educational experience in ways that prepare them as future Canadian and global citizens.

Effective educational planning will ensure that required courses are offered on a yearly basis, and that prerequisite courses are available in a timely sequence. Students can enter the program from other degrees, or can leave the B.A. Minor in Education, applying any completed EDUC courses to meet elective requirements in other degrees.

Yearly capacity of student enrollment in the B.A. Minor in Education program will be 35.

### Lower Level (Required for General Minor and All Concentrations):

All of:

- EDUC 1100-3 Introduction to Higher Education
- EDUC 2220-3 Introduction to Educational Psychology
- EDUC 2210-3 Philosophical Foundations of Education (NEW)

### Upper Level: Minor in Education (General):

5 of:

- EDUC 3210-3 Classroom Management and Discipline
- EDUC 3220-3 Children’s Social and Emotional Development at School
- EDUC 3230-3 Curriculum Theory and Design (NEW)
- EDUC 3240-3 Social Justice and Diversity in Education (NEW)
- EDUC 3250-3 Assessment Practices in Education (NEW)
- EDUC 3320-3 Career Counselling and Career Education
- EDUC 4210-3 Best Practices in Teaching (NEW)
- EDUC 4220-3 The Self in Education and Counselling (NEW)

### Upper Level: Curriculum & Instruction Concentration

Students pursuing a Minor in Education with a concentration in Curriculum and Instruction have the opportunity to explore theory and research regarding curriculum and instructional practices in classroom settings and certain subject areas.

All of:

- EDUC 3230-3 Curriculum Theory and Design (NEW)
- EDUC 4210-3 Best Practices in Teaching (NEW)
- EDUC 3250-3 Assessment Practices in Education (NEW)

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8 ([http://www.welcomebc.ca/wbc/immigration/choose/people/multiculturalism.page](http://www.welcomebc.ca/wbc/immigration/choose/people/multiculturalism.page))

9 The curriculum conforms to Kwantlen’s B.A. framework requirements.
2 of:
EDUC 3210-3 Classroom Management and Discipline
EDUC 3220-3 Children’s Social and Emotional Development at School
EDUC 3320-3 Career Counselling and Career Education
ENGL 3330-3 Children’s Literature
ENGL 4400-3 English Studies and the Classroom
MATH 3XX2-3 Introduction to the Mathematics Classroom (NEW)
MATH 4XX3-3 Theory of Mathematics Education (NEW)
SCIE 3100-3 Physical Science for Elementary School Teachers (Under Development)

Upper Level: Social Justice & Diversity Concentration

Students pursuing a Minor in Education with a concentration in Social Justice and Diversity have the opportunity to explore theory, research, and instructional practices in justice and diversity, including a critical consideration of the multitude of ways in which diversity plays out in educational contexts.

All of:
EDUC 3240-3 Social Justice and Diversity in Education (NEW)
EDUC 4220-3 The Self in Education and Counselling (NEW)

2 of:
ASIA 4350 -3 Canadian East and South Asian Communities
CNPS 3330-3 Cultural Considerations in Counselling
ENGL 3390-3 Indigenous Narratives, Oral and Written
SOCI 3270-3 Education, Nation-Building and Globalization
SOCI 4275-3 Lost in Transmission: Diversity and the Media

1 of:
EDUC 3210-3 Classroom Management and Discipline
EDUC 3230-3 Curriculum Theory and Design (NEW)
EDUC 4210-3 Best Practices in Teaching (NEW)

Appendix C provides the course listings, their calendar description, prerequisites, and transferability status.

Appendix D provides the degree requirements. Appendix E provides the admission requirements for Teacher Education for SFU and UBC and accompanying sample program of studies for the general program, Curriculum and Instruction concentration, and Social Justice and Diversity concentration.

Program Delivery

In keeping with the aims, goals, and outcomes of the B.A. Minor in Education, our instructional philosophy is based on principles of mentorship, discovery, purposefulness, and learner autonomy. In turn, students will be supported in diverse modes of inquiry by
a teaching environment that is collaborative, innovative, and respectful. Faculty will adopt a wide range of approaches, including traditional instruction, web-based discussion groups, small group discussions, presentations, case studies, guest speakers, and field visits to educational and community-based organizations. The resultant community of practice will be respectful, collaborative, scholarly, and learner-focused.

Admission Requirements

The B.A. is a four-year degree program with multiple entry points, thereby allowing a broad range of students to access the program. Students may enter the B.A. Minor in Education program at any level provided they satisfy university and program entrance requirements.

Year One Admission:
In addition to the university entrance requirements, students entering the degree program at Year 1 will need to meet the following program entrance requirements:
- Grade of 'B' in English 12 (or equivalent)
- Grade of 'C' in either Pre-calculus 11, Principles of Math 11, or Applications of Math 12 (or equivalents); or grade of C+ in Foundations of Math 11 (or equivalent); or grade of C- in either Pre-calculus 12 or Foundations of Math 12 (or equivalents)

Year 3 Admission:
- 60 credits with a cumulative GPA of 2.00 (including all 1100- and 2000-level major/minor program requirements)
- Grade of 'C' in all required 1000-and 2000-level courses, including the English writing requirement (ENGL 1100 and one of either ENGL 1202 or 1204, or equivalent).
- Two quantitative (Q) courses.
- 12 credits of breadth (B) courses
- Grade of 'C' in either Pre-calculus 11, Principles of Math 11, or Applications of Math 12 (or equivalents); or grade of C+ in Foundations of Math 11 (or equivalent); or grade of C- in either Pre-calculus 12 or Foundations of Math 12 (or equivalents); or grade of C+ in the above 6 credits of quantitative courses (3 credits of which must be from the Faculty of Science and Horticulture
- Second language at the Grade 11 level or 6 credits of post-secondary language courses in the same language. Note: Students need only achieve a passing grade to fulfill this requirement. Beginner's or Introductory Language 11 courses are ineligible to meet this requirement. Students who can demonstrate competency in a second language may request an assessment to have this requirement waived.

Qualifying Year:
Students who do not qualify upon initial application to Kwantlen may be eligible for entry to the Qualifying Year. Students who possess at least a 'C' in English 12 (or
equivalent) and a passing grade in either Pre-calculus 11, Principles of Math 11, Foundations of Mathematics 11, Applications of Math 12 (or equivalents); will be able to apply for entry to the B.A. Qualifying Year. Students will be admitted to the B.A. program in the second year provided they have successfully completed appropriate qualifying courses. Other applicants who do not qualify are encouraged to consult an Educational Advisor for the appropriate qualifying courses that satisfy the application criteria.

Faculty

Kwantlen Polytechnic University has the faculty necessary to launch the program in Fall 2013. We have a total of five faculty members who all have qualifications directly related to the Education Minor. We are also in the process of hiring an additional faculty member, out of existing budget, who has the expertise to teach courses in the B.A. Minor in Education. The specializations and detailed description of all current EDST faculty members are provided in Appendix F: Faculty Listing, Specialization, and Credentials.

The elective courses derived from other departments are already funded out of existing budget, with the exception of the new Mathematics and Science courses in the Curriculum and Instruction concentration.

Faith Auton-Cuff, Ph.D., (Clinical Psychology), Seattle Pacific University, M.A. (Counselling Psychology), B.A. (Psychology). Specialization: psychotherapy and counsellor education, criteria, measurement, and reporting of evidence-based outcomes; mental health and addictions; the study of individuals marginalized by society who experience a sense of fragmentation and loss of identity; the study of individuals in the liminal space of transition.

David Burns, Ph.D., University of Alberta (Educational Policy Studies), M.Ed (Educational Policy Studies), B.Ed. (Secondary Education). Specialization: philosophy of education, professional ethics, moral and character education, and environmental education. Dr. Burns has taught Ethics and Law in Teaching and The Philosophy of Moral Education at the University of Alberta, and Philosophy of Education and Social Issues in Education at the University of British Columbia. He is also a former high school teacher. David Burns is a contract instructor.

Shawna Faber, Ph.D., (Educational and Counselling Psychology and Special Education), University of British Columbia, B.Ed. (Elementary Education). Specialization: educational psychology; children and adolescent learning and development; educational research methods; test-taking and study skills. Shawna Faber is a contract instructor.

Sarah Hickinbottom, Ph.D. (Education), Simon Fraser University, M.A. (Counselling), B.A. (Psychology), CCC (Canadian Certified Counsellor). Specialization: educational psychology; development of identity and selfhood; moral development and education; philosophy of education; history of education; philosophical, historical and cross-cultural critiques of Western psychology; higher education; ontological and philosophical hermeneutics; education in multicultural contexts.
Ann-Marie McLellan, Ph.D. (Education), Simon Fraser University, M.A. (Psychology), B.A. Honours (Psychology). Specialization: history and theory of the self in education and psychology; development and education of students as persons; critical considerations of educational and psychological theories, research, and practices related to the self (e.g., self-esteem, self-concept, self-regulation); relationships between psychological theories, research, and interventions and educational policies and practices.

Program Resources

All courses have been developed and are either currently being offered or moving through the curriculum approval process. Our five faculty members hold PhD’s, and an additional faculty member is currently being hired. The supporting courses for students who intend to apply to Teacher Education programs (with the exception of MATH 3XX2, MATH 4XX3, and SCIE 3100) are also available. Students enrolled in the Minor will already be enrolled in extant programs of study. As such, it is expected that no additional resources will be required in terms of computers and computer access.

A Library Impact Assessment was conducted for the new B.A. Minor in Education program to establish budgetary and purchasing priorities that will be met in order to support new courses in development.

Implementation Schedule

The department plans to implement the new B.A. Minor in Education in Fall 2013. Courses are already offered and any student who meets basic entrance requirements and has completed one or more semesters may apply for the program once it is approved.

The timeline is as follows:

**Spring 2012**
Preparation of Full Program Proposal and 5 new EDUC courses (in progress)

**Summer 2012**
Approval of Full Program Proposal and 5 new EDUC courses (in progress)

**Fall 2012**
Offer established EDUC courses (1100; 2220; 3210)
Market existing courses and new program (ongoing advertising via online, events, etc.)

**Spring 2013**
Offer established EDUC courses (1100; 2220; 3220)
Implement new EDUC course (4210)
Marketing (ongoing advertising via online, events, etc.)

**Summer 2013**
Offer established courses
Marketing (ongoing advertising via online, events, etc.)

**Fall 2013**
Offer established courses
Implement new EDUC courses (2210; 3230)
Implement new Minor in Education (students may already have 5 of the 8 courses at this point)
Continue to implement and monitor marketing strategies

Spring 2014
Offerings of established courses
Implement new EDUC course (3250)
Continue to implement and monitor marketing strategies

Summer 2014
Offer established courses
Marketing (ongoing advertising via online, events, etc.)

Fall 2014
Offerings of established courses
Implement remaining new EDUC courses (3240; 4220)
Continue to implement and monitor marketing strategies

Program Consultation
The following areas were consulted in regard to the inclusion of their courses as listed electives for the B.A. Minor in Education degree:

- Romy Kozak, (Chair) and Sue-Ann Cairns, English Department.
- Don Mathewson, Science Department.
- Avtar Sadhra (Chair) and Allyson Rozell, Mathematics Department.
- Stephen Dooley and Charles Quist-Adade, Sociology Department.
- Colin Green, History Department.

Appendix G provides a list of written comments from these Internal Contacts.
Appendix H provides a list of written comments from External Contacts.
APPENDIX C
Course Descriptions and Transferability

B.A. Minor in Education Degree: Education Courses

EDUC 1100-3: Introduction to Higher Education
Students will develop an understanding of the purpose of post-secondary education and the ways in which becoming educated can enhance the quality of their lives and their communities. They will explore their place in the university through examining the history and functions of education (e.g., the exclusion of certain groups, the relation of education to living in a democratic society). Students will also begin to develop abilities necessary to maximize their education including the ability to participate in scholarly discourse, recognize connections between disciplines, and understand the world and act within it in new and creative ways through discussions, group work, special events, and service learning projects.

Note: Students may get credit for only one of: UNIV 1100, UNIV 1101, LCOM 1100, LCOM 1101, LCOM 1102, LCOM 1190, EDUC 1100, EDUC 1101, EDUC 1102 or EDUC 1190. Transferable

EDUC 2210-3: Philosophical Foundations of Education (NEW)
Students will be introduced to the philosophical foundations underpinning the most important issues in teaching, learning, and education. They will explore the nature of understanding (knowledge), the purpose of education (ends), what students should study (curriculum), how teachers should teach (pedagogy), and how moral judgements are justified (ethics). Students will examine these issues from multiple philosophical perspectives, both historical and contemporary, and their application to current controversies in education.

EDUC 2220-3: Introduction to Educational Psychology
Students will develop an understanding of major theories and research in educational psychology, as well as their application in educational settings. They will explore the history and continually evolving role of psychology in the classroom and its implications for instruction and understanding motivation, learning and problem-solving, abilities and disabilities, peer interactions in diverse, inclusive educational settings, developing strong student-teacher relationships, and creating dynamic learning environments.

Note: Students may get credit for only one of EDUC 2220 or LCOM 2220 as these are identical courses. Prerequisites: 30 credits at 1100-level or higher Transferable

EDUC 3210-3: Classroom Management & Discipline
Students will develop a strong understanding of major contemporary theories of classroom management and will explore how each of these approaches translate into specific skills, strategies, and interventions. They will examine how their own beliefs, values, and worldviews influence their teaching practice and approach to discipline. Students will also develop a basic understanding of legal issues related to teacher intervention in the classroom.
**Prerequisites:** LCOM 2220 or EDUC 2220  
*Transferable (refer to transfer guide)*

**EDUC 3220-3: Children's Social and Emotional Development at School**  
Students will be introduced to major theories, research, and practice concerning children’s social and emotional development during the school years. They will gain an understanding of the role of social interactions and relationships in development and the role of schools in promoting positive interactions among students, and between students and teachers through film, readings, lectures, on-line discussions, and presentations.  
*Co-requisites: EDUC 2220*  
*Transferable (refer to transfer guide)*

**EDUC 3230-3: Curriculum Theory & Design (NEW)**  
Students will examine the several faces of curriculum, and consider the power of what Pinar calls a “complicated conversation.” They will gain an understanding of this complicated conversation that includes the curriculum as planned, the curriculum as taught, the curriculum as experienced by individual students, and the “hidden” curriculum of assumptions and conditions. Students will begin the work of creating and evaluating curriculum intended to contribute to particular understandings.  
*Co-requisites: EDUC 2220*

**EDUC 3240-3: Social Justice and Diversity in Education (NEW)**  
Students will gain an understanding of the impact of social and cultural diversity on education in Canada. They will engage in a wide-ranging seminar that examines social justice issues related to various forms of diversity through a critical lens that draws on philosophy, history, political science, and sociology. Students will explore topics such as gender, class, race, ethnicity, spirituality, sexuality, (dis)ability and age.  
*Pre-requisites: EDUC 2210*  
*Co-requisites: EDUC 2220*

**EDUC 3250-3: Assessment Practices in Education (NEW)**  
Students will be introduced to both theoretical and practical aspects of learning assessment in educational settings. They will develop an understanding of both qualitative and quantitative assessment strategies and the appropriate place, purpose, and manner in which to use each of these strategies most effectively. Students will also be able to interpret standardized educational assessments. They will gain an understanding of how teaching and assessment affect motivation and classroom climate.  
*Co-requisites: EDUC 2220*

**EDUC 3320-3: Career Counselling and Career Education**  
Students will develop a broad understanding of major theories of career development and related assessments. They will explore historical and cross-cultural perspectives on the meaning of work and considerations for career development, counselling, and education with diverse populations and in diverse settings (i.e., elementary, secondary, post-secondary, and community agencies). Students will also critically examine moral and ethical issues related to this work, and they will apply theoretical concepts to their own process of career development.
Note: Students may get credit for only one of CNPS 3320, EDUC 3320 or LCOM 3320 as these are identical courses.

*Prerequisites: At least 45 credits of coursework completed at the 1100-level or higher*

Transferable (refer to [transfer guide](#))

**EDUC 4210-3: Best Practices in Teaching (NEW)**

Students will begin to understand themselves as prospective teachers as they explore connections between theory, research, and practice in education. They will examine issues related to instructional methods, lesson planning, and assessment, and how these practices contribute to healthy learning communities. Students will analyze various teaching styles and develop their own teaching skills through classroom and homework activities, including a service learning project. They will use these experiences as a foundation to examine their own values and beliefs about education and teaching.

*Prerequisites: EDUC 2220, and at least 60 credits of coursework completed at the 1100-level or higher*

**EDUC 4220-3: The Self in Education and Counselling (NEW)**

Students will examine the influence of social and cultural contexts on the education of students as persons. They will participate in a wide-ranging seminar that considers topics such as: western historical perspectives on the self, conceptions of the self in psychological and educational theories, and their influence on the education of students as citizens in a multicultural society such as Canada. Students will gain understanding from such exploration that will be applied to school and classroom settings, with an emphasis on student diversity.

*Prerequisites: EDUC 2220, and at least 45 credits of coursework completed at the 1100-level or higher*

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**B.A. Minor in Education Degree: Other Program Courses**

**Curriculum and Instruction Concentration:**

**ENGL 3330 CR-3 Children’s Literature**

Students will study literature written for children and young adults as it has evolved from early didactic tales to contemporary adolescent novels of crisis. They will examine classics and popular children's literature from a variety of theoretical perspectives. Students will write at least one research paper that incorporates critical source material.

*Prerequisites: 3 credits of 2000-level ENGL*

Transferable (refer to [transfer guide](#))

**ENGL 4400 CR-3 English Studies and the Classroom**

Students will study theories related to the teaching of English literature, composition, and/or rhetoric. They will, in this seminar, research, design, and complete a major project that integrates theory and practice. Student will produce a portfolio of written work.

*Prerequisites: ENGL 3300*

Transferable (refer to [transfer guide](#))
MATH 3XX2-3 Introduction to the Mathematics Classroom (NEW)
Students will study and experience theories related to the teaching of mathematics. They will review and investigate current and past mathematics teaching practices. They will complete a project that integrates theory with practice and produce a portfolio of written work. As part of the project, students will be required to apply theory through activities such as tutoring mathematics, assisting in a classroom, or developing curriculum materials.
Prerequisites: 9 MATH credits at 3000-level or higher

MATH 4XX3-3 Theory of Mathematics Education (NEW)
Students will explore the theories and trends in mathematics education. They will critically examine and discuss current theories and research in mathematics instruction. They will investigate problem solving, reasoning, and communication in mathematics.
Prerequisites: 9 MATH credits at 3000-level or higher

SCIE 3100-3 Physical Science for Elementary School Teachers (Under Development)
Students will examine the physical science learning outcomes in the K-7 BC Provincial Science Curriculum. They will attend a series of thematic seminars (example: —Electricity for Grade 6 Students”) offered “after-school hours” and several ”hands-on-days” offered on the weekend. SCIE 3100 students will have the opportunity to develop a deeper understanding of curricular physical science concepts. They will prepare a portfolio of implementation activities, and implement - with support - some of these activities. They will also explore current results from Science Education Research (SER) to ensure consistency with best practices in science teaching.

Social Justice and Diversity Concentration:

ASIA 4350 CR-3 Canadian East and South Asian Communities
Students will critically examine the theories surrounding the study of migration and adaptation, as well as explore the local experience of East and South Asian communities in Canada, with emphasis on the post-World War II period. They will look critically at immigrants as 'social actors' and active contributors to their own social and cultural transformation as they engage with the new and changing social, economic, and political structures of Canadian society. Students will conduct a field research project from a social science perspective on an Asian community in the urban field site of Greater Vancouver or in the Fraser Valley region. Students will develop important field research skills and gain exposure to the pertinent issues surrounding the complexity of the Asian immigrant experience in Canada's multicultural environment.
Note: This is a seminar course.
Prerequisites: (ANTH 1100 or ASIA 2250) and (ANTH 2100 or SOCI 2260 or CRIM 3140 or PSYC 2430 or GEOG 3100) courses

CNPS 3330 CR-3 (Formerly LCOM 3330) Cultural Considerations in Counselling
Students will be introduced to issues of diversity as they pertain to the helping professions in contemporary multicultural societies. They will develop an understanding of the situated nature of identity, examine the relationship between cultural assumptions and the counselling process,
and explore Western and non-Western conceptions of psychological health and healing. Students will also examine issues of cultural competence and engage in reflection regarding their own assumptions, strengths, and challenges in relation to living and working in a pluralist society.

Note: Students may get credit for only one of CNPS 3330 or LCOM 3330 as these are identical courses.

Co-requisites: EDUC 2220
Transferable (refer to transfer guide)

ENGL 3390 CR-3 Indigenous Narratives, Oral and Written
Students will study Indigenous narratives rendered in or translated into English, drawn from various socio-cultural and historical contexts. They will consider the impact of writing cultures on oral cultures through the critical exploration of scholarly materials produced by both Indigenous scholars and conventional scholars, and examine scholarly perspectives in relation to primary texts.

Prerequisites: 3 credits of 2000-level ENGL
Transferable (refer to transfer guide)

SOCI 3270 CR-3 Education, Nation-Building, and Globalization
Students will critically examine the historical, socio-economic, and political factors responsible for the establishment and growth of education systems in different parts of the world. They will explore the roles of the education system in colonial intervention, promotion of Westernization, nation-building, and modernization globally. Students will explore the effects of globalization, neo-liberalism, and neo-conservatism on education systems and students in various countries from critical multidisciplinary perspectives.

Note: This is a seminar course.
Prerequisites: 30 credits of 1100-level or higher, including SOCI 1125 (SOCI 2270 recommended)
Transferable (refer to transfer guide)

SOCI 4275 CR-3 Lost in Transmission: Diversity and the Media
Students will explore the historical and contemporary role of the media in framing images of, and discourses about ethno-racial minorities, women, senior citizens, people with disabilities, and sexualized minorities in Canadian society. They will examine both historic and modern-day media portrayals of minority communities in Canada, and will further explore the impact of those portrayals on the public's perception and behaviour, as well as individual responses.

Students will also examine the cultural history and experiences of minorities, and how and why minority groups have created systems of mass media self-representation to counter the mainstream mass media.

Note: This is a seminar course.
Prerequisites: A minimum of 60 credits at the 1100-level or higher, including SOCI 1125 and 2275
Transferable (refer to transfer guide)
APPENDIX D

B.A. Minor in Education: Degree Requirements

DEGREE REQUIREMENTS
The following core requirements are to be completed for all Bachelor of Arts Degree Programs:

- Complete a total of 120 credits which includes:
  - a minimum of 65 total credits in Arts courses (Humanities and/or Social Sciences), and
  - a minimum of 45 of the total credits with courses numbered 3000 or higher.
- A minimum cumulative GPA of 2.00 with a minimum grade of "C" in all of the following required courses within the degree program (except where stated):
  - 6-credit English writing requirement which includes ENGL 1100 and one of either ENGL 1202 or 1204 (or equivalent).
  - Minimum 9-credit quantitative requirement that must include a minimum of 3 approved quantitative courses, one of which must be taken from the Faculty of Science and Horticulture.
  - 24-credit breadth requirement consisting of a minimum of one course in at least four (4) separate Social Science or Humanities disciplines outside of the major program area, one of which must be at the 3000-level or higher. CMNS 3100, EDUC 1100, and EDUC 4100 may also be credited towards the breadth requirement.
  - Second language at the Grade 11 level or 6 credits of post-secondary language courses in the same language. Note: Students need only achieve a passing grade to fulfill this requirement. Beginner's or Introductory Language 11 courses are ineligible to meet this requirement. Students who can demonstrate competency in a second language may request an assessment to have this requirement waived.
  - Required courses for the major and/or minor program(s).

Other completed courses may qualify to meet degree requirements. Students are encouraged to contact a BA Degree Advisor with questions about eligibility for program application or graduation.

In addition to completing the core requirements of all Kwantlen Bachelor of Arts degree programs indicated above, students will have to complete additional course and program requirements according to their chosen program of study within the Faculty of Arts, Social Sciences and the Faculty of Arts, Humanities.

Students are normally expected to complete at least 60 credits at Kwantlen Polytechnic University for a B.A. degree; however, they may make a request for an exemption to this ruling.
on an individual basis through Enrolment Services. If such an exemption is granted, then residency may be limited to no fewer than 30 credits. In any case, at least 50% of the required upper level credits within the subject area must be completed at Kwantlen. For the BA in General Studies, the subject area includes all 45 upper level credits. Reference:
http://www.kwantlen.ca/calendar/2012-13/arts/ba-framework.html

Quantitative courses
Students must complete a program that includes 3 quantitative (Q) courses, including one course from the Faculty of Science & Horticulture. A complete list of Q courses is available on the Kwantlen website. There are Q courses in the Faculty of Social Sciences and in the School of Business.

Students are encouraged to meet with an advisor to develop their individual pathways.

Entrance to Teacher Education Programs
Students intending to apply to a teacher education certification program are advised to contact the offering institution about entrance requirements. See Appendix E for current requirements for teacher education programs at SFU and UBC, as well as sample courses of study.
APPENDIX E
Admission Requirements for Teacher Education Programs at SFU and UBC
& Sample Programs of Study

The following appendix lists the admission requirements for elementary and secondary teacher education programs at SFU and UBC. Sample program plans are provided for the general minor and each of the concentrations. The listing is:

i) Admission Requirements for Elementary Cohort at SFU
ii) Sample Programs for Curriculum & Instruction Concentration for Students Applying to SFU Elementary (with recommended substitutes for General Minor and Social Justice Concentration)
iii) Admission Requirements for Secondary Cohort at SFU
iv) Sample Programs for Curriculum & Instruction Concentration for Students Applying to SFU Secondary (with recommended substitutes for General Minor and Social Justice Concentration)
v) Admission Requirements for UBC Elementary Cohort
vi) Sample Programs for Curriculum & Instruction Concentration for Students Applying to UBC Elementary (with recommended substitutes for General Minor and Social Justice Concentration)
vii) Admission Requirements for UBC Secondary Cohort
viii) Sample Programs for Curriculum & Instruction Concentration for Students Applying to UBC Secondary (with recommended substitutes for General Minor and Social Justice Concentration)

Note: Students are strongly encouraged to research admission requirements for desired teaching programs and work with the BA Degree Advisor to ensure all requirements are met as requirements are always subject to change.

i. Admission Requirements for SFU Professional Development Program Elementary

1. A minimum of 76 semester hours of courses acceptable for credit at Simon Fraser University. A full degree is recommended. Students who do not have a full degree will be required to complete a full degree before the Professional Certificate is granted.

2. Course prerequisites
   a) English
      • 6 credits (minimum 3 of literature)
      • Acceptable Kwantlen courses: English 1100, 1201, 1202, 1203, 1204, 1205, 1206, 2300, 2301, 2309, 2315, 2316, 2317, 3301, 3302
   b) Lab Science
      • 3 credits
      • Acceptable Kwantlen courses: Biology 1110, 1112, 1210, 3110; Chemistry 1101, 1105, 1110; Physics 1101, 1102, 1120; Astronomy 1100
c) Mathematics  
• 3 credits  
• Acceptable Kwantlen course: Math 1190  
d) Canadian History  
• 3 credits  
• Acceptable Kwantlen courses: History 1113, 1114, 3313, 3390, 4490, 4491  
e) Canadian Geography  
• 3 credits  
• Acceptable Kwantlen courses: Geography 1160, 2140  
f) Education  
• 3 credits  
• Acceptable Kwantlen courses: CNPS 3310, CNPS 3320, CNPS 3330, CNPS 4300, CNPS 4310, EDUC 1100, EDUC 2220, EDUC 3210, EDUC 3220, EDUC 3320  

ii. B.A. Minor in Education Sample Programs of Study to Prepare for SFU Elementary  
B.A. Major (English), Minor (Education)  

M = Major  
m = minor  
R = required (B.A.)  
B = breadth (B.A.)  
L = language  
E = elective  
Q = required, quantitative  
P = prerequisite  
A = admission to a teacher certification program  

YEAR 1  
ASTR 1190 (3): Introduction to Astronomy (Q, A)  
EDUC 1100 (3): Introduction to Higher Education (m, A)  
ENGL 1100 (3): Reading, Writing and Thinking (M, R, A)  
ENGL 1204 (3): Reading and Writing about Genre: An Introduction to Literature (M, R, A)  
FREN 1100 (3): Introductory French I (L, B)  
HIST 1114 (3): Canada Since 1867 (A)  
MATH 1190 (4): Mathematics for Elementary School Teachers (Q; A)  
PHIL 1150 (3): Basic Logic (Q)  
FREN 1101 (3): Introductory French II (L, B)  
GEOG 1160 (3): Regional Geography of British Columbia (A, B)  

TOTAL = 31 credits.  
Student now has English, Quantitative, and Language Requirements for BA Framework  
and All Prerequisites for SFU Elementary Program  

YEAR 2  
CRIM 1100 (3): Introduction to Criminology (B)  
CRIM 1101 (3): Introduction to the Criminal Justice System (B)
EDUC 2210 (3): Philosophical Foundations of Education (m)
EDUC 2220 (3): Introduction to Educational Psychology (m)
ENGL 1204 (3): Reading and Writing about Genre (M)
ENGL 2316 (3): English Literature: 14th to 18th Centuries (M)
ENGL 2317 (3): English Literature: 18th to 20th Centuries (M)
ENGL 2301 (3): Canadian Literature in English (M)
HIST 2335 (3): War in the Modern World (B)
CRIM 2249 (3): Youth Justice (B)

TOTAL = 30 credits
Student now has all lower-level requirements for Major and Minor.

YEAR 3
CRIM 3249 (3): Issues in Youth Justice (B)
CRWR 3110 (3): Poetic Forms and Techniques (B)
CNPS 3310 (3): Theories of Counselling (E)
EDUC 3230 (3): Assessment Practices in Education (m)
EDUC 3220 (3): Children’s Social and Emotional Development at School (m)
ENGL 3300 (3): Critical Theory (M)
ENGL 3320 (3): Studies in Shakespeare (M)
ENGL 3301 (3): The Victorian Novel (M)
ENGL 3352 (3): The British Novel, 1900-1945 (M)
HIST 3313 (3): Canadian Social History: Order and Disorder (B)

TOTAL = 30 credits
Student has now met 24 credit breadth requirement, including 4 separate Arts disciplines outside major.

YEAR 4
CNPS 3320 (3): Career Counselling and Career Education (E)
CRWR 3130 (3): Creative Non-Fiction (B)
EDUC 3230 (3): Curriculum Theory & Design (m)
EDUC 4100 (3): Transitioning to Work, Graduate School, and Post-University Life (B)
EDUC 4210 (3): Best Practices in Teaching (m)
ENGL 3330 (3): Children’s Literature (M, m)
ENGL 3390 (3): Indigenous Narrative, Oral and Written (M)
ENGL 4401 (3): Topics in Canadian Literature (M)
HIST 3330 (3): Germany in the Long Nineteenth Century (1789-1914) (B)
HIST 3331 (3): Twentieth Century Germany (B)
TOTAL: 30 Credits.
Student has now met all requirements for B.A. Framework, Major in English, Minor and all Teacher Education Prerequisites.

Recommended Substitutions for General Program:
• CNPS 3320 counts as the 5th course for the general minor. This sample would work for both the concentration and the general minor
Recommended Substitutions for Social Justice Concentration:
• Trade CNPS 3310 for CNPS 3330: Cultural Considerations in Counselling
• Trade EDUC 3230 course for Educ 4220: The Self in Counselling and Education
• Trade EDUC 3220 for EDUC 3240 Social Justice and Diversity in Education

iii. Admission Requirements for SFU Professional Development Program Secondary

1. A four year degree (including a teachable major subject or two teachable minors)


Additional teachable areas are available within PDP, but must be combined with another teachable area: Theatre, Dance, Computing Science, Physical Education (Kinesiology).


2. Course prerequisites
a) English
• 6 credits (minimum 3 of literature)
• Acceptable Kwantlen courses: English 1100, 1201, 1202, 1203, 1204, 1205, 1206, 2300, 2301, 2309, 2315, 2316, 2317, 3301, 3302

b) Education
• 3 credits
• Acceptable Kwantlen courses: CNPS 3310, CNPS 3320, CNPS 3330, CNPS 4300, CNPS 4310, EDUC 1100, EDUC 2220, EDUC 3210, EDUC 3220, EDUC 3320

iv. B.A. Minor in Education Sample Programs of Study to Prepare for SFU Secondary

B.A. Major (English), Minor (Education)

M= Major
m = minor
R = required (B.A.)
B = breadth (B.A.)
L = language
E = elective
Q = required, quantitative
P = prerequisite
A = admission to a teacher certification program
YEAR 1
ASTR 1190 (3): Introduction to Astronomy (Q, A)
**EDUC 1100 (3)**: Introduction to Higher Education (m, A, B)
ENGL 1100 (3): Reading, Writing and Thinking (M, R, A)
ENGL 1204 (3): Reading and Writing about Genre: An Introduction to Literature (M, R, A)
FREN 1100 (3): Introductory French I (L, B)
HIST 1114 (3): Canada Since 1867 (A)
PHIL 1150 (3): Basic Logic (Q)
FREN 1101 (3): Introductory French II (L, B)
GEOG 1120 (3): Introduction to Earth Science (Q)
GEOG 1160 (3): Regional Geography of British Columbia (B)

TOTAL = 30 credits.
*Student now has English, Quantitative, and Language Requirements for BA Framework and All Prerequisites for SFU Secondary Program*

YEAR 2
CRIM 1100 (3): Introduction to Criminology (B)
CRIM 1101 (3): Introduction to the Criminal Justice System (B)
**EDUC 2210 (3)**: Philosophical Foundations of Education (m)
**EDUC 2220 (3)**: Introduction to Educational Psychology (m)
ENGL 1204 (3): Reading and Writing about Genre (M)
ENGL 2316 (3): English Literature: 14th to 18th Centuries (M)
ENGL 2317 (3): English Literature: 18th to 20th Centuries (M)
ENGL 2301 (3): Canadian Literature in English (M)
HIST 2335 (3): War in the Modern World (B)
CRIM 2249 (3): Youth Justice (B)

TOTAL = 30 credits
*Student now has all lower-level requirements for Major and Minor.*

YEAR 3
CRIM 3249 (3): Issues in Youth Justice (B)
CRWR 3110: (3) Poetic Forms and Techniques (B)
CNPS 3310 (3): Theories of Counselling (E)
**EDUC 3230 (3)**: Assessment Practices in Education (m)
**EDUC 3220 (3)**: Children’s Social and Emotional Development at School (m)
ENGL 3300 (3): Critical Theory (M)
ENGL 3320 (3): Studies in Shakespeare (M)
ENGL 3301 (3): The Victorian Novel (M)
ENGL 3352 (3): The British Novel, 1900-1945 (M)
HIST 3313 (3): Canadian Social History: Order and Disorder (B)

TOTAL = 30 credits
*Student has now met 24 credit breadth requirement, including 4 separate Arts disciplines outside major.*
YEAR 4
CNPS 3320 (3): Career Counselling and Career Education (E)
CRWR 3130 (3): Creative Non-Fiction (B)
EDUC 3230 (3): Curriculum Theory & Design (m)
EDUC 4100 (3): Transitioning to Work, Graduate School, and Post-University Life (B)
EDUC 4210 (3): Best Practices in Teaching (m)
ENGL 3330 (3): Children’s Literature (M, m)
ENGL 3390 (3): Indigenous Narrative, Oral and Written (M)
ENGL 4401 (3): Topics in Canadian Literature (M)
HIST 3330 (3): Germany in the Long Nineteenth Century (1789-1914) (B)
HIST 3331 (3): Twentieth Century Germany (B)

TOTAL: 30 Credits.

Student has now met all requirements for B.A. Framework, Major in English, Minor and all Teacher Education Prerequisites.

Recommended Substitutions for General Program:
• CNPS 3320 counts as the 5th course for the general minor. This sample would work for both the concentration and the general minor

Recommended Substitutions for Social Justice Concentration:
• Trade CNPS 3310 for CNPS 3330: Cultural Considerations in Counselling
• Trade EDUC 3230 course for Educ 4220: The Self in Counselling and Education
• Trade EDUC 3220 for EDUC 3240 Social Justice and Diversity in Education

v. Admission Requirements for Elementary UBC

1. A completed 4 year degree (120 credits) or equivalent (e.g., 3 year degree + 30 additional credits
2. 75 credits in Humanities, Social Sciences, Sciences, or Performing Arts
3. Course prerequisites
   a) English
      • 6 credits (6 credits of English literature acceptable but only 3 of composition)
      • Acceptable Kwantlen courses: English 1100, 1201, 1202, 1203, 1204
   b) Lab Science
      • 3 credits
      • Acceptable Kwantlen courses: Biology 1101, 1105, 1110; Chemistry 1101, 1105, 1110; Physics 1100, 1101, 1102, 1120; Geography 1110, 1120; Astronomy 1100; Geology 1210
   c) Mathematics
      • 3 credits (statistics or business math NOT acceptable)
      • Acceptable Kwantlen courses: Math 1120, 1130, 1190 (note: 1190 recommended)
   d) Canadian History OR Geography
• 3 credits (physical geography not accepted)
• Acceptable Kwantlen courses: Geography 1160, 1180; History 1113, 1114
e) Canadian Studies
• 3 credits
• Acceptable Kwantlen courses: English 1201, 2301, Anthropology 2140, 2142; Sociology 2225, 2230, 2240, 2250; Political Science 1120, 2121

vi. B.A. Minor in Education Sample Programs of Study to Prepare for UBC Elementary B.A. Major (English), Minor (Education)

M = Major
m = minor
R = required (B.A.)
B = breadth (B.A.)
L = language
E = elective
Q = required, quantitative
P = prerequisite
A = admission to a teacher certification program

YEAR 1
ASTR 1190 (3): Introduction to Astronomy (Q, A)
EDUC 1100 (3): Introduction to Higher Education (m)
ENGL 1100 (3): Reading, Writing and Thinking (M, R, A)
ENGL 1204 (3): Reading and Writing about Genre: An Introduction to Literature (M, R, A)
FREN 1100 (3): Introductory French I (L, B)
HIST 1114 (3): Canada Since 1867 (A)
MATH 1190 (4): Mathematics for Elementary School Teachers (Q; A)
PHIL 1150 (3): Basic Logic (Q)
FREN 1101 (3): Introductory French II (L, B)
POLI 1120 (3): Canadian Government and Canadian Politics (A, B)

TOTAL = 31 credits.
Student now has English, Quantitative, and Language Requirements for BA Framework and All Prerequisites for UBC Elementary Program

YEAR 2
CRIM 1100 (3): Introduction to Criminology (B)
CRIM 1101 (3): Introduction to the Criminal Justice System (B)
EDUC 2210 (3): Philosophical Foundations of Education (m)
EDUC 2220 (3): Introduction to Educational Psychology (m)
ENGL 1204 (3): Reading and Writing about Genre (M)
ENGL 2316 (3): English Literature: 14th to 18th Centuries (M)
ENGL 2317 (3): English Literature: 18th to 20th Centuries (M)
ENGL 2301 (3): Canadian Literature in English (M)
HIST 2335 (3): War in the Modern World (B)
CRIM 2249 (3): Youth Justice (B)

TOTAL = 30 credits
Student now has all lower-level requirements for Major and Minor.

YEAR 3
CRIM 3249 (3): Issues in Youth Justice (B)
CRWR 3110: (3) Poetic Forms and Techniques (B)
CNPS 3310 (3): Theories of Counselling (E)
**EDUC 3230** (3): Assessment Practices in Education (m)
**EDUC 3220** (3): Children's Social and Emotional Development at School (m)
ENGL 3300 (3): Critical Theory (M)
ENGL 3320 (3): Studies in Shakespeare (M)
ENGL 3301 (3): The Victorian Novel (M)
ENGL 3352 (3): The British Novel, 1900-1945 (M)
HIST 3313 (3): Canadian Social History: Order and Disorder (B)

TOTAL = 30 credits
**Student has now met 24 credit breadth requirement, including 4 separate Arts disciplines outside major.**

YEAR 4
CNPS 3320 (3): Career Counselling and Career Education (E)
CRWR 3130 (3): Creative Non-Fiction (B)
**EDUC 3230** (3): Curriculum Theory & Design (m)
EDUC 4100 (3): Transitioning to Work, Graduate School, and Post-University Life (B)
**EDUC 4210** (3): Best Practices in Teaching (m)
ENGL 3330 (3): Children’s Literature (M, m)
ENGL 3390 (3): Indigenous Narrative, Oral and Written (M)
ENGL 4401 (3): Topics in Canadian Literature (M)
HIST 3330 (3): Germany in the Long Nineteenth Century (1789-1914) (B)
HIST 3331 (3): Twentieth Century Germany (B)

TOTAL: 30 Credits.

**Student has now met all requirements for B.A. Framework, Major in English, Minor and all Teacher Education Prerequisites.**

**Recommended Substitutions for General Program:**
• CNPS 3320 counts as the 5th course for the general minor. This sample would work for both the concentration and the general minor

**Recommended Substitutions for Social Justice Concentration:**
• Trade CNPS 3310 for CNPS 3330: Cultural Considerations in Counselling
• Trade EDUC 3230 course for Educ 4220: The Self in Counselling and Education
• Trade EDUC 3220 for EDUC 3240 Social Justice and Diversity in Education
vii. Admission Requirements for UBC Secondary

1. A completed 4 year degree (120 credits) or equivalent (e.g., 3 year degree + 30 additional credits, or 2 year CEGEP diploma + 3 year degree)

2. Course prerequisites
   
   **English**
   - 6 credits (6 credits of English literature acceptable but only 3 of composition)
   - Courses in grammar, linguistics, creative writing, technical or business writing or communications not acceptable.

3. Teachable Areas
   - One teachable major (Major = 42 credits of general and specific coursework, **30 of the subject at the 3/4th year**)
   - One teachable major and one teachable concentration
   - Two teachable concentrations (Concentration = 30 credits of general and specific coursework, 18 of the subject at the 3/4th year)

   **Teachable Areas:** Art, Business, Computer Science, English, English as a Second Language, French, Home Economics, Mathematics, Modern Languages, Music, Physical Education, Biology, Chemistry, Earth Science, Physics, Geography, History, Social Science (any social science except Psychology and Philosophy), Technology Education, Theatre

4. Minimum 65% average in designated 18-30 senior level prerequisite credits (see teachable areas specific requirements).

viii. B.A. Minor in Education Sample Programs of Study to Prepare for UBC Secondary

**B.A. Major (English), Minor (Education)**

|M= Major |
|m = minor |
|R = required (B.A.) |
|B = breadth (B.A.) |
|L = language |
|E = elective |
|Q = required, quantitative |
|P = prerequisite |
|A = admission to a teacher certification program |

**YEAR 1**

- ASTR 1190 (3): Introduction to Astronomy (Q, A)
- **EDUC 1100 (3): Introduction to Higher Education (m, A, B)**
- ENGL 1100 (3): Reading, Writing and Thinking (M, R, A)
- ENGL 1204 (3): Reading and Writing about Genre: An Introduction to Literature (M, R, A)
- FREN 1100 (3): Introductory French I (L, B)
- HIST 1114 (3): Canada Since 1867 (A)
- PHIL 1150 (3): Basic Logic (Q)
FREN 1101 (3): Introductory French II (L, B)
GEOG 1120 (3): Introduction to Earth Science (Q)
GEOG 1160 (3): Regional Geography of British Columbia (B)

TOTAL = 30 credits.
Student now has English, Quantitative, and Language Requirements for BA Framework and All Prerequisites for SFU Secondary Program

YEAR 2
CRIM 1100 (3): Introduction to Criminology (B)
CRIM 1101 (3): Introduction to the Criminal Justice System (B)
EDUC 2210 (3): Philosophical Foundations of Education (m)
EDUC 2220 (3): Introduction to Educational Psychology (m)
ENGL 1204 (3): Reading and Writing about Genre (M)
ENGL 2316 (3): English Literature: 14th to 18th Centuries (M)
ENGL 2317 (3): English Literature: 18th to 20th Centuries (M)
ENGL 2301 (3): Canadian Literature in English (M)
HIST 2335 (3): War in the Modern World (B)
CRIM 2249 (3): Youth Justice (B)

TOTAL = 30 credits
Student now has all lower-level requirements for Major and Minor.

YEAR 3
CRIM 3249 (3): Issues in Youth Justice (B)
CRWR 3110: (3) Poetic Forms and Techniques (B)
EDUC 3230 (3): Assessment Practices in Education (m)
EDUC 3220 (3): Children's Social and Emotional Development at School (m)
ENGL 3300 (3): Critical Theory (M)
ENGL 3320 (3): Studies in Shakespeare (M)
ENGL 3301 (3): The Victorian Novel (M)
ENGL 3352 (3): The British Novel, 1900-1945 (M)
ENGL 3330 (3): Children's Literature (M, m)
HIST 3313 (3): Canadian Social History: Order and Disorder (B)

TOTAL = 30 credits
Student has now met 24 credit breadth requirement, including 4 separate Arts disciplines outside major.

YEAR 4
CRWR 3130 (3): Creative Non-Fiction (B)
EDUC 3230 (3): Curriculum Theory & Design (m)
EDUC 4100 (3): Transitioning to Work, Graduate School, and Post-University Life (B)
EDUC 4210 (3): Best Practices in Teaching (m)
ENGL 3380 (3): Popular Writing (M)
ENGL 3390 (3): Indigenous Narrative, Oral and Written (M)
ENGL 4400 (3): English Studies & the Classroom (M)
ENGL 4401 (3): Topics in Canadian Literature (M)
ENGL 4350 (3): Topics in Film Studies (M)
HIST 3330 (3): Germany in the Long Nineteenth Century (1789-1914) (B)
HIST 3331 (3): Twentieth Century Germany (B)

TOTAL: 33 Credits (as per the additional upper division credits required in Major by UBC Secondary Teacher Education Program)

Student has now met all requirements for B.A. Framework, Major in English, Minor and all Teacher Education Prerequisites.

Recommended Substitutions for General Program:
• CNPS 3320 counts as the 5th course for the general minor. This sample would work for both the concentration and the general minor

Recommended Substitutions for Social Justice Concentration:
• Trade EDUC 3230 for EDUC 3240 Social Justice and Diversity in Education
• Trade EDUC 3220 for EDUC 4220: The Self in Counselling and Education
• Trade CRIM 2249 for SOCI 1125: Introduction to Society: Processes and Structure
• Trade CRIM 3249 for SOCI 3270: Education, Nation Building, and Globalization
APPENDIX F
Faculty Listing and Expertise

Regular Faculty Members:

Faith Auton-Cuff, PhD, received two B.A. degrees (Music and Psychology) from University of Winnipeg, an M.A. from Gonzaga University in Counselling Psychology, and a Ph.D. from Seattle Pacific University in Clinical Psychology. Dr. Auton-Cuff has over 20 years of university teaching experience (Kwantlen, SFU, TWU) at both the undergraduate and graduate level in Counselling and Education. She also worked as a counsellor in post-secondary, private, and community outreach settings (hospital and mental health and addiction agencies), as clinical supervisor and coordinator of school-based and community counsellor training, and has broad experience in program and curriculum development and evaluation. Her areas of specialization include: liminal states of transition; complex processes of change involved in transition; effects of the social determinants of health on change processes; and psychotherapist and counsellor education.

Courses Qualified for in Minor:
Career Counselling & Education; Cultural Considerations in Counselling; Children’s Social and Emotional Development at School; Assessment Practices in Education

Selected Publications and Presentations:
Ducklow, Melissa & Auton-Cuff, F.P. (2006). *The influence of support that is
peer-based on female sex-trade workers attempting to exit. Peer reviewed paper presented as part of a paper symposium entitled: “Transitioning out of the sex trade: What makes a difference?” at the Qualitative Health Research Conference, April 2006, Edmonton, Alberta.


Sarah Hickinbottom, Ph.D., CCC, received a B.A. 1st Class Hons. from SFU in Psychology, an M.A. from SFU in Counselling Psychology, and a Ph.D. from SFU in Educational Psychology. Dr. Hickinbottom has over 17 years of university teaching experience (SFU, UBC, Kwantlen). teaching courses at both the undergraduate and graduate level in Counselling and Education. She also worked as a counsellor in post-secondary and community outreach settings (e.g., drug treatment, psychoeducational initiatives for street entrenched youth). Her areas of specialization include: self, identity, and personhood; identity development in multicultural societies; historical and cross-cultural critiques of Western psychology; psychotherapist and counsellor education; ontological and philosophical hermeneutics; and history and philosophy of education.

Courses Qualified for in Minor:
Introduction to Higher Education; Introduction to Educational Psychology; Philosophy of Education; Classroom Management & Discipline; Career Counselling & Education; The Self in Education and Counselling; Cultural Considerations in Counselling.

Selected Publications:
Hickinbottom, S. (manuscript in preparation). Moral decline or moral panic? Arguments about Western morality and their implications for psychology and education.
Hickinbottom, S. (in progress). The problem of first year seminars: Initiating students into academic communities or producing managed selves?


Ann-Marie McLellan, Ph.D., received a B.A., Hons. from SFU in Psychology, an M.A. from SFU in Developmental Psychology, and a Ph.D. from SFU in Educational Psychology. Dr. McLellan has over 18 years of university teaching experience in the areas of education and psychology (SFU, Kwantlen). Her areas of specialization include: educational psychology; developmental psychology; history and theory of education and psychology; critical historical psychology; self, identity, and personhood in sociocultural, historical contexts; critical considerations of educational theories and practices related to self-development.

Courses Qualified for in Minor:
Introduction to Higher Education; Introduction to Educational Psychology; Philosophical Foundations of Education; Children’s Social and Emotional Development at School; Classroom Management & Discipline; Assessment Practices in Education; The Self in Education and Counselling.

Selected Publications and Presentations:


Martin, J., McLellan, A. (August, 2011). Educating selves: How psychology changed students. In J. Martin (Chair), Getting particular: Using conceptual history and
historical ontology in theoretical psychology. Symposium to be presented at the annual conference of The American Psychological Association, Washington, D.C.


**Contract Faculty Members:**

**David P. Burns, Ph.D.** (Educational Policy Studies), M.Ed (Educational Policy Studies), B.Ed. (Secondary Education). Specialization: philosophy of education, professional ethics, epistemology in education, moral and character education, diversity in education, and environmental education. Dr. Burns has taught *Ethics and Law in Teaching* and *The Philosophy of Moral Education* at the University of Alberta, and *Philosophy of Education and Social Issues in Education* at the University of British Columbia. He currently teaches *Introduction to Higher Education* at Kwantlen Polytechnic University and is a visiting scholar in educational epistemology at the Media and Graphics Interdisciplinary Centre at the University of British Columbia. David is a former high school teacher and has taught in teacher education programs for four years.

Courses Qualified for in Minor:
Introduction to Higher Education; Philosophical Foundations of Education; Classroom Management and Discipline; Curriculum Theory and Design; Social Justice and Diversity in Education; Best Practices in Teaching.

Selected Publications:


Kachur, J. L., with Burns, D. P., et al. (2008). The decline of the myopic American imperial project, the ‘Great Experiment‘ for education, and a conversation beyond the boundaries. Globalisation, Societies and Education, 6(4), 367-408.


Shawna Faber, Ph.D. (Contract Faculty Member). Dr. Faber received a B.Ed. from the University of Alberta, a Ph.D. in Educational and Counselling Psychology and Special Education from the University of British Columbia, and completed post-doctoral work in the Faculty of Education at Simon Fraser University. Dr. Faber has extensive experience teaching at many different levels and in many different spheres. She has taught elementary school in Alberta and B.C., taught and coordinated an ESL program for students of all ages in Nagoya, Japan, and worked in medical education with patients with both medical and cognitive difficulties. Dr. Faber also has extensive teaching experience at both the undergraduate and graduate level in the Faculties of Education at SFU and UBC, where she received an award for her outstanding teaching. Her scholarly interests include educational psychology, children and adolescent learning and development, educational research methods, test-taking and study skills and first year initiatives for post-secondary students.

Courses Qualified For in Minor:
Selected Publications and Presentations:
APPENDIX G
Additional Internal Consultations

Email Communications from Dr. Romy Kozak, Chair, English Department regarding ENG 3330; ENG 4400; and ENG 3390
Email sent February 2, 2012:
Hi Ann-Marie
We would be happy to have these courses listed as possible electives in the program you are proposing. As it turns out, our department curriculum committee will be meeting tomorrow, and I will also canvas them for suggestions of other courses that might be appropriate to include. Thanks for presenting this possibility.
Best
Romy

Email sent February 26, 2012:
Hi Ann-Marie
I don't know if it's too late to consider these suggestions, but at our last CurrComm meeting, our faculty seemed interested in proposing that our film studies courses (ENGL 2350 - Critical Studies in Film, ENGL 3350 - Literature and Film, and ENGL 4350 - Topics in Film Studies) also be considered for inclusion among the electives in your program. Some folks were also keen on nominating ENGL 3320 - Studies in Shakespeare, while others thought that any of our courses would be appropriate for students contemplating teaching literature or language arts. I should also note that we've recently added ENGL 3390 - Aboriginal Narratives, Oral and Written, which may be of some interest; one of our older courses, ENGL 3300 - Critical Theory, may be another possibility, along with ENGL 3317 - Readings in the History of Ideas. Also, although our ENGL 4700 - Special Topics in Literature varies widely each time it is taught, I have in the past focused it on "English Literature and the Academic Institution," and other focuses, such as "The Bible in Literature" may also be attractive.
Thanks
Romy

Email Communications from Dr. Avtar Sadhra, Chair, Mathematics Department, and Allyson Rozell regarding MATH 3XX3; MATH 4XX3
Email sent February 5, 2012:
Hello Ann Marie,
Having discussed your suggestion with Allyson and Lin, we are pleased to hear that you think MATH 3XX3 would be a good fit as an elective for the BA Minor you are in the process of developing. This certainly would be quite welcome by the Math Department, not only from the point of pedagogy, but also from a financial point of view. The extra bodies in the class would be very welcome, particularly at the start of these programs when the numbers are not expected to be too high. If there is one thing that the Administration does not like it is low enrollment numbers.
However, there are a couple of points you need to be aware of. Firstly, of course, the BSc proposal has to be approved, and up and running. We are hopeful that it will be.
The second point could be somewhat problematic as there are 3 upper division math courses as a pre-requisite for MATH 3XX3. Now, some students (who want to be Elementary school teachers) may have these pre-requisites but most probably won't. This may limit the numbers. If you think it would help to have a meeting we would be open to that.
Regards,
Avtar

Email sent February 6, 2012:
Hi Avtar,
Thank you for detailing the potential issue concerning the 9 upper level credits as a prerequisite for the Intro to Math Classroom course. As you rightly point out, students who have the prerequisite math courses are most likely those who are interested in becoming teachers. In fact, we anticipate that many students who enroll in the Curriculum and Instruction Concentration are interested in becoming teachers in the K-12 system. Thus I don't see a problem with the prerequisites for this course.
I have read the course description for your new 4000 level course titled 'Theory of Mathematics Education'. It seems to me that this course aims to provide students with a critical understanding of theories and research in math, and their impact on teaching practices in the classroom/education system. If so, I think that this course complements the 3XX3 course and would be a good fit as an elective in our Curriculum/Instruction Concentration. Do you recommend the Theory of Math Education as an elective for the Concentration?
I appreciate and look forward to your feedback.
Best,
Ann-Marie

Email sent February 7, 2012:
Hi Ann-Marie,
The problem is, the requirement is for 3 upper-division courses *in math*. For someone who's planning to teach secondary math, that shouldn't be a problem, but for the elementary-bound, it's not likely.
We want to be able to cover techniques for teaching calculus and such things, so we want the students to be very comfortable with higher math. And pretty much the same holds for the Theory of Math Education. If we're going to talk about methods historically used to teach calculus (or topology or whatever), the students need to be at least somewhat comfortable with higher math.
By all means, we'd like you to include our courses! But we recognize the audience is somewhat limited.
Allyson
Email Communications from Don Mathewson, Physics Department, regarding SCIE 3100
Email sent January 31, 2012:
Hi Don,
After a great deal of time since we last spoke about this, we are getting up our Minor in Education. I am wondering if you have, or if you see in the future any Science Education course from your area. We would really like to include it if so. You should know that we have been told there is no money and we are developing this using existing funds. But perhaps you know of some possibilities? If not now, there would always be room in the future to integrate something from your area if you are still interested.
Hope all is well,
Best,
Sarah

Email sent February 1, 2012:
Oh, hi Sarah.
Yes I foresee a list of courses. One is in fact at curriculum now, held up by the proposed SCIE acronym (for general science) which has not yet been approved.
proposed so far, more to come
SCIE 3100 Physical Science for Elementary School Teachers
SCIE **** Summer Field School
Is this enough for now??
PLMK,
Don

Email Communications from Dr. Colin Green regarding ASIA 4350
Email sent March 16, 2012:
Happy to help - but this course will likely only be offered as a guided study until program enrolment builds up. That could take 1-3 years, so we have to be careful about giving students options that rarely materialize.

Cheers,
Colin
Colin Green, PhD
Department of History
Kwantlen Polytechnic University

Email Communications from Dr. Stephen Dooley, Co-Chair, and Dr. Charles Quist-Adade, Co-Chair, Sociology Department, regarding SOCI 3270; SOCI 4275
Email sent February 1, 2012:
Hi Sarah,
Thanks for bringing such an exciting opportunity to our department. On the face of it sounds like a great idea, but we need to run it though our curriculum committee for feedback. We intend to do this online over the next few days. We will get back to you early next week.
Hope you are having a good semester too.
Steve
Email sent February 29, 2012:
Thanks Charles.
Sarah, please see the note below. I think we can move forward with your request!
Steve

From: Charles Quist-Adade
Sent: Wednesday, February 29, 2012 6:21 PM
To: Steve Dooley
Subject: FW: Sociology 3270 and Sociology 4275
Importance: High

Steve,
Please be kind to reply to Sarah’s email. I brought her request to the last dept. curriculum meeting and her request was granted, as long as her department is aware of the pre-requisites for the courses in question.
Best,
Charles

TO: Ann-Marie McLellan
CC: Farhad Dastur, Mazen Guirguis, Diane Naugler
FROM: Naomi Ben-Yehuda and Susan Black, BA Degree Advisors
VIA: DATE: April 11, 2012
SUBJECT: Feedback on proposed B.A. Minor in Education

Ann-Marie,

Thank you for consulting with us as you prepare your BA Minor in Education. We saw a few issues we wanted to raise as the Department of Education Studies starts to present this degree for consideration:

1. There are three ways to complete this minor (General, Curriculum and Instruction Concentration, Social Justice and Diversity Concentration), and it was not clear to us that you intend students to follow one of these paths towards completing the minor. We see students who try to get as many credentials as possible, so would try to complete the requirements of two or even all three pathways and get credit somehow for them. It would be helpful to include something in the calendar copy for this program that indicates students should follow one of three pathways.

2. On p. 7, you state —Students can enter the program from other degrees, or can leave the B.A. Minor in Education, applying any completed EDUC courses to meet breadth or elective requirements in other degrees.” The breadth requirement has recently been clarified through a document from the Dean’s Office to the Registrar to state that —breadth” for BA programs falls within the required 65 credits of arts, so should all be from arts disciplines. As such, EDUC courses would be electives towards graduation but would not fulfill breadth requirements. In
particular, students following the General curriculum on top of a BA major would need an additional upper-level arts course.

3. Since EDUC courses are not part of arts, we are concerned that there might be situations where students might have too few arts credits to meet BA framework requirements. We would want to make sure students are aware of the BA framework requirements of 65 credits of arts.

4. In the two concentrations, the upper-level courses have pre-requisites that are not part of the minor. On the calendar copy, it would be very helpful to include language similar to what Asian Studies has done with their program: —Note that many courses at the 3000 and 4000 levels require specific course prerequisites at the 1000 and 2000 levels.”

5. The two concentrations include a number of courses from various arts disciplines. There are unknown resource issues at this time as ENGL 3330, ENGL 4400, ASIA 4350, ENGL 3390, HIST 3313, SOCI 3270, and SOCI 4275 are not required within arts majors, but would be part of required electives for this minor. Would the approval of this minor require our Faculty to offer these courses at least once a year?

6. On p. 9, the math requirements to enter the BA have been updated.

7. On p. 19, you list EDUC 1200 as a new course, but it is not listed in the Course Description area. It would be helpful to have one paragraph descriptions of new as well as existing courses.

We would welcome the opportunity to talk further with you about these issues. It is our understanding that this proposed minor will come to the curriculum committee of the Faculty of Humanities and Social Sciences for endorsement.

EDST’s Consideration of Feedback: 1) We will consult with the Registrar’s office to include a statement in the calendar indicating that students can follow only one of the 3 pathways. We will include this in our dept. website as well. 2) We removed reference to “breadth” in this sentence. 3) See Appendices B and C for sample programs that meet the BA framework requirements. 4) We will consult the Registrar’s Office to include a statement regarding course prerequisites. 5) These courses are not required to be offered every year. 6) The proposal has been updated to reflect the Math requirement changes. 7) Reference to EDUC 1200 has been removed from the proposal.

TO: Christine Crowe, Dean of ACA

CC: 

FROM: Farhad Dastur

DATE: April 23, 2012

SUBJECT: Proposed BA Minor in Education Studies
Dear Christine:

Thank you to Ann-Marie and Kathleen for attending the April 20, 2012 meeting of our Transitional Faculty Council. The notes below are a summary of items of feedback on your proposed minor, as put forward by our councilors.

Questions and concerns raised

Given the anticipated fiscal climate in the next few years, concerns were expressed around the impact of the proposed program on offerings of ENGL 1100, 1204, and 1202 courses which are required elements of the BA framework as well as some of the upper year elective courses. It is understood that there is currently no institutional policy or process by which Departments or Faculties can coherently and predictively plan for the service course requirements of other programs. Nonetheless, we hope that consultation at the levels of the Deans will at least ensure that the necessary course offerings are in place.

As designed, there was concern that the program would not help students that may want to move on to teacher training. For example, one of our historians pointed out that Canadian History may have to be added as a required course as it is required by most PDP programs.

A question arose as to whether the completion of the proposed minor would interfere with students’ ability to secure enough credits for two teachable subjects.

Council also wondered where the proposed minor would stand in relation to possible future development of a teacher program at KPU.

Council positively noted the consultative work with individual instructors but also noted the need for broader consultations both internally and externally. For example, the internal consultation with the Dept. of English did not involve the Dept. of English actually viewing the whole FPP. In addition, it was expressed that wider consultations should have been held with the PDP programs at UBC and SFU regarding their assessment of the BA Minor in Education’s strengths and weaknesses.

Recommendations

The proposal should outline the mechanisms by which the Faculty will both create awareness of the proposed minor and also of the requirements for teacher training programs, perhaps via BA Advisors.

A recommended course in the FPP: PSYC 3940 —Adult Education” is no longer offered and therefore references to it should be removed from the proposal. Consultation with the Psychology Dept. about a suitable replacement is recommended.

It is recommended that the advice provided by the BA Degree advisor (earlier communication) be incorporated into the proposed program.

The proposed minor is a very interesting program. The goal of providing concrete teaching exposure and experience to students interested in pursuing a career in education is laudable.

Sincerely,

Dr. Farhad Dastur
Dean of Humanities & Social Sciences
EDST’s Consideration of Feedback: 1) Students who are interested in teacher education programs are required to have courses specific to the program they are interested in (see Appendix E for teacher education program requirements at SFU and UBC). 2) Only one teachable subject is required at SFU and UBC. 3) We are not considering undertaking a teacher education program. 3) Our external advisory committee includes members of the Faculties of Education at SFU, UBC, and Trinity Western University. Recommendations Section: Appendix E lists requirements for teacher education programs; the Recommended Courses List has been removed from the proposal; see the EDST response immediately above.

March 29, 2012

To: Department of Educational Studies
Re: B.A. Minor in Education Degree Proposal

As the proposal mentions the possibilities for online and mixed mode delivery, I’m attaching a document that contains information on things to consider when planning for alternative delivery methods. We recommend a coordinated, departmental approach to planning for how elearning will be incorporated into new programs. We think it is important for students to know up front to what extent they would be able to participate at a distance.

IET and the Learning Technologies team would want to discuss your requirements and expectations for supporting alternative delivery options described in the proposal well in advance of your target date to make sure everyone is on the same page.

Other than that, I don’t see any problems from our end. I have circulated the proposal to other IET managers for their input and will send along any additional comments.

Good luck with your proposal. It sounds like an exciting opportunity.

Meg Goodine
Manager, Learning Technology

Spring 2012

Feedback for Developers of the BA Minor in Education

I fully support your proposal for a minor in Education, having reviewed the Program Concept and Degree Requirement documents. My own graduate work was done in a Faculty of Education (Counselling Psychology), and my work with students over the past twelve years at Kwantlen has included teaching, counselling, career facilitation, and leadership development. I have taught students at the citation level, first year undergraduate and fourth year/graduating stages (the latter in the Psychology Dept). Most recently my work focuses on coordinating programs that build student leadership capacity related to supporting Kwantlen students, achieving personal success and making citizenship contributions.
I support the overall concept as well as the structure proposed. In our work over the years with student leaders and volunteers, we often see a correlation between those student motivations and career aspirations in the so-called “helping professions” such as teaching and counseling. I appreciate the inter-disciplinary character of the proposal, as well as the broad nature of the conception of career goals. I would very strongly agree that the Essential skills related to both teaching and counseling are likely to be of profound value in many different career directions.

In my view, we have been doing our students a disservice by not providing them with early-stage exposure to the field of Education itself, one reason being that so many students do change their minds and adjust originally chosen career directions while in undergraduate studies. There has also long been an ironic gap in higher education systems, in that the study of teaching and learning has lagged behind pursuit of other disciplines – or at least the infusion of this discipline into the whole institution. The addition of these programs in Education would assist Kwantlen to provide an increasingly well-rounded offering to our student body.

I expect to develop courses in the near future related to Leadership Studies that could be offered within or connected to these programs as well. Leadership development is also an area that would benefit from an interdisciplinary approach, and the benefits would likely be seen both for the Kwantlen community and for students’ own educational/career goals.

Good luck with the proposals,

Sincerely,

Kurt Penner MA, CCC
Faculty, Student Leadership & Development
(604) 599-2927 kurt.penner@kwantlen.ca

Letter Received April 3, 2012

To: Dr. Anne-Marie McLellan, Dr. Sarah Hickinbottom

From: Graham Rankin

Re: FPP- Bachelor of Arts, Education Minor

I wish to express my support for the degree in Bachelor of Arts, Education Minor. In particular we as a Faculty would not only welcome, but would benefit from the opportunity to
have students in this program take two mathematics courses which are in our proposed applied mathematics degree.

These two mathematics courses are, an Introduction to the Mathematics Classroom (MATH 3XX2) and the Theory of Mathematics Education (MATH 4XX3). There is also exists the possibility of developing a science course tentatively entitled "Physical Science for Elementary School Teachers". Collectively, these courses will add breadth to the Education Minor, which is a desirable outcome, for students who wish to pursue an education-related career.

Regards,

Graham Rankin
APPENDIX H
External Consultations

Review from Diane Graves
Teacher Consultant, SD 38
April 2, 2012:

Overall, this looks like quite a comprehensive program that will serve the students well. With that said, I do have a few suggestions/concerns.

First, it was stated in the rationale the ethnically diverse nature of the Lower Mainland. So, I wonder why then all students in the Education program are not required to take EDUC 3240-3. Building a sense of community is crucial not only to the student's psychological development, but it also increases each student's academic development. As this is the reality of most urban centres and more and more rural areas, future educators would benefit greatly from having this as part of their theoretical foundation.

Second, I feel strongly that all future educators need to take EDUC 3220-3, EDUC 3230-3 & EDUC 3250-3. These are crucial to one's effectiveness as an educator. Without understanding developmental norms, one can not effectively assess and instruct. Without understanding what makes for effective assessment practices one can not create effective lessons. These 3 courses together will help to create the foundational elements of what we know are required for one to be an effective teacher.

It is difficult to give much more feedback without course descriptions, but it would be my hope that the Assessment course reflects the current research on Assessment For, As, & Of Learning rather than being based on formal evaluation measures. Ideally, the focus should be based on assessing learning and then using this to inform your teaching and not just on measuring achievement. Included in this course should be the link between student engagement & assessment/evaluation practices.

Please do not hesitate to contact me if I can be of further help or to discuss any of my comments.

Sincerely,
Diane Graves

EDST’s Consideration of Feedback: Ms. Graves points speak to the needs of teacher education programs. Our goal is to introduce students to the field. Given that we want to ensure students’ choice in courses and given the limitations in course offerings in a minor, we wanted to remain flexible regarding upper-level requirements. Our assessment course is designed as Ms. Graves discusses (i.e., focused on formative, diagnostic, and summative assessment).

Review from Bruce Ivany,
Assistant Superintendent, Abbotsford School District (Retired).
Secondary Stream Coordinator, Faculty of Education, Trinity Western University
April 2, 2012:

My initial response in looking at the documents:

1) I strongly agree with the value of education courses across a wide array of disciplines.

2) I very much like the fact that a Minor in Education can allow students considering the possibilities of careers in education (especially teaching) an opportunity to "try out" the field in advance of committing an entire professional year program. Currently, for post degree students it is all or nothing if they are considering a teaching career. For lack of a better term, an Education minor might weed out those who are really not cut out for teaching. Yet, it may also provide the motivation and confirmation for those considering this path.

3) The application to graduate student entrance and preparation of these students to be faculty assistants, markers, instructors as part of their graduate program makes good sense.

4) Program strengths summary section is strong.

Some of my suggestions and thoughts about your courses and concentrations:

1) How are you addressing the various levels of public education? IE...elementary, middle, and high school? If someone was interested in the Education Minor and asked "what do I take if I am interested in high school or middle school?”, what would you advise them?

2) Having worked extensively to develop middle schools in Abbotsford, I am very much in tune with the middle philosophy of teacher teaming, interdisciplinary instruction, student advocacy, and especially the needs of the adolescent learner. I am not sure where this fits into your Minor with the distinction between a child and an adolescent learner.

3) Over the past several years, there have been some major themes/foci develop in public education:

   a) Student Engagement - right at the top of the list is the need for teachers to engage the learner. This to me, has to be a major focus of any Education program.

   b) Special Needs - teachers need to be equipped with an understanding of the many varied needs of the students they are teaching. Many are not "identified" by Ministry of Education standards but are present nonetheless. Understanding and then strategies of how to deal with these needs are essential for future educators. (My work with How Boys and Girls Learn Differently guides some of my thinking in this area - the over medication of young boys who are just being boys is of great concern to me)

   c) Assessment - this area has been of major focus in school districts and needs to be part of any education program.
High schools and some faculties in universities are using archaic and ineffective methods to assess student learning. Tonight I am presenting an assessment lesson to my Education 465 class where we will examine the difference between evaluation, grading, and assessment. We will look at authentic assessment, meaningful assessment, performance assessment, rubrics, and portfolio assessment. This area is one that those of us who have and do hire teachers, put a major emphasis on. How much of this is relevant to or fits with your Education Minor, I will leave to you to consider.

I am not at all sure how the following comment fits, but it is something that I have been thinking about since reading your proposal. The increase of special needs students in schools has skyrocketed. The number of IEP students is much higher than ever before. As a result, school districts are hiring massive amounts of teacher assistants to help in classrooms. My understanding from working at the school board office level, is that there are certain requirements to obtain a position. Currently, it is a 10 month program. The demands on and expectations from the schools and teachers on these people is high. Many of them are wonderful people, but I am not sure they are being trained all that well.

Is there some connection that could be made between your Education Minor and teacher assistant qualification? Perhaps you could compare what the training currently is for a teacher assistant and see how your Education Minor compares with that.(Feel free to do nothing with this idea!)

EDST’s Consideration of Feedback

1) Some courses in the minor focus on specific school levels (e.g., Social Emotional Development of Students focuses on elementary school), other courses are appropriate to all levels (e.g., Assessment).
2) Developmental distinctions between child and adolescent learners and appropriate teaching practices for each are a major focus of the required EDUC 2220: Educational Psychology.
3) Student engagement and “special needs”/diversity are covered to some extent in all EDUC courses. Best practices focuses specifically on engagement. We offer a course focused specifically on Assessment. Special needs are addressed in depth in Educational Psychology and Social Justice & Diversity. We discussed a Special Needs concentration with SETA. We are not able to offer it at this time but hope to in future.

Review from Dr. Margaret MacDonald

Faculty of Education, Simon Fraser University
April 12, 2012:

Dear Ann-Marie,
Congratulations on putting together such an extensive and thorough proposal. I know this represents a great deal of work and a coordinated effort. I'm sure this will all pay off because it does seem like a very logical and solid foundational degree for both K-12 and preparation in non-traditional areas of teaching and training.

Please see my review of your proposal for an Education Minor within your BA degree below. I have made several comments in in italics but the two major ones concern approval as an accredited degree for the PDP program (SFU or otherwise) through the College of Teachers or equivalent, and consideration of the First Nations perspective—perhaps even as a course focus or across proposed courses.

Margaret

P. 2:

f) [Upper and lower division break down?]

g) 1st paragraph, comment referring to future studies in teacher programs: [Will this be approved by BC College of Teachers (or equivalent) as a recognized degree and minor for Professional Programs i.e. post degree programs and Teacher certification?]

2nd paragraph regarding Education Psychology course: [Is this child development or a survey of educational psychology? I would say the former is preferred over the latter.]

P. 4:

Aims and Outcomes: [What about understanding the role of education outside the k-12 context (i.e. in other aspects of lifelong learning and as part of in-service knowledge advancement and upgrading in non-traditional teaching venues)]

P. 5 Employment and Further Study:

2nd paragraph, 2nd sentence: —First, they will have the knowledge, abilities, and in some cases, depending on where they apply, required prerequisites to develop a competitive application for Teacher Education programs.” [Could you give an example here?]

2nd paragraph, 3rd sentence: —Second, they will also have the option of applying to graduate school in fields such as Education Psychology or Educational Leadership.” [Is this the case in all universities or only some?]

P. 7 Social Justice and Diversity:
1st paragraph, 3rd line: According to the B.C. Ministry of Education, B.C. is the most ethnically diverse province, with almost 30 per cent of British Columbians having immigrated from another country. [could also add here demographics for the area that Kwantlen serves—I would also mention the First Nations population and the concentration of students from that community]

P. 7 Section that lists required courses:

Lower Level courses: EDUC 2210-3 Philosophical Foundations of Education (NEW) [This sounds really interesting!]

Upper Level General: EDUC 3210-3 Classroom Management and Discipline [Guidance or classroom leadership?]

Upper Level General end comment: [Your new courses look very interesting and well balanced—nice selection—]

P. 8 Upper Level: Social Justice and Diversity Concentration:

ENGL 3390-3 Indigenous Narratives, Oral and Written [This is a good option but I wonder also about further First Nations education courses that are linked directly to First Nations Learners]

P. 16 under Course Descriptions:

ENGL 3390 CR-3 Indigenous Narratives, Oral and Written. Students will study Indigenous narratives rendered in or translated into English, drawn from various socio-cultural and historical contexts. They will consider the impact of writing cultures on oral cultures through the critical exploration of scholarly materials produced by both Indigenous scholars and conventional scholars, and examine scholarly perspectives in relation to primary texts.

Yes—while this is very interesting sounding and would complement a First Nations focus it doesn’t seem comprehensive enough to address FN learners

EDST’s Consideration of Feedback: P. 2 – We are not seeking approval by the BC College of Teachers. Educational Psychology is the standard Introduction to Educational Psychology survey course offered at various B.C. universities. P. 4 - This is addressed in the program strengths section of proposal. P. 5 – See Appendix E for program of studies that meets SFU and UBC Teacher Education programs. Most graduate programs in Education require a B.A. degree. Students will be encouraged to look at specific institutional requirements. P. 7 - We anticipate demographics will be included in the IA&P report. The Classroom Management course is focused on teachers/student relationships and management as they pertain to the classroom. P. 8/16 - This is a wonderful idea for future consideration.
Review from Dr. Anne Scholefield

Special Projects Coordinator, Teacher Education Office
Faculty of Education, University of British Columbia
April 12, 2012:

The program you are proposing sounds good—I agree that it will be a strong supplement/prep not only for prospective teachers, but for those who wish to have a broad, interdisciplinary education.
Good luck!
Anne

Overall response: This course is an important supplement to an interdisciplinary education. Whether one intends to teach, it’s important to have an informed perspective of education as it relates to cultural (and personal) development and citizenship, as well as insight into the rigors of curriculum development and classroom practice(s).

Specific strengths:

I’ve worked in teacher education for 16 years. I was a classroom teacher for 13 years. I am encouraged that you have included a strong reflective component in which students will have the opportunity to determine if they have the personal strengths and abilities to flourish in education-related careers.” This opportunity” is too often delayed until students are enrolled in teacher education programs, or find themselves working as a post-secondary instructors, unprepared, and worse, unsuited.

EDUC 3250-3 Assessment Practices: teacher candidates typically feel insecure with regard to assessing (much less recognizing) learning. As a classroom teacher, I too found this to be an on-going professional dilemma. An early introduction to this aspect of teaching/learning/education is wise.

As options for an academic minor, I think your choices of Social Justice and Diversity, and Curriculum and Instruction are relevant.

Program Delivery: an educational program based on mentorship, discovery, purposefulness, and learner autonomy”, employing diverse modes of inquiry [in] a teaching environment that is collaborative, innovative, and respectful” using a wide range of approaches” will model for your students the kind of classrooms we hope to support in public and post-secondary education classrooms.

Which leads me to…
EDUC 3210-3 Classroom Management and Discipline: I hope this course interrogates what we mean by "management," and especially what we mean by "discipline." If I were developing this course, it would be a critique of both those terms/approaches. My hope is that your "program delivery" will successfully model learning environments that contradict traditional understandings of this course title.

Indigenous/Aboriginal Education: although I see ENGL 3390-3 as an upper level concentration, I believe a minor in Education should include a history of Aboriginal/Indigenous education as it has been implemented (or not) in BC, in Canada generally, and internationally, as a global practice e.g. residential schools and racist curricula. It’s a history that has contributed to non-Aboriginal Canadians’ self-definition, and conception of "other." Not to address it as a foundational course is to ignore our own "learning as a process of enculturation," I think.

Education and technology: speaking of enculturation…here come the digital natives! How will this degree prepare your students to understand and implement digital technologies in education, as education, and as cultural tools/influences? When you know, please let me know!

Your faculty reflects a strong leaning toward educational psych, with some philosophy as well. This is not a criticism so much as an observation. What other educational approaches would complement faculty as resource/perspective?

EDST Consideration of Feedback: Students will critically consider these concepts in the Classroom Management and Discipline course. We will pursue changing the name of the course in the future as we agree with Dr. Scholefield’s comments. To be able to offer indigenous education courses is a wonderful idea for future consideration. Given our current constraints, we are not able to offer a specific education course on digital technologies at this time. We are currently in the process of hiring to broaden our department out of existing budget.
APPENDIX J

Budget

Faculty of Academic and Career Advancement – Bachelor of Arts, Minor in Education

Costs and Revenue (to be prepared by Dean/Associate Dean in consultation with developer)

Budgetary requirements are provided for information purposes only. Program approval does not ensure budgetary support.

Non-Recurring Costs

1) What will be the costs? Please provide accurate estimates.

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Sub-total

Totals

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Kwantlen Polytechnic University
Bachelor of Arts, Education Minor

54
J. Costs and Revenue continued

On-Going Costs

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Summarize costs identified in Appendix A Internal Consultations, not including Library costs

*Explain required service courses

The following courses are elective options for the Curriculum and Instruction Concentration:

- ENGL 3330-3  Children’s Literature
- ENGL 4400-3  English Studies and the Classroom
- MATH3XX2-3  Introduction to the Mathematics Classroom
- MATH 4XX3-3  Theory of Mathematics Education
- SCIE 3100-3  Physical Science for Elementary School Teachers

The following courses are elective options for the Social Justice and Diversity Concentration:

- ASIA 4350-3  Canadian East and South Asian Communities
- ENGL 3390-3  Indigenous Narratives, Oral and Written
- SOCI 3270-3  Education, Nation-Building and Globalization
- SOCI 4275-3  Lost in Transmission: Diversity and the Media

For both concentration streams, students can take a maximum of two courses from the list of electives. Students can also take elective courses currently offered by the Educational Studies Department.
### Revenue

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Signature of Dean submitting concept document

Date April 25, 2012

Signature(s) of Dean(s) providing service courses

Date 25 April, 2012
J.2 Indicate the specific source(s) of funding for development, both internal and external.

J.3 Indicate the specific source(s) of funding for delivery, both internal and external.

The Bachelor of Arts, Minor in Education will be delivered through reallocation of existing budget within the Educational Studies Department.

Note: We recognize that there may be resource impact for those services courses held by other faculties. The ACA Dean’s Office will consult with other respective Deans’ Offices and other senior leadership to discuss appropriate resource support and allocation.
Mini Program Concept
For B.A. Majors Building on B.A. Minors
(Bachelor of Arts, Minor in Education)

This mini-concept form is for developing a B.A. Major where an approved B.A. Minor is in place.

Include the following appendices: Appendix A – Internal Consultations; Appendix B – Library Assessment Template; Additional material may also be included as appendices. For information about submitting the completed concept document, please contact the Chair of SSCC.

Please limit this to 3 pages, exclusive of appendices.

A. Originating Group

1. Internal Developers

| Developer: | Dr. Ann-Marie McLellan, Dr. Sarah Hickinbottom |
| Faculty: | Academic Career and Advancement |
| Dean: | Dr. Christine Crowe |

Date: February 2012

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

B.1 Name of proposed program:

Minor in Education

B.2 Proposed credential to be granted:

Bachelor of Arts

B.3 Expected length of program

Students engaged in full-time study will be able to complete a B.A. in four years. The Minor in Education consists of 8 3-credit courses and constitutes approximately 2 semesters over the four years.

Location:
The B.A. Minor in Education program will be offered primarily on Kwantlen’s Surrey campus, with select courses being offered on Richmond and Langley campuses, and online.

**Faculty offering the proposed new degree program:**
The Department of Educational Studies, Faculty of Academic and Career Advancement.

**B.4 Anticipated start date of program:**
Fall 2013. Several courses are already offered and any student who meets basic entrance requirements and has completed one or more semesters may apply for the program once it is approved.
C. **Student and Faculty Profile**

C.1 Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?

Prospective students will include recent high school graduates, individuals transferring from other post-secondary institutions, mature students returning to school for upgrading or career change, students from diverse ethnic backgrounds, and international students. They will have a variety of vocational, educational and life experiences and a range of goals.

This program is neither gender nor age specific.

To recruit students, the Department of Educational Studies will work with the marketing department and the Dean of Academic and Career Advancement to create and circulate promotional materials, participate in open houses and organize information sessions for prospective students. We will work with Kwantlen’s Educational Advisors to ensure they have relevant information and educational materials for students. Additionally we will organize student symposia and involve students in conferences to showcase their achievements in our program to other students at Kwantlen.

C.2 Explain how current faculty are able to deliver the program, both in terms of qualifications / specialization and in terms of program capacity. If they are not, how this issue will be addressed

(Excerpt from DQAB’s Degree Program Review – Criteria and Guidelines, 2003)

Kwantlen Polytechnic University has the qualified faculty necessary to launch the new program in Fall 2013. We have a total of five faculty members, all of whom have qualifications directly related to the Education Minor (Dr. Faith Auton-Cuff, Dr. David Burns, Dr. Shawna Faber, Dr. Sarah Hickinbottom, Dr. Ann-Marie McLellan).

We are also in the process of hiring a faculty member out of existing budget who has the expertise to teach courses in the B.A. Minor in Education.
**D. Consultations (Degree FPP section 9. Program Consultation)**

D.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.

Internal consultations were conducted in accordance with the program proposal. Additional consultations were conducted in regard to each of the two concentrations *in Curriculum and Instruction*, and *Social Justice and Diversity*.

D.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.

An external Advisory Committee was formed to provide feedback and guidance on the proposed program. Members of the Advisory Committee include school district personnel (professional teachers and administrators) and university educators. See Appendix H for names and summary of feedback.
# Appendix A / Internal Consultations

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>CONTACT</th>
<th>LOCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Departments</strong> (Is this proposal supported by the department? Will this proposal have an impact on another program, or vice versa? Have you contacted those departments, and have arrangements been made re service courses? Has the proposal been approved by the Faculty Council?)</td>
<td></td>
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</tr>
<tr>
<td><strong>Office of the Registrar</strong> (registration, scheduling, pre-requisites, course curriculum)</td>
<td>Director, Registration &amp; Student Information Systems</td>
<td>3230</td>
</tr>
<tr>
<td></td>
<td>See below.</td>
<td></td>
</tr>
<tr>
<td><strong>Office of the Registrar</strong> (admissions, records, transfer credit &amp; graduation)</td>
<td>Director, Admissions &amp; Records</td>
<td>2463</td>
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<tr>
<td></td>
<td>See below.</td>
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<tr>
<td><strong>Counselling</strong> (support services anticipated for program students, etc.)</td>
<td>Director, Student Development</td>
<td>2467</td>
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<tr>
<td></td>
<td>See below.</td>
<td></td>
</tr>
<tr>
<td><strong>Student &amp; Financial Award Services</strong> (student loan eligibility &amp; financial aid)</td>
<td>Director</td>
<td>2336</td>
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<td></td>
<td>See below.</td>
<td></td>
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<tr>
<td><strong>Student Engagement</strong> (advising)</td>
<td>Director, Student Engagement</td>
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<td></td>
<td>See below.</td>
<td></td>
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<tr>
<td><strong>Information &amp; Educational Technology (IET)</strong> (planning re software needs; system capacity and limitations)</td>
<td>Manager of User Support</td>
<td>2390</td>
</tr>
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<td></td>
<td>See below.</td>
<td></td>
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<tr>
<td><strong>Institutional Analysis &amp; Planning</strong></td>
<td>Director (Via Research Assistant)</td>
<td>3127</td>
</tr>
<tr>
<td></td>
<td>NOTE: The report prepared by IA&amp;P must be attached in full as an appendix.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See Appendix K-IAP Report for BA Minor in Education.</td>
<td></td>
</tr>
<tr>
<td>Centre for Academic Growth</td>
<td>Director</td>
<td></td>
</tr>
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<table>
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<tr>
<th>Library Services - See Appendix B</th>
<th>Librarian</th>
<th>3066</th>
</tr>
</thead>
<tbody>
<tr>
<td>(collections, AV needs, etc)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See below
Office of the Registrar, Director, Registration & Student Information Systems:

The proposal is one of the best I’ve read to date. It answered all of my questions – well done! I especially appreciated that a student could complete six courses in the program before “committing” to the general or one specific concentration.

Just a couple of points you may want to consider:
- On page 17, you have a note reminding that you need to get the description for SCIE 3100.
- I recall that Senate is discussing definitions of concentrations; do you know how your concentrations stack up against the proposed definition?

Received April 13, 2012

EDST’s Consideration of Feedback: 1) Done. 2) Dana Cserepes is checking into the concentration terminology.

Office of the Registrar, Director, Admissions & Records:

I’ve reviewed your proposal, and I have two comments about the admission requirements section.

1) The math requirements for BA admission have recently been updated (both at the Yr 1 and the Yr 3 level) and should be included

2) I think it would be beneficial if the wording you use for the admission requirements section in the proposal is reflective of what will appear in the academic calendar. I’ve provided for you below the requirements as they will appear in the 2012-13 academic calendar (with the math changes specifically noted in yellow):

Year One Admission:
- Grade of ‘B’ in English 12 (or equivalent)
- Grade of ‘C’ in either Pre-calculus 11, Principles of Math 11, or Applications of Math 12 (or equivalents); or grade of C+ in Foundations of Math 11 (or equivalent); or grade of C- in either Pre-calculus 12 or Foundations of Math 12 (or equivalents)

Year Three Admission:
- 60 credits with a cumulative GPA of 2.00 (including all 1100- and 2000-level major/minor program requirements).
- Grade of ‘C’ in all required 1000-and 2000-level courses, including the English writing requirement (ENGL 1100 and one of either ENGL 1202 or 1204, or equivalent).
- Two Quantitative courses.
- 12 credits of breadth courses
- Grade of ‘C’ in either Pre-calculus 11, Principles of Math 11, or Applications of Math 12 (or equivalents); or grade of C+ in Foundations of Math 11 (or equivalent); or grade of C- in either Pre-calculus 12 or Foundations of Math 12 (or equivalents); or grade of C+ in the above 6 credits of Quantitative courses (3 credits of which must be from the Faculty of Science and Horticulture
- Second language at the Grade 11 level or 6 credits of post-secondary language courses in the same language. Note: Students need only achieve a passing grade to fulfill this requirement. Beginner’s or Introductory Language 11 courses are ineligible to meet this requirement. Students who can demonstrate competency in a second language may request an assessment to have this requirement waived.
Qualifying Year

Students who do not qualify upon initial application to Kwantlen may be eligible for entry to the Qualifying Year. Students who possess at least a 'C' in English 12 (or equivalent) and a passing grade in either Pre-calculus 11, Principles of Math 11, Foundations of Mathematics 11, Applications of Math 12 (or equivalents); will be able to apply for entry to the BA Qualifying Year. Students will be admitted to the BA program in the second year provided they have successfully completed appropriate qualifying courses. Other applicants who do not qualify are encouraged to consult an Educational Advisor for the appropriate qualifying courses that satisfy the application criteria.

I hope that is helpful – good luck with your approvals!

Regards,
Zena
Received April 12, 2012

EDST Consideration of Feedback: The Admission Requirements in the proposal have been updated accordingly.

Counselling, Director, Student Development:
This is an excellent and timely program for Kwantlen to introduce. While students may access learning and personal support services through the Learning Centres, Disability Services and Counselling, it also provides students with opportunities to give back in these fields to other students.

I would hope that faculty in each of the Student Development departments have an opportunity to engage with students as they progress through these degrees.

I would anticipate limited fiscal impact on services and would look forward to having students doing volunteer or practicum work within the Student Development departments.

Received April 12, 2012 from Lyn Benn.

Student & Financial Award Services, Director:

From: Julia Denker
Sent: Wednesday, April 04, 2012 12:17 PM
To: Ann-Marie McLellan
Cc: John Boylan
Subject: RE: EDST Educ Minor Degree Proposal - kind request for your feedback

Good afternoon Ann-Marie,

Thank you for forwarding the attached program proposal for the Bachelor of Arts, Minor in Education. I was excited to read about this proposed opportunity for students to develop a background in teaching and learning at Kwantlen.
John Boylan (Manager, Student and Financial Awards Services) and I have reviewed the program proposal from a student loan perspective and we are pleased to advise that the program does indeed qualify for student loans. Please note that our focus is mainly on entrance requirements, course load, course breaks, and 'practice education' components (ie. co-op, practicums, etc.).

Best wishes to you and your colleagues in moving forward with this proposal, Ann-Marie!
Regards,
Julia

Student Engagement, Director, Student Engagement:

Hi Ann-Marie,

Thank you for the opportunity to provide feedback for the BA Minor in Education full program proposal. My role has changed since my feedback to the program concept in 2010. I continue to be responsible for Educational Advising, however, and my feedback is from that perspective.

It is exciting to see this program come to fruition as we continue to see significant interest in teacher education as an educational and professional area of interest in student advising appointments. There are a few questions that have resulted from a review of the program proposal where we feel further information and/or clarification is required within the document (and apologies in advance if any of the items listed below are addressed and I’ve missed them):

· Can the minor in Education be combined for a BA double minor?

· Will all EDUC courses count as “Arts” credit?

- The BA framework requires a total of 65 credits of Arts courses (Social Sciences or Humanities), so there is room within the framework if the answer is no, but this is a critically important item for advisors and for students for course planning purposes.

· Related to the point above, will EDUC courses receive general elective designation and do we know which courses are transferable?

- There will be students pursuing other Arts and Business credentials who will be looking at the EDUC courses to fulfill elective and breadth requirements.

- It appears as though all EDUC courses will be open to students who are not pursuing the minor provided that they satisfy individual course prerequisites (will EDUC Minor students have priority registration access to EDUC courses?).

- All Associate Degree courses (for Associate of Arts and Associate of Science degrees) must be transferable to at least one of SFU, UVic, UBC or UNBC for the student to receive the Associate Degree credential and admission with block transfer credit at the receiving institution.

Thank you again Ann-Marie and best wishes as you work towards the launch of this new program in 2013.
EDST Consideration of Feedback: The Minor in Education can be combined with another Minor. Education courses are not Arts courses (see Appendix B and C for sample courses of study). EDUC 1100 can be used as a breadth course. Students who are pursuing other credentials can use EDUC courses as electives. All existing EDUC courses are transferrable. We will seek priority registration with the Registrar’s office for access to EDUC courses for students registered in the Minor program.

Information & Educational Technology (IET), Manager of User Support:

Paula Hannas has reviewed the proposal and since there are no requests for specialized hardware or software and all technology requirements can be met using existing resources IET has no concerns.
Received April 5, 2012 from Paula Hannas

Library Services (See Appendix B):

From: Elaine Samwald
Sent: Wednesday, April 04, 2012 2:08 PM
To: Ann-Marie McLellan
Cc: shickinb2@gmail.com
Subject: Library Impact Assessment for BA, Education Minor

Hello Ann-Marie and Sarah,

We have reviewed the Library Impact assessment that was dated April 14, 2010. Largely, it is still current. As the actual courses are implemented, we may see need for the collection to expand in specific areas. This will be monitored by the liaison librarian and determined at a later date with the input of the department and the instructors. This is an exciting proposal and the library sincerely supports it.

Regards,

Elaine Samwald
Library Impact Assessment
Template for
New and Revised Programs

Kwantlen
POLYTECHNIC
UNIVERSITY

December 2008
Kwantlen Library Impact Assessment Process
for New and Revised Programs

Assessment Policy:

1. Library impact assessments will be completed for new degree, diploma, certificate, or citation programs, and for major program revisions.
2. Requests for a library impact assessment are to be directed to the Senate Standing Committee on Curriculum (SSCC) liaison librarian.
3. The development of library impact assessments for programs is based on a consultative model. The SSCC liaison librarian will review proposals and consult with both proposing faculty and with appropriate librarians. In the case of revised programs, the SSCC liaison librarian will make a decision on whether the revised content requires a library impact assessment.
4. Timelines for completion of the Library Impact Assessment are:
   - **New Programs**: Developers must allow a minimum of 3 weeks for the completion of a new program library impact assessment.
   - **Revised Programs**: Developers must allow a minimum of 2 weeks for the completion of a revised program library impact assessment.
   
   To allow adequate time for preparation of the assessment, proposals in draft format are welcomed. Draft proposals must include a detailed description of the new or revised program and, where applicable, course outlines for new courses. Where sufficient time is not given to complete the assessment, the SSCC liaison librarian will notify the program developer.

5. Completed library impact assessments will be signed by the SSCC liaison librarian and the University Librarian and sent to the program developer. A copy of the assessment summary (Part B only) must be appended to the program concept and sent to the Senate office after the program developer has reviewed and signed the assessment. Assessments will be sent electronically to the Senate office and will be followed by signed paper copies.

6. The library impact assessment will normally include projected and retrospective monograph and periodical costs based on average costs for materials in the subject area, collection needs of the program or course, average price increases in the subject area as well as the strength or weakness of the existing collection. Audio-visual purchase costs will be included where appropriate. Projected enrolments will be included in the cost calculations where multiple sections or multiple campus enrolments are indicated or in cases where most resources will be provided by interlibrary loan.

7. Specialized or subject-specific databases not already held by the library will be costed against the number of 300- and 400-level courses in the subject area. Upper-level field courses, co-ops, and practicums will be deducted from the total number of subject area 300- and 400-level courses.

8. Periodical and database subscription costs will include average annual price increases.

9. Library impact assessments will be presented in a narrative format with a covering page for signatures. The major components of the narrative will be:
   - summary
   - previous collection development
   - future collection needs
   - collection development obstacles
   - summary of start-up and subsequent costs (see Appendix A)

December 2008
### Part A

- **LIBRARY RESOURCES IMPACT ASSESSMENT**
- **New Program Proposal/ Revision**

<table>
<thead>
<tr>
<th>Name of program</th>
<th>BA Minor in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a revision of an existing program?</td>
<td>Yes [ ] No X</td>
</tr>
</tbody>
</table>

| Name(s) of program developer(s) | Sarah Hickinbottom, (Lead) Elaine Decker, Steve Dooley, Lorna Fadden, Ross Laird, Deborah Macnamara |

### Key Online Databases (Periodical Indexes/Abstracts):

<table>
<thead>
<tr>
<th>Name</th>
<th>Held by Kwantlen Polytechnic University Library?</th>
<th>If no, estimated annual cost to provide.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERIC Resources in Education Social Sciences Full Text JSTOR Cambridge Journals online Academic Search Premier</td>
<td>Yes X No [ ]</td>
<td>n/a</td>
</tr>
<tr>
<td>Education Index Full Text</td>
<td>Yes [ ] No X</td>
<td>$2671</td>
</tr>
<tr>
<td>Education Research Complete (Ebsco) &amp; Teacher Reference Center (free with Ebsco)</td>
<td>Yes [ ] NoX</td>
<td>$4170</td>
</tr>
<tr>
<td>Web of Science</td>
<td>Yes [ ] NoX</td>
<td>TBA*</td>
</tr>
</tbody>
</table>

Comments: The first row in this table contains electronic databases the Library currently subscribes to. The next three rows indicate the electronic databases that are not in the library collection but are recommended: The costs are approximate as some are $US and may also vary because of FTE counts.

| Sub Total | $6841 |

### Key Periodicals in the subject areas

Comments: Apart from the new umbrella and applied courses, students working on this degree will for the most part, will be taking courses already offered. For this reason, they should be well served by our existing serials collection. As the new courses are implemented, need could arise for new subscriptions.

We estimate $3000.00 for new journals to support the new courses.

| Sub Total | $3000 |
### Key Reference Titles:

<table>
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<th>Name</th>
<th>Held by Kwantlen Polytechnic University Library?</th>
<th>If no, annualized cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>The history of higher education (5v)</td>
<td>Yes ☐ No X</td>
<td>$1250</td>
</tr>
<tr>
<td>Mathematics education (4 v)</td>
<td>Yes ☐ No X</td>
<td>$1150</td>
</tr>
<tr>
<td>Science education (4v)</td>
<td>Yes ☐ No X</td>
<td>$1580</td>
</tr>
<tr>
<td>Curriculum studies (4v)</td>
<td>Yes ☐ No X</td>
<td>$1440</td>
</tr>
<tr>
<td>Psychology of Education (4v)</td>
<td>Yes ☐ No X</td>
<td>$1750</td>
</tr>
<tr>
<td>Philosophy of Education: Major Themes in the Analytic Tradition</td>
<td>Yes ☐ No X</td>
<td>$1375</td>
</tr>
<tr>
<td>History of Education (4v)</td>
<td>Yes ☐ No X</td>
<td>$1450</td>
</tr>
<tr>
<td>* Various titles -to be determined later</td>
<td></td>
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</table>

**Sub Total**  $15000

### Monographs:

- Number of titles held by Kwantlen Polytechnic University Library in these subject areas: 200
- Number of titles published annually in these subject areas: 200
- Average number of titles purchased annually: 20
- Average cost per volume of titles in these subject areas: $55

**Are these collections current?** Yes ☐ No X

**Data/Comments on the currency/comprehensiveness of the monograph collection in this subject area:**
The collection will need expansion in our upper level materials on History, Philosophy and Psychology of Education as well as practical aspects of Pedagogy.

**Sub Total**  $20000

### Key Audio Visual Materials: (Video recordings/DVDs/Streamed Videos)

- Number of titles held by Kwantlen Polytechnic University Library in these subject areas: 300
- Number of titles published annually in these subject areas.
- Projected number of new titles in these subject areas to be purchased annually.
- Average cost per volume of titles in this subject area: $250

**Is the collection current?** Yes ☐ No X

**Comments:**
The library has to purchase additional titles in the areas of History of Education, Psychology of Education and Classroom Management.

**Estimated cost for audio-visual collection for this program**  $2000

**Sub Total**  $2000
Part A

Summary Statement:

- The Library supports the development and implementation of the proposed Bachelor of Arts, Minor in Education. At this time, it appears that impact on Library print resources and services should for the most part be manageable. We would need to supplement our upper level materials on the history, philosophy and psychology of education as well as practical aspects of pedagogy. The Library will continue to work with the various Faculties as the courses are evolving to ensure that resources and services remain current and relevant.

Previous Collection Development:

- The collection as it exists has been developed to meet the needs of students enrolled in existing undergraduate courses

Future Collection Needs:

The research needs of first and second year students enrolled in this program should for the most part be adequately met by current collections developed for the Humanities and Social Sciences. We would need to see some expansion in our upper level materials. Also, if faculty is actively conducting their own research, and need specific or extensive materials, the Library is prepared to accommodate these requirements.

Collection Development Obstacles:

Funding:

It is recommended that funding for library resources be continued and increased in order to build the type of library collection appropriate to a university offering academic degrees.

Time:

It is obvious that building an appropriate library collection and acquiring new online research databases will take place over a period of time. It is important that the Library continue to be involved in the planning and development of new degrees and programs in order that sufficient preparation time is available for the planning and building of new library collections.

| Total Estimated Startup Costs (One-Time): | n/a |
| Total Estimated Annual Costs (Ongoing):   | $46841 |

Assessment prepared by Elaine Samwald 14-Apr-10

(SGCC liaison Librarian - signature) Date

Assessment reviewed by 14-Apr-10

(University Librarian- signature) Date

December 2008
KWANTLEN POLYTECHNIC UNIVERSITY

Library Impact Assessment:

- Support for Program Proposal/Revision

**Name of Program:** Bachelor of Arts, Minor in Education

**Date:** November 3, 2009

**Summary:**

- The Library supports in the development and implementation of the proposed Bachelor of Arts, Minor in Education. At this time, it appears that impact on Library print resources and services should for the most part be manageable. However, our upper level materials on the history, philosophy and psychology of education as well as practical aspects of pedagogy would need to be supplemented.

- This Library Impact Assessment has been based on the most up to date information available but it is possible that, as course outlines and specific curriculum are developed, further resources may need to be allocated in support of this program. The Library will continue to work with the various departments that offer this degree to ensure that the resources and services remain current and effective.

**Summary of Start-up & Subsequent Costs:**

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<tr>
<th>Description</th>
<th>Cost</th>
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<tr>
<td>Reference</td>
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<tr>
<td>Monographs</td>
<td>$20000</td>
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<td>Reference Databases</td>
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</tr>
<tr>
<td>Periodicals</td>
<td>$3000</td>
</tr>
<tr>
<td>Audio Visual</td>
<td>$2000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$46841</strong></td>
</tr>
</tbody>
</table>
Prepared by: Elaine Samwald
SSCC liaison Librarian

Signed: 
University Librarian

I support this collection assessment  Yes  No *

(Program developer)- Signature

* Please provide reasons for non-support of assessment.
Bachelor of Arts, Minor in Education
Degree Proposal Review Report

Office of Institutional Analysis & Planning
Kwantlen Polytechnic University
April 2012

http://www.kwantlen.ca/iap.html
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Appendix 1: Bachelor of Education Credentials Awarded by Institution and Program, Calendar Years 2008-2010 ...................................................................................................................................................... 16
Appendix 2: NOC 4: Occupations in Social Science, Education, Government Service and Religion ............... 19
Executive Summary

The Bachelor of Arts, Minor in Education degree program proposal was reviewed by the Office of Institutional Analysis & Planning in April 2012. The present document presents the key findings.

In general, the data and other information the Office of Institutional Analysis & Planning provides are designed to provide a gauge of the practicability of the program from the perspective of its ability to attract sufficient students, and to suggest potential ways of improving its viability. This report consists of three main sections: 1) Competitive Environment, 2) Student Demand, and 3) Labour Market Demand.

Competitive Environment

Although almost every public university in British Columbia offers academic programs in varying disciplines leading to a Bachelor of Arts Degree, a Bachelor of Arts degree program with a minor in Education is not currently being offered at any of the public postsecondary institutions in the province.

Despite the lack of a Bachelor of Arts, Minor in Education degree program, several institutions of the province, including UBC, UNBC, SFU, UVic, TRU, TWU, and VIU, offer Bachelor of Education programs at both the undergraduate and postgraduate level.

In conclusion, there are no comparable programs at other public postsecondary institutions within the province.

Student Demand

Due to the lack of comparable programs to the proposed program at other institutions in British Columbia, the overall enrollments and credentials awarded in Bachelor of Education degree programs over the last three years are presented in this report. Enrollments in the Bachelor of Education degree programs at British Columbia’s regional universities increased by 20% between 2008/09 and 2010/11 academic years.

Every research university in British Columbia offers bachelor’s degrees in Education; however, enrollment data for the Bachelor of Education degree programs at research universities are not available at the moment.

Kwantlen Polytechnic University does not currently offer a Bachelor of Education degree program. The proposed degree program is a Bachelor of Arts degree program and the enrollments in the Bachelor of Arts programs offered by the Faculties of Social Sciences and Humanities increased by 50% between 2008/09 and 2010/11 academic years, from 1,093 students to 1,641 students.

In conclusion, the data on whether there would be strong student demand for the proposed degree program are inconclusive.
Labour Market Demand

Defining the occupational groups that fall under the postsecondary field of study of the proposed Bachelor of Arts degrees continues to be a challenge. First of all, compared to a Bachelor of Science degree, a Bachelor of Arts degree has a broader scope and equips graduates with a wide range of skills that can be used in a wide range of careers. Secondly, since a Bachelor of Arts degree focuses more on providing a broad liberal arts background and less on a particular area of study, it offers an excellent grounding for many careers; however, an arts degree alone may not be adequate to pursue a career. In some cases, graduates require additional undergraduate or postgraduate studies to be able to explore career opportunities. A third challenge in identifying the occupational groups for Bachelor of Arts graduates is that the sources of labour market projections provide information on the current and future outlooks for work in many traditional occupations, but not on emerging occupations. The fact that the emerging occupations are not represented in the Canada’s National Occupational Classification system makes it difficult to adequately present the new emerging fields’ future human resources needs.

Although the proposed degree program enables students to develop an interest in education and gain solid footing in the key concepts of education, the completion of the proposed degree program does not qualify a student to enter the teaching profession. This fact creates another challenge in identifying the future labour market demand for the graduates of the proposed degree program.

The graduates of the proposed degree program may be qualified for careers in corporate training; however, labour market demand projections for corporate trainers are not available.

In conclusion, the data on whether there would be strong labour market demand for the graduates of the proposed degree program are inconclusive.
Competitive Environment

The purpose of this section is to identify the postsecondary education institutions in British Columbia offering degrees similar to the proposed degree.

Although almost every public university in British Columbia offers academic programs in varying disciplines leading to a Bachelor of Arts Degree, a Bachelor of Arts degree program with a minor in Education is not currently being offered at any of the public postsecondary institutions in the province.

Despite the lack of a Bachelor of Arts, Minor in Education degree program, there are several institutions that offer Bachelor of Education programs. The following table provides a list of British Columbia public postsecondary education institutions offering bachelor’s degrees in Education.

Table 1: British Columbia Public Postsecondary Institutions Offering Bachelor’s Degrees in Education

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of British Columbia Vancouver</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education in Teacher Education – Elementary*</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education in Teacher Education – Middle Years*</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education in Teacher Education – Secondary*</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education in Teacher Education – Native Indian Teacher Education Program (NITEP)*</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education in Teacher Education – West Kootenay Teacher Education Program (WKTEP)*</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education in Music Education: Secondary</td>
</tr>
<tr>
<td></td>
<td>Secondary Dual Degree - Bachelor of Education and Bachelor of Science</td>
</tr>
<tr>
<td>The University of British Columbia Okanagan</td>
<td>Bachelor of Education in Elementary Education (ETEP)*</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education in Secondary Education (STEP)*</td>
</tr>
<tr>
<td>The University of Northern British Columbia</td>
<td>Bachelor of Education – Elementary Stream</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education – Secondary Stream</td>
</tr>
<tr>
<td>Simon Fraser University</td>
<td>Bachelor of Education, major</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education with Mathematical Sciences Specialization</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education, two minors or extended minors**</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education, honours</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education as a Second Degree*</td>
</tr>
<tr>
<td></td>
<td>Bachelor of General Studies in Education</td>
</tr>
<tr>
<td>The University of Victoria</td>
<td>Bachelor of Education – Elementary Curriculum</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education – Secondary Curriculum</td>
</tr>
<tr>
<td></td>
<td>Elementary Bachelor of Education – East Kootenay Program</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Arts Major in Recreation and Health Education</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Music in Music Education: Secondary</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education – Elementary*</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education – Middle years*</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education – Secondary*</td>
</tr>
<tr>
<td>The University of the Fraser Valley</td>
<td>Bachelor of Arts in Adult Education</td>
</tr>
<tr>
<td>Thompson Rivers University</td>
<td>Bachelor of Education – Elementary</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education – Physical Education Specialty</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Education – Native Indian Teacher Education Program (in partnership with UBC)*</td>
</tr>
</tbody>
</table>
A bachelor’s degree is required to apply to these programs.

** The minor options are counseling and human development, curriculum and instruction, early learning, education psychology, elementary generalist secondary teaching, environmental education, French education, international and global education, learning and developmental disabilities, physical education, secondary mathematics education, and secondary teaching.

Simon Fraser University, in addition to the Bachelor of Education degrees, offers three post baccalaureate programs in Teacher Education for students/graduates who wish to complete certification requirements for teaching in British Columbia: The Professional Development Program (PDP), the Professional Linking Program (PLP), and the Professional Qualification Program (PQP). The University of the Fraser Valley also offers a post baccalaureate program called the Teacher Education Program (TEP) for students who have already earned a bachelor’s degree and wish to become elementary school teachers.

In conclusion, there are no comparable programs at other public postsecondary institutions within the province.
Student Demand

The aim of this section is to explore the extent of student demand for the proposed degree mainly by examining the historic participation rates in similar degree programs. The Central Data Warehouse, the Student Mobility Database and the results of the Baccalaureate Graduate Survey (BGS), Diploma, Associate Degree, and Certificate Student Outcomes Survey (DACSO), and Apprenticeship Student Outcomes Survey (APPSO) are generally used to provide enrollment and credential information in similar programs.

Due to the lack of comparable undergraduate degree programs to the proposed degree program in British Columbia, this section reports the overall enrollments and credentials awarded in Bachelor of Education degree programs over the last three academic years.

Enrollments

Regional Universities

Enrollments in the Bachelor of Education degree programs at British Columbia’s regional universities increased by 20% in the three year period from 2008/09 to 2010/11 (see Table 2).

Table 2: B.C. Regional University Bachelor of Education Headcounts, Academic Years 2008/09-2010/11

<table>
<thead>
<tr>
<th>Institution</th>
<th>2008/09</th>
<th>2009/10</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thompson Rivers University</td>
<td>115</td>
<td>113</td>
<td>107</td>
</tr>
<tr>
<td>Vancouver Island University</td>
<td>418</td>
<td>594</td>
<td>533</td>
</tr>
<tr>
<td>Total</td>
<td>533</td>
<td>707</td>
<td>640</td>
</tr>
<tr>
<td>The University of the Fraser Valley*</td>
<td>72</td>
<td>70</td>
<td>74</td>
</tr>
</tbody>
</table>

Source: Central Data Warehouse, Ministry of Advanced Education
*Please note that the degree program offered by UFV is a Bachelor of Arts in Adult Education program.

Kwantlen Polytechnic University

Kwantlen Polytechnic University does not offer a Bachelor of Education degree program. Since the proposed degree program is a Bachelor of Arts degree program, this section presents the enrollments in Kwantlen’s Bachelor of Arts degree programs over the last three academic years.

Bachelor of Arts degree programs at Kwantlen are currently being offered by the Faculties of Social Sciences and Humanities. Enrollments in the Bachelor of Arts programs offered by the Faculties of Social Sciences and Humanities increased by 50% over the three year period from 2008/09 to 2010/11, from 1,093 students to 1,641 students (see Table 3). Over the same period, there has been a 2.3% decrease in the enrollments in Associate of Arts programs offered by these two faculties (see Table 4).
Table 3: Faculties of Social Sciences and Humanities Bachelor of Arts Degree Program Registrant Counts, Academic Years 2008/09 to 2010/11

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Academic Year</th>
<th>% Change 2008/09-2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008/09</td>
<td>2009/10</td>
</tr>
<tr>
<td>Humanities</td>
<td>45</td>
<td>101</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>1,048</td>
<td>1,263</td>
</tr>
<tr>
<td>Total</td>
<td>1,093</td>
<td>1,364</td>
</tr>
</tbody>
</table>

Source: 2008/09 to 2010/11 Academic Year Comparison Report: Registrant Counts by Faculty and Degree Level of Program

Please note: Headcounts are unduplicated within each degree level; students may be counted across more than one degree level if they are registered in multiple programs.

Table 4: Faculties of Social Sciences and Humanities Associate of Arts Degree Programs Registrant Counts, Academic Years 2008/09 to 2010/11

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Academic Year</th>
<th>% Change 2008/09-2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008/09</td>
<td>2009/10</td>
</tr>
<tr>
<td>Humanities</td>
<td>211</td>
<td>217</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4,722</td>
<td>4,764</td>
</tr>
<tr>
<td>Total</td>
<td>4,933</td>
<td>4,981</td>
</tr>
</tbody>
</table>

Source: 2008/09 to 2010/11 Academic Year Comparison Report: Registrant Counts by Faculty and Degree Level of Program

Please note: Headcounts are unduplicated within each degree level; students may be counted across more than one degree level if they are registered in multiple programs.

Research Universities

Enrollment data for the Bachelor of Education degree programs at British Columbia’s research universities are not available at the moment.

Credentials Awarded

Regional Universities

Between 2008/09 and 2010/11 academic years there has been a 52% increase in the number of credentials awarded by Thompson Rivers University and Vancouver Island University to students enrolled in Bachelor of Education degree programs (see Table 5). Please refer to Appendix 1 for a breakdown of credential data by program.

Table 5: Number of Bachelor of Education credentials awarded by B.C. Regional Universities, Academic Years 2008/09 – 2010/11

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008/09</td>
</tr>
<tr>
<td>Thompson Rivers University</td>
<td>57</td>
</tr>
<tr>
<td>Vancouver Island University</td>
<td>107</td>
</tr>
<tr>
<td>Total</td>
<td>164</td>
</tr>
</tbody>
</table>

Source: First Annual Transitions of Eligible Graduates – version 2012-04-12

*Please note that the credential awarded by UFV is a Bachelor of Arts credential.
Kwantlen does not offer any Bachelor of Education degrees; therefore, this section presents the Bachelor of Arts credentials awarded by Kwantlen in the last three academic years. Between 2008/09 and 2010/11 academic years there has been an 86% increase in the number of Bachelor of Arts credentials awarded by the Faculties of Social Sciences and Humanities at Kwantlen (see Table 6). Over the same period, there has been a 22% decrease in the number of Associate of Arts credential awarded by the two faculties (see Table 7).

Table 6: Bachelor of Arts Credentials Awarded by the Faculties of Social Sciences and Humanities, Academic Years 2008/09 to 2010/11

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2008/09</th>
<th>2009/10</th>
<th>2010/11</th>
<th>% Change 2008/09-2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>2</td>
<td>7</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>91</td>
<td>144</td>
<td>163</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
<td>151</td>
<td>173</td>
<td>86%</td>
</tr>
</tbody>
</table>

Source: 2008/09 to 2010/11 Academic Year Comparison Report: Credentials Awarded by Faculty and Degree Level of Program
Please note: Headcounts are unduplicated within each degree level; students may be counted across more than one degree level if they are registered in multiple programs.

Table 7: Associate of Arts Credentials Awarded by the Faculties of Social Sciences and Humanities, Academic Years 2008/09 to 2010/11

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2008/09</th>
<th>2009/10</th>
<th>2010/11</th>
<th>% Change 2008/09-2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>7</td>
<td>10</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>164</td>
<td>151</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>171</td>
<td>161</td>
<td>134</td>
<td>-22%</td>
</tr>
</tbody>
</table>

Source: 2008/09 to 2010/11 Academic Year Comparison Report: Credentials Awarded by Faculty and Degree Level of Program
Please note: Headcounts are unduplicated within each degree level; students may be counted across more than one degree level if they are registered in multiple programs.

Research Universities

There has been a slight decrease (-0.5%) in the number of Bachelor of Education degrees awarded by the research universities in British Columbia between 2008 and 2010 calendar years (see Table 8). Please refer to Appendix 1 for a breakdown of credential data by program.

Table 8: Number of Bachelor of Education Credentials Awarded by B.C. Research Universities, Calendar Years 2008-2010

<table>
<thead>
<tr>
<th></th>
<th>SFU</th>
<th>UBC Okanagan</th>
<th>UBC Vancouver</th>
<th>UNBC</th>
<th>UVIC</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>458</td>
<td>102</td>
<td>765</td>
<td>53</td>
<td>236</td>
<td>1,614</td>
</tr>
<tr>
<td>2009</td>
<td>469</td>
<td>107</td>
<td>680</td>
<td>81</td>
<td>204</td>
<td>1,541</td>
</tr>
<tr>
<td>2010</td>
<td>481</td>
<td>128</td>
<td>723</td>
<td>48</td>
<td>226</td>
<td>1,606</td>
</tr>
</tbody>
</table>

Source: Student Transitions Database: First Annual Transitions of Eligible Graduates – version 2012-04-12
Baccalaureate Graduate Survey Education Outcomes for the Bachelor of Education Graduates of 2007, 2008, and 2009

The Baccalaureate Graduate Survey collects information about further education and employment outcomes from former students who completed a bachelor’s degree—and were awarded the credential—two years and five years after leaving their institutions. The following table provides information on the education outcomes two years after graduation of the Bachelor of Education students who graduated in 2007, 2008, and 2009 with a Bachelor’s degree and responded to the 2009, 2010, and 2011 surveys, respectively.

Graduates with a bachelor’s degree in Education were asked whether they had taken further studies since graduation. The results showed that 32% of the 2011, 39% of the 2010, and 31% of the 2009 respondents took additional formal postsecondary education after graduation (see Table 9). In all three years, the rate of further education of the Bachelor of Education graduates was considerably lower than that of the overall survey cohort. The system-wide results show that 54% of the 2011 (n=9,830) and 2010 (n=9,437) and 53% of the 2009 (n=9,609) Baccalaureate Graduate Survey respondents took further education after graduation.

Table 9: Baccalaureate Graduate Survey Education Outcomes for the Bachelor of Education Graduates of 2007, 2008, and 2009

<table>
<thead>
<tr>
<th>All Institutions (UBC, SFU, Uvic, VIU)</th>
<th>2011 (excluding VIU)</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Graduates</td>
<td>1,449</td>
<td>1,566</td>
<td>1,654</td>
</tr>
<tr>
<td>Number of Survey Respondents</td>
<td>725 (53%)</td>
<td>797 (53%)</td>
<td>815 (52%)</td>
</tr>
<tr>
<td>Gender</td>
<td>n= 725</td>
<td>n= 795</td>
<td>n= 815</td>
</tr>
<tr>
<td>Male</td>
<td>165 (23%)</td>
<td>192 (24%)</td>
<td>194 (24%)</td>
</tr>
<tr>
<td>Female</td>
<td>560 (77%)</td>
<td>603 (76%)</td>
<td>621 (76%)</td>
</tr>
<tr>
<td>Age (at the time of survey</td>
<td>n= 724</td>
<td>n= 795</td>
<td>n= 815</td>
</tr>
<tr>
<td>&lt;25</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25 to 29</td>
<td>412 (57%)</td>
<td>420 (53%)</td>
<td>462 (57%)</td>
</tr>
<tr>
<td>30 to 34</td>
<td>155 (21%)</td>
<td>192 (24%)</td>
<td>187 (23%)</td>
</tr>
<tr>
<td>35 to 39</td>
<td>66 (9%)</td>
<td>77 (10%)</td>
<td>66 (9%)</td>
</tr>
<tr>
<td>40 to 49</td>
<td>68 (9%)</td>
<td>81 (10%)</td>
<td>73 (9%)</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Respondents who have taken further studies since graduation</td>
<td>n= 725</td>
<td>n= 797</td>
<td>n= 815</td>
</tr>
<tr>
<td>Yes</td>
<td>229 (32%)</td>
<td>232 (29%)</td>
<td>250 (31%)</td>
</tr>
<tr>
<td>No</td>
<td>496 (68%)</td>
<td>565 (71%)</td>
<td>565 (69%)</td>
</tr>
<tr>
<td>Type of further education taken</td>
<td>n= 228</td>
<td>n= 226</td>
<td>n= 243</td>
</tr>
<tr>
<td>Undergraduate Degree</td>
<td>0</td>
<td>12 (5%)</td>
<td>30 (12%)</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>57 (25%)</td>
<td>62 (27%)</td>
<td>78 (31%)</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>0</td>
<td>0</td>
<td>3 (1%)</td>
</tr>
<tr>
<td>College (applied) Program Certification</td>
<td>28 (12%)</td>
<td>31 (14%)</td>
<td>52 (21%)</td>
</tr>
<tr>
<td>Professional Association Certification</td>
<td>16 (7%)</td>
<td>20 (9%)</td>
<td>13 (5%)</td>
</tr>
<tr>
<td>Diploma</td>
<td>72 (32%)</td>
<td>68 (30%)</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>44 (19%)</td>
<td>33 (15%)</td>
<td>67 (27%)</td>
</tr>
<tr>
<td>Education/Teacher Training</td>
<td>11 (5%)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Student Outcomes Reporting System
Labour Market Demand

The purpose of this section is to provide an informed view of the labour market trends in British Columbia for the occupational groups that fall under the postsecondary field of study of the proposed degree.

Identifying Occupational Groups for Bachelor of Arts Graduates

Defining the occupational groups that fall under the postsecondary field of study of the proposed Bachelor of Arts degrees continues to be a challenge.

First of all, compared to a Bachelor of Science degree, a Bachelor of Arts degree has a broader scope and equips graduates with a wide range of skills that can be used in a wide range of careers. “BA students gain skills and abilities that are essential to any career -- problem-solving and analytical skills; the capacity to critically assess information and structure arguments verbally and in writing with imagination and vision; and the ability to adapt to new challenges and learn new skills... The Bachelor of Arts is a valued qualification for anyone interested in a field of study or career that requires interaction with people, rapid adaptation to new work environments, and the assimilation and interpretation of information” (Why a Bachelor of Arts Degree?, Athabasca University).

Secondly, since a Bachelor of Arts degree focuses more on providing a broad liberal arts background and less on a particular area of study, it offers an excellent grounding for many careers; however, an arts degree alone may not be adequate to pursue a career. In some cases, graduates require additional undergraduate or postgraduate studies to be able to explore career opportunities, which adds to the challenge of identifying occupational groups for the proposed Bachelor of Arts degrees.

There are many sources of labour market information in Canada at all levels of government and in the private sector. At the federal level, the main sources are: Statistics Canada, Human Resources and Social Development Canada /Service Canada, Industry Canada, and Citizenship and Immigration Canada. Provincial and territorial governments also produce provincial, regional and local labour market information. A third challenge in identifying the occupational groups for Bachelor of Arts graduates is that the above-mentioned sources provide information on the current and future outlooks for work in many traditional occupations, but not on emerging occupations. The fact that the emerging occupations are not represented in the Canada’s National Occupational Classification system makes it difficult to adequately present the new emerging fields’ future human resources needs.

Although the Bachelor of Arts, Minor in Education program enables students to develop an interest in education and gain solid footing in the key concepts of education, the completion of the proposed degree program does not qualify a student to enter the teaching profession. This fact creates another challenge in identifying the future labour market demand for the graduates of the proposed degree program.

Due to the difficulty of identifying occupations graduates with a Bachelor of Arts degree with a Minor in Education are qualified for, this section mainly provides labour market information for graduates with a Bachelor’s Degree in Education.

Job Opportunities for Graduates with a Bachelor’s Degree in Education

A Bachelor’s degree in Education can open up a variety of career paths. Graduates can work in education-based services or in educational roles in other organisations.
Potential Work Settings for Education Majors

- Elementary & secondary schools
- Administration offices
- Government agencies (i.e. Department of Education, Citizenship & Youth)
- Health care
- Youth services
- Social service organizations
- Libraries
- Employment agencies
- Day care centers
- Non-profit organizations
- Private organizations
- Community development agencies
- Museums, arts, culture, & environmental education centers
- Educational Publishers

Source: http://umanitoba.ca/student/employment/media/educationUPDATED.pdf

Common Occupations Education Majors Pursue

Please note that below list is not an exhaustive list and many positions may require additional education or experience.

- Kindergarten/elementary/secondary school teacher
- Adult education teacher
- Alumni relations coordinator
- Physical education teacher
- Athletic coach/director
- Day care teacher/administrator
- Special education teacher
- Guidance counselor
- Corporate trainer
- Training specialist
- Life skills coach
- Academic advisor
- Financial aid counselor
- Grant writer
- Outdoor-ed teacher
- Recreation program coordinator
- Tutor
- Education consultant

- Labour relations officer
- Education materials writer/sales representative
- ESL teacher
- Curriculum developer
- Employment/vocational counselor
- Youth worker
- School recruitment officer
- School principal
- Historic site/nature interpreter
- Educational administrator
- Teacher librarian/library consultant
- Education researcher/policy analyst
- Museum/gallery education coordinator
- Social services volunteer
- Vocational rehab counselor
- Aboriginal liaison
- Health educator
- Public relations specialist

Sources: http://umanitoba.ca/student/employment/media/educationUPDATED.pdf
http://uncw.edu/career/education.html
http://www.uleth.ca/ross/ces/majors/education.pdf
Baccalaureate Graduate Survey Employment Outcomes for Bachelor of Education Graduates of 2007, 2008, and 2009

The Baccalaureate Graduate Survey collects information about further education and employment outcomes from former students who completed a Bachelor’s degree—and were awarded the credential—two years and five years after leaving their institutions. The following table provides information on the employment outcomes of students who graduated in 2007, 2008, and 2009 with a Bachelor’s degree in Education and responded to the 2009, 2010, and 2011 surveys, respectively.

At the time of the surveys, 95% of the 2011 and 97% of the 2010 and 2009 respondents were employed; 75% of the 2011, 77% of the 2010, and 83% of the 2009 respondents said that their job was very related to their program of study. In all three years, the rate of employment of the Bachelor of Education graduates was slightly higher than that of the overall survey cohort. The system-wide results show that 92% of the 2011 and 93% of the 2010 and 2009 Baccalaureate Graduate Survey respondents were employed at the time of the surveys. In addition, a considerably higher percentage of the Bachelor of Education graduates reported that their job was very related to the education they received. The results show that in all three years approximately 44% of the overall survey cohort reported that the education they received was very related to their main job.

Table 10: Baccalaureate Graduate Survey Employment Outcomes for Bachelor of Education Graduates of 2007, 2008, and 2009

<table>
<thead>
<tr>
<th></th>
<th>All Institutions (UBC, SFU, UVic, VIU)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011 (excluding VIU)</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>1,449</td>
</tr>
<tr>
<td>Number of Respondents to Survey</td>
<td>725</td>
</tr>
<tr>
<td>Number of graduates in the labour force (working or looking for work)</td>
<td>701</td>
</tr>
<tr>
<td>Labour force status of graduates in the labour force</td>
<td>n= 701</td>
</tr>
<tr>
<td>Employed</td>
<td>663 (95%)</td>
</tr>
<tr>
<td>Have a paid job lined up</td>
<td>6 (1%)</td>
</tr>
<tr>
<td>Unemployed</td>
<td>32 (5%)</td>
</tr>
<tr>
<td>Status of graduates not in the labour force</td>
<td>n= 24</td>
</tr>
<tr>
<td>Attending school full-time</td>
<td>7</td>
</tr>
<tr>
<td>Attending school part-time</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
</tr>
<tr>
<td>Of those who are working, relatedness of main job to studies</td>
<td>n= 661</td>
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<tr>
<td>Very Related</td>
<td>497 (75%)</td>
</tr>
<tr>
<td>Somewhat related</td>
<td>102 (15%)</td>
</tr>
<tr>
<td>Not very related</td>
<td>22 (3%)</td>
</tr>
<tr>
<td>Not at all related</td>
<td>40 (6%)</td>
</tr>
<tr>
<td>Gross annual income from main job</td>
<td>n= 504</td>
</tr>
<tr>
<td>Less than $20,000</td>
<td>45 (9%)</td>
</tr>
<tr>
<td>$20,000 to $39,999</td>
<td>180 (36%)</td>
</tr>
<tr>
<td>$40,000 to $59,999</td>
<td>279 (55%)</td>
</tr>
<tr>
<td>$60,000 to $79,999</td>
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<tr>
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</tr>
<tr>
<td>Median annual income</td>
<td>$45,000</td>
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<td>Average annual income</td>
<td>$43,931</td>
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### NOC skill type of main job

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<th>n= 637</th>
<th>n= 731</th>
<th>n= 674</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, finance, and administration</td>
<td>18 (3%)</td>
<td>16 (2%)</td>
<td>7 (1%)</td>
</tr>
<tr>
<td>Natural and applied sciences and related</td>
<td>4 (1%)</td>
<td>4 (1%)</td>
<td>4 (1%)</td>
</tr>
<tr>
<td>Health</td>
<td>3 (0%)</td>
<td>4 (1%)</td>
<td>6 (1%)</td>
</tr>
<tr>
<td>Social sciences, education, gov’t services, religion</td>
<td>572 (90%)</td>
<td>671 (92%)</td>
<td>619 (92%)</td>
</tr>
<tr>
<td>Arts, culture, recreation, and sport</td>
<td>11 (2%)</td>
<td>8 (1%)</td>
<td>9 (1%)</td>
</tr>
<tr>
<td>Sales and service</td>
<td>26 (4%)</td>
<td>22 (3%)</td>
<td>23 (3%)</td>
</tr>
<tr>
<td>Trades, transport and eqp. operators and related</td>
<td>2 (0%)</td>
<td>2 (0%)</td>
<td>3 (0%)</td>
</tr>
<tr>
<td>Unique to the primary industry</td>
<td>0 (0%)</td>
<td>2 (0%)</td>
<td>1 (0%)</td>
</tr>
<tr>
<td>Unique to processing, manufacturing and utilities</td>
<td>1 (0%)</td>
<td>2 (0%)</td>
<td>2 (0%)</td>
</tr>
</tbody>
</table>

### NOC skill level of main job

<table>
<thead>
<tr>
<th></th>
<th>n= 637</th>
<th>n= 731</th>
<th>n= 674</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. University education</td>
<td>555</td>
<td>653</td>
<td>613</td>
</tr>
<tr>
<td>B. College education/trade apprenticeship</td>
<td>35</td>
<td>39</td>
<td>29</td>
</tr>
<tr>
<td>C. Secondary school + job-specific training</td>
<td>31</td>
<td>26</td>
<td>17</td>
</tr>
<tr>
<td>D. No formal education</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>No skill level assignment (management)</td>
<td>11</td>
<td>11</td>
<td>14</td>
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</table>

### Top 2 full-time occupations

<table>
<thead>
<tr>
<th></th>
<th>Elementary and kindergarten teacher</th>
<th>Secondary school teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31%</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>28%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Source: Student Outcomes Reporting System

*of total employed

**of those who provided data on hours/week worked

### Provincial Employment Outlook Highlights

The British Columbia Labour Market Scenario Model 2009-2019, the province’s first labour market outlook developed by AVED in partnership with BC Stats and Ministry of Finance, projects the occupational demand and supply outlook of 140 occupational groups using 3-digit National Occupational Codes. The most current scenario, 2010-2020, forecasts 1,027,400 job openings over a ten-year period; 351,000 due to new jobs and 676,400 due to replacement demand. Considering the current number of students in British Columbia’s education system, which is around 650,000, this means that the growth in job openings would outpace the number of new workers. With an estimated 1.4% annual average employment growth rate over the ten-year period from 2010 to 2020, BC is forecasted to have a shortage of 61,500 workers by 2020. The latest labour market projections suggest that almost 78% of new jobs created between 2010 and 2020 will require a college diploma, a trade certificate, a university degree or higher.

Despite the recent global financial crisis and ongoing uncertainties in the USA and Europe, British Columbia’s economy is poised for growth. Looking forward to 2020, the occupational groups in BC with the highest growth rates are forecasted to be Health Occupations (annual average growth rate of 2.4%), Natural and Applied Sciences and Related Occupations (1.6%), and Occupations in Art, Culture,

The largest number of job openings are expected in Sales and Service Occupations (224,600 positions), Business, Finance, and Administration Occupations (182,000 positions), and Trades, Transport, and Equipment Operators Related Occupations (153,300 positions) (see Figure 1). Between 2010 and 2020, demand for workers in Occupations in Social Science, Education, Government Service and Religion is expected to increase at a slower rate than the provincial average, 1.3% per year. Appendix 2 provides a list of the occupational categories that fall under NOC 4: Occupations in Social Science, Education, Government Service and Religion.

Figure 1: 2010-2020 Labour Market Forecast by Major Occupation Group

Three regions of the province are expected to account 91% of the job openings: Mainland/Southwest (65%), Vancouver Island/Coast (15%), and Thompson/Okanagan (11%).

British Columbia Employment Outlook for Graduates with an Education Degree

The National Occupational Classification (NOC) is the nationally accepted reference on occupations in Canada. It organizes over 30,000 job titles into 520 occupational groups. The British Columbia Labour Market Scenario Model predicts future supply and demand conditions in 140 occupational groups based on 3-digit NOC. However, the most recent labour market outlook of the province, 2010-2020, does not provide projections at the 3-digit occupational category level; therefore, this section presents the 2009-2019 labour market outlook for selected occupations graduates with a degree in Education could go into (see Table 1).

Due to the large number of occupations graduates with a bachelor’s degree in Education are qualified for, this report presents future employment outlook for only some of the main areas of occupations for Education majors and does not consist of all the opportunities. Please note that the completion of the proposed degree program does not qualify a student to enter the teaching profession and a master’s degree is generally a requirement for management level positions.

---

Table 11: Projected Growth in Employment Demand by Selected Occupations, BC and Lower Mainland/Southwest, 2009 - 2019

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>NOC Code</th>
<th>Projection Period 2009-2019</th>
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</thead>
<tbody>
<tr>
<td><strong>BC Overall</strong></td>
<td></td>
<td></td>
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<tr>
<td>Managers in health, education, social, and community services</td>
<td>031</td>
<td>7,030</td>
</tr>
<tr>
<td>University professors and assistants</td>
<td>412</td>
<td>5,440</td>
</tr>
<tr>
<td>College and other vocational instructors</td>
<td>413</td>
<td>7,870</td>
</tr>
<tr>
<td>Secondary and elementary school teachers and educational counselors</td>
<td>414</td>
<td>25,460</td>
</tr>
<tr>
<td>Psychologists, social workers, counselors, clergy, and probation officers</td>
<td>415</td>
<td>12,040</td>
</tr>
<tr>
<td>Policy and program officers, research and consultants</td>
<td>416</td>
<td>11,720</td>
</tr>
<tr>
<td>Paralegals, social services workers and occupations in education and religion, n.e.c.</td>
<td>421</td>
<td>30,500</td>
</tr>
<tr>
<td>Librarians, archivists, conservators and curators</td>
<td>511</td>
<td>1,110</td>
</tr>
<tr>
<td>Writing, translating and public relations professionals</td>
<td>512</td>
<td>6,510</td>
</tr>
<tr>
<td><strong>Mainland/Southwest Overall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managers in health, education, social, and community services</td>
<td>031</td>
<td>4,120</td>
</tr>
<tr>
<td>University professors and assistants</td>
<td>412</td>
<td>4,160</td>
</tr>
<tr>
<td>College and other vocational instructors</td>
<td>413</td>
<td>5,700</td>
</tr>
<tr>
<td>Secondary and elementary school teachers and educational counselors</td>
<td>414</td>
<td>16,390</td>
</tr>
<tr>
<td>Psychologists, social workers, counselors, clergy, and probation officers</td>
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<td>6,220</td>
</tr>
<tr>
<td>Policy and program officers, research and consultants</td>
<td>416</td>
<td>7,550</td>
</tr>
<tr>
<td>Paralegals, social services workers and occupations in education and religion, n.e.c.</td>
<td>421</td>
<td>15,930</td>
</tr>
<tr>
<td>Librarians, archivists, conservators and curators</td>
<td>511</td>
<td>690</td>
</tr>
<tr>
<td>Writing, translating and public relations professionals</td>
<td>512</td>
<td>4,510</td>
</tr>
</tbody>
</table>

Source: British Columbia Labour Market Outlook 2009-2019
Note: Each 3-digit National Occupational Code can be further divided into 4-digit occupations; however, no projections are currently available at the detailed 4-digit level.

According to the British Columbia Labour Market Outlook for 2009-2019, the occupational demand for secondary and elementary school teachers and educational counselors is projected to show an increase between 2009 and 2019 (see Table 11). It is important to keep in mind that many occupations presented in Table 11 require additional education and/or training beyond a bachelor’s degree in Education.

The graduates of the proposed degree program may be qualified for careers in corporate training; however, labour market demand projections for corporate trainers are not available.

In conclusion, the data on whether there would be strong labour market demand for the graduates of the proposed degree program are inconclusive.
### Appendix 1: Bachelor of Education Credentials Awarded by Institution and Program, Calendar Years 2008-2010

<table>
<thead>
<tr>
<th>CALENDAR YEAR</th>
<th>CREDENTIAL</th>
<th>CIP CODE</th>
<th>CIP DESCRIPTION</th>
<th>MALA</th>
<th>SFU</th>
<th>TRU</th>
<th>UBC</th>
<th>UBCO</th>
<th>UCFV</th>
<th>UFV</th>
<th>UNBC</th>
<th>UVIC</th>
<th>VIU</th>
<th>GRAND TOTAL</th>
</tr>
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<tr>
<td>2008</td>
<td>BED</td>
<td>13.0301</td>
<td>Curriculum and Instruction.</td>
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<tr>
<td></td>
<td>BA IN ADULT EDUCATION</td>
<td>13.0403</td>
<td>Adult and Continuing Education Administration.</td>
<td>3</td>
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<tr>
<td></td>
<td>BED</td>
<td>13.0101</td>
<td>Education, General.</td>
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Appendix 2: NOC 4: Occupations in Social Science, Education, Government Service and Religion
Major Group 41

Professional Occupations in Social Science, Education, Government Services and Religion

- **411 Judges, Lawyers and Quebec Notaries**
  - 4111 Judges
  - 4112 Lawyers and Quebec Notaries

- **412 University Professors and Assistants**
  - 4121 University Professors
  - 4122 Post-Secondary Teaching and Research Assistants

- **413 College and Other Vocational Instructors**
  - 4131 College and Other Vocational Instructors

- **414 Secondary and Elementary School Teachers and Educational Counsellors**
  - 4141 Secondary School Teachers
  - 4142 Elementary School and Kindergarten Teachers
  - 4143 Educational Counsellors

- **415 Psychologists, Social Workers, Counsellors, Clergy and Probation Officers**
  - 4151 Psychologists
  - 4152 Social Workers
  - 4153 Family, Marriage and Other Related Counsellors
  - 4154 Ministers of Religion
  - 4155 Probation and Parole Officers and Related Occupations

- **416 Policy and Program Officers, Researchers and Consultants**
  - 4161 Natural and Applied Science Policy Researchers, Consultants and Program Officers
  - 4162 Economists and Economic Policy Researchers and Analysts
  - 4163 Business Development Officers and Marketing Researchers and Consultants
  - 4164 Social Policy Researchers, Consultants and Program Officers
  - 4165 Health Policy Researchers, Consultants and Program Officers
  - 4166 Education Policy Researchers, Consultants and Program Officers
  - 4167 Recreation, Sports and Fitness Program Supervisors and Consultants
  - 4168 Program Officers Unique to Government
  - 4169 Other Professional Occupations in Social Science, n.e.c.
Major Group 42

Paraprofessional Occupations in Law, Social Services, Education and Religion

- **421 Paralegals, Social Services Workers and Occupations in Education and Religion, n.e.c.**
  - 4211 Paralegal and Related Occupations
  - 4212 Community and Social Service Workers
  - 4213 Employment Counsellors
  - 4214 Early Childhood Educators and Assistants
  - 4215 Instructors and Teachers of Persons with Disabilities
  - 4216 Other Instructors
  - 4217 Other Religious Occupations
MEETING DATE: May 28, 2012
AGENDA #: 6.2
PRESENTED BY: Tally Wade

**Issue:** Full Program Proposal: Bachelor of Arts, Political Science Major

**For approval:** THAT Senate approve the Full Program Proposal for a Bachelor of Arts, Political Science Major.
TO: Senate

CC: Greg Millard, Chair, Political Science Department
    Sabine Stratton, Chair, Social Science Curriculum Committee

FROM: Farhad Dastur, Dean, Faculty of Arts

DATE: May 14th, 2012

SUBJECT: Political Science Full Program Proposal (Agenda Submission to May 28th Senate Meeting)

Please find attached the Full Program Proposal (FPP) from the Political Science Department requesting Senate’s approval. The POLI FPP has been approved by the Social Sciences Faculty Council on March 29th, 2012, and by the Senate Standing Committee on Curriculum on April 4th, 2012. The Dean’s Office (Faculty of Arts) supports this program proposal.

The department seeks an implementation date of Fall 2013.

Thank you for your consideration.

Sincerely,

[Signature]

Dr. Farhad Dastur
Dean of Arts
Full Program Proposal

Bachelor of Arts
Political Science Major

Department of Political Science
Faculty of Arts
Kwantlen Polytechnic University
Part 1 - Executive Summary (2 – 3 pages in length)

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

Originally founded as a community college for the South Fraser Region in 1981 and subsequently granted university college status in 1995, and university status in 2008, Kwantlen Polytechnic University has developed continually to meet the needs of its communities. Today, Kwantlen serves approximately 17,500 students each year and is the fourth largest university in British Columbia. Across its four main campuses in Cloverdale, Langley, Richmond and Surrey, Kwantlen offers in excess of 130 programs spanning diverse educational areas: Trades, Vocational, Preparatory, Professional, and Academic.

Arising from its commitment to provide access to a broad range of lifelong educational opportunities to the people of the South Fraser Region, Kwantlen has created an integrated array of citations, certificates, diplomas and degrees that afford students maximum flexibility to pursue, over the course of their lives and careers, different educational pathways to further credentials at Kwantlen and elsewhere. At present, approximately 80% of programs ladder into degree credentials at Kwantlen. Kwantlen offers a variety of undergraduate programs – professional programs such as interior design, business and nursing; arts programs with a wide range of majors, minors and double minors; and innovative science programs such as environmental protection. All of Kwantlen’s degree programs are designed to provide students with the education and skills required to enter professions directly or pursue further study in graduate programs.
Kwantlen’s core values, vision and mission are expressed in the Board of Governors Policy 1.1, Core Values. The university’s mission is to ‘create an exceptional learning environment committed to preparing learners for leadership, service and success.’ This mission statement along with core institutional values of exploration, inclusiveness, excellence, integrity, community and accountability, reflect Kwantlen’s ongoing history and developing mandate as a comprehensive, regionally-focused university. Kwantlen programs focus on fostering innovative and challenging student learning environments through curriculum that integrates essential skills practice, community service opportunities, undergraduate and applied research experience, and depth and breadth of content knowledge.

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

Bachelor of Arts, Major in Political Science degree. (B.A. Major in Political Science)

c) Location

The B.A. Major in Political Science program will be offered on Kwantlen’s Surrey Campus, with some 1000 and 2000 level courses offered on the Richmond and Langley campuses.

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

The Department of Political Science, Faculty of Arts, will be offering the proposed B.A. Major in Political Science degree program.

e) Anticipated program start date

The anticipated start date of the program is Fall Semester, 2013. Since the Political Science Department already offers a Bachelor of Arts, Minor in Political Science degree, students who meet application and entrance requirements may be eligible to enter year three of the B.A. Major in Political Science as early as Fall Semester, 2013.

f) Anticipated completion time in years or semesters

Students engaged in full-time study will be able to complete the B.A. Major in Political Science program in four years or eight semesters.

g) A summary of the proposed program

The program is designed to support the strategic goals, principles and priorities of the institution, combining a strong academic foundation with flexibility, innovation, applicability, and accessibility. The proposed degree program is distinctive in the Lower Mainland, offering a unique slate of core courses that invite students systematically to make connections among the national, transnational, and global, for a cohesive and unique program experience. It will combine coverage of core disciplinary material with an innovative de facto stream in North American Studies (with a particular focus on Canada), and it will provide distinctive suite of applied and experiential learning opportunities, including an innovative experiential course on public debates as well as
service learning in the form of practicum and co-op options. Thus, the program will enable students living in the Kwantlen Polytechnic University catchment area (Richmond, Surrey, Langley, and Delta) to complete a B.A. Major in Political Science degree in a timely manner and without transferring to other institutions. It will also offer a further program option to students looking to transfer into Kwantlen from other institutions, and serve international students through its distinctive program experience and focus.

Students will acquire skills and knowledge to prepare them for community and global leadership and employment in areas such as law, policy analysis, public administration, foreign service, research, community and social services, advocacy, human rights, international development, communications, teaching, and business. Students will also be well-positioned for graduate studies in political science or for further studies in other programs. In addition, the proposed B.A. Major in Political Science will enrich the capacity of the Department of Political Science to contribute to other degree and diploma programs offered in Arts and Business. Classes will be offered in lecture and seminar formats, in both daytime and evening time blocks. New courses centred on experiential, service or applied learning will involve a combination of classroom instruction and activities such as volunteer work within placements in local community or global organizations, or major research projects.

The target launch date is Fall Semester 2013. There is strong support for the B.A. Major in Political Science and recognition of the need for this new degree among students at Kwantlen, among other actors within the institution, and among employers and programs beyond Kwantlen.

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

For further information, please contact Dr. Gregory Millard, Faculty, Department of Political Science ([Greg.Millard@kwantlen.ca](mailto:Greg.Millard@kwantlen.ca)).

**Part 2 – Degree Content**

(Expand on each of the following:)

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

  The proposed B.A. Major in Political Science program will continue to build upon the strengths and successes of the Bachelor of Arts, Minor in Political Science, while fashioning an accessible, uniquely cohesive and innovative experience for students. The overriding aim is to offer a high-quality education concerning the political world and the discipline that studies it, *in a context marked by increasingly transnational and global identity formations and structures of power*. Thus, the program will offer a curriculum
that combines coverage of established disciplinary subfields (Canadian politics, comparative politics, political theory, and international relations) with a streamlined range of mutually complementary course offerings informed by the tensions and synergies among the national, transnational and global. This core vision will be enhanced by an innovative suite of experiential learning options.

Many definitions of politics, and by extension political science, draw special attention to public rule as manifest in states and governments (e.g., ‘politics...is the activity by which rival claims are settled by public authorities’). But when Robert Dahl suggests that ‘a political system is any persistent pattern of human relationships that involves, to a significant extent, power, rule, or authority,’ he hints at a wider mandate, whereby all relations of social power may be considered constitutive of politics. As power can manifest in a multitude of social sites and transactions, the ‘political’ can thus properly be extended beyond the ‘dynamics and institutions of public governance.’ A political analysis is, then, one which draws attention to the power relations implicated in social relations. In this sense, politics is not defined by the locus of its operation [e.g., government] but by its nature as a process...[which] suggests that the terrain of political analysis...should include all perspectives, whether consciously political or not, which might have something to say about the distribution and exercise of power. In this sense, the sphere of political analysis is broad indeed, ranging from the narrowly political analysis of narrowly political variables to...structural inequality within contemporary societies. It must be admitted, however, that the study of politics has traditionally been especially concerned with matters of government, state, and relations between states; and particularly in more recent times, the imputed decline of state and government relative to transnational and global forces. The task of the B.A. Major in Political Science is not to advocate a broader or narrower conception of politics (and therefore political science), but rather to explore precisely these and related questions with students, sharing with them the more specific issues that have been of concern to the discipline.

Many of these issues are, of course, important topics of wider public debate, of interest to all thoughtful citizens. This raises an essential objective of the proposed program – the need to enrich understanding of the meaning of, and debates around, what it means to be a citizen: of one’s city, region, province, country; of trans-border and transnational structures; and of the world. While only states bequeath the legal standing and institutions of citizenship, the meaning of that citizenship is densely imbricated in ‘sub-national’ structures of identity, community, and power, and heavily concatenated in wider transnational and global structures. The B.A. Major in Political Science will seek to enrich the political understanding of a student body that is implicated in these

2 Quoted in ibid.
3 Reeta Chowdhari Tremblay, André Lecours, Csaba Nikolényi, Bassel Salloukh, and Francesca Scala, eds., Mapping the Political Landscape: An Introduction to Political Science. 2nd ed. (Toronto: Nelson, 2007), 5.
developments to a high degree. A large number of students at Kwantlen are of ethnic and racial minority backgrounds, and growth in the immigrant population in the region is anticipated. While the majority of students at Kwantlen reside in the Lower Mainland area, there are also many international students. Between 2007 and 2009, there were over 150 international students enrolled in programs in the Faculty of Arts. The proposed program, with its strong emphasis on exploring national/ transnational/ post-national and global realities through the prisms afforded by political science, is tailored to engage the experiences and future prospects of this exceptionally diverse and increasingly international student pool. This program emphasis should thus harmonize well with Kwantlen’s ongoing internationalization, as international students will find a particularly enlightening fit between their experiences and backgrounds and the program foci, and such students will make significant contributions to discussions in the ‘core’ courses of the program (see Curriculum Design, p. 14-17).

In order for our students to attain the desired command of the political world as defined above, they must acquire a number of skills. Accordingly, the proposed program will foster critical thinking, the reading and analysis of complex material, research skills, the interpretation and synthesis of materials so as to make a persuasive argument, active listening, effective writing, and strong oral communication. The program will invite students to hone these skills in the context of, and to apply them to, the subject matter of Political Science as defined above. It will also offer opportunities for experiential and applied learning, allowing students to deploy the above skills in stimulating ways and beyond the classroom.

Thus, the B.A. Major in Political Science is designed to impart a firm grasp of disciplinary content – broadly defined as the essential debates at play in politics and its study, informed by the intersection of the national, transnational, and global identities and power-structures – and skills – enumerated above – so that students may be equipped as both nascent political scientists and as self-reflective, critically aware, and democratically responsible citizens of Canada and the world.

In practice, this gives way to three, more specific, mandates:

1. To train students, many of whom will wish to make politics the central area of study in their undergraduate careers, in the discipline of political science, offering a cohesive program experience centred on questions of national, transnational and global structures of power and identity;
2. To offer a range of courses of interest to students who may be seeking to enhance an education centred in another discipline, by exposing them to the questions and debates that animate the world of politics, in which they are inextricably bound;
3. To offer courses which specifically support and enhance other degree programs, such as Policy Studies and Asian Studies, and lend general support to such programs as Criminology and Sociology.
The proposed program is designed to fulfill all three mandates in an exemplary fashion, and will represent an urgently-needed leap forward with respect to our ability to realize mandate (1), above.

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

The B.A. Major in Political Science program meets Kwantlen’s strategic objectives, vision and mandate. Given the centrality of politics in shaping society, political *understanding* and political *action* are powerful tools for social responsibility, good citizenship, and transformative change both in the lives of our students and in our wider communities. Through the combination of a learner-centred environment with an innovative curriculum and the integration of theory and practice through experiential and applied learning opportunities, graduates of the proposed program will be well-positioned for productive careers and to develop into leaders in their communities.

The proposed program curriculum is, by virtue of its special focus on the linkages between the national, transnational and global, designed to prepare students for a complex, emerging world, where power structures are fluid and identities often border-crossing. Thus, Canada will be situated within the wider North American context via the de facto ‘North American Studies’ stream; while North America in turn will be cast in the wider relief of courses in the ‘International Studies’ informal stream, with core courses in international organization, continental integration, and nationalism and its alternatives, uniting the program experience. Indeed, as noted earlier (p.5), the program is positioned to enhance the internationalization of Kwantlen, as the complex trans-border perspectives and identities characteristics of an international student body will be captured at the heart of its curriculum.

The B.A. Major in Political Science will foster the values of community, mentorship and applied and experiential learning, offering service and work-integrated education in the form of practicums and co-ops. Students will thereby be invited to ‘examine and develop their values, goals, and character through the integration of personal, academic and professional inquiry.’ An innovative experiential course in public debates in politics, serving, in conjunction with the practicum and co-op, as one pathway for fulfilling the proposed degree’s required applied/experiential component, will offer a unique learning experience preparing students for a lifetime of professional success, civic engagement and leadership.

It should be noted that the proposed program will build on the Department of Political Science’s existing commitment to an outstanding student experience both within and beyond the classroom. Students will thus be invited to further enhance their classroom learning through participation in international exchanges, public symposia and debates, and various other activities, such as those afforded by *The Kwantlen Journal of Political Sciences*.

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5 Kwantlen Polytechnic University *Mission and Mandate*. 
Science, our student-led undergraduate journal. The proposed program will offer, via its emphasis on International Studies as well as its affiliation with the Institute of Transborder Studies, many opportunities for students to fashion intellectual linkages between their immediate position and wider transnational, international and global developments. Continued pursuit of exciting extracurricular opportunities, such as the Student-Faculty Symposium on the Independence of Kosovo (2008) and attendance at the Surrey Economic Summit (2011), will offer further openings in this vein. At the same time, the other area of program focus (North American Studies, with a special interest in Canada) will give students the opportunity to build a transformative understanding of their own citizenship and by extension, their identity – enhanced by department-sponsored public events, such as symposiums, candidates’ debates, and public debates on pressing issues. Plans also are underway for the development of a model United Nations and, more distantly, a model Parliament located at Kwantlen and spearheaded by the Political Science program and its student club, the Political Science Society of Kwantlen (PSSK). In short: the proposed program will serve as a hub for a stimulating suite of learning options both inside the classroom and beyond.

Access is a central aspect of Kwantlen’s mandate. The proposed program will enhance access to higher education about the political world in two important respects. First, while it shares with other political science programs in the Lower Mainland a commitment to rigorously training students in the essential elements of the discipline, it promises a highly distinctive experience in political science: this through its distinctive program focus and its innovative suite of applied and experiential offerings. More broadly, significant distances between students’ homes in the Kwantlen area (Richmond, Surrey, Langley and Delta) and the University of British Columbia (Point Grey) or Simon Fraser University (Burnaby Mountain) present a challenge to Kwantlen students seeking to complete a four year degree program in the important field of political science. Our students (and, indeed, all learners in the university’s catchment area) lack ready-to-hand options for the study of political science per se, let alone the innovative and distinctive program envisioned here. Yet in the absence of a B.A. Major in Political Science, 25% of students surveyed in political science courses intend to transfer to other universities to complete their undergraduate degree, while 31% of students in political science courses said they ‘would undertake a political science major at Kwantlen if available.’ It is thus very likely that the availability of a B.A. Major in Political Science will lead to the retention of a significantly higher proportion of current students and may indeed attract some students back to Kwantlen who have transferred to other larger institutions to continue their studies in Political Science, attracted by our small class sizes, high quality of instruction, lower costs, and exciting program. All of this would represent an important gain in access for our students and for the region.

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6 For more information on the Institute, please see [http://www.kwantlen.ca/its.html](http://www.kwantlen.ca/its.html)
7 *Department of Political Science Program Self-Study*. Kwantlen Polytechnic University, September 2011, p.70.
8 Faculty in the History Department, for example, report that it was necessary to open more sections of their courses in order to accommodate demand from students returning to Kwantlen from other universities to complete a four year B.A. Major in History degree.
• Linkages between the learning outcomes and the curriculum design, an indication whether a work experience/work place term is required for degree completion, and if so a description of the purpose and role of the work experience within the program

The B.A., Major in Political Science program will prepare students for employment, leadership and citizenship, and further studies by providing students with the opportunity to develop analytical skills, written and oral communication skills, and a broad understanding of the social, economic, and political relationships between Canada and the rest of the world. All are important and desired qualifications sought by prospective employers in public, private and non-profit organizations.

The curriculum has been designed so that course content and learning outcomes are laddered, enabling students to build upon knowledge and skills acquired at the lower levels as they progress to the upper level courses. And as students progress through the course, the specific outcomes associated with essential skills become progressively more sophisticated. Learning outcomes in every course are carefully integrated with course content, pedagogy, and assessment methods.

**Experiential, Applied, and Community Service Learning:** In addition to an ongoing array of extracurricular activities such as public debates, symposia, and model United Nations and/or mock parliaments coordinated by the Department of Political Science in conjunction with the Political Science Society of Kwantlen, the B.A. Major in Political Science will offer students three formal paths for experiential, service learning or applied learning, of which students will be required to take one.

• Political Science Co-Operative Education option, developed in partnership with the office of Co-Operative Education;

• POLI 4510 (Practicum in Political Science) will enable students to acquire credit working at a research institute, advocacy organization, or other politically-engaged agency or organization under the supervision of a faculty coordinator and an agency representative;

The above are both examples of service learning, an experience-based approach to education that broadens the student experience from the classroom into a larger community context. Service learning offers a reciprocal exchange of benefit for both community recipients and students. Where the community benefits from the provision of the service, the students achieve learning outcomes in the areas of self-discovery, humility, and awareness of the complexities of linking theory and practice. Service learning is by its very nature highly reflective. Through observation, report writing and

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9 Existing service learning courses in other departments, such as SOCI 4325, offer comparable learning outcomes and will be cross-listed with Political Science to meet program needs as enrolment develops, and to increase extra-classroom learning opportunities for our students.
peer mentorship students have the opportunity to learn a great deal about themselves as students, citizens and potential employees or employers.

Finally:

- **POLI 3500 (Public Debates in Politics)** is a proposed 3-credit course that would systematically develop skills in public presentation and above all public debate (which are highly valuable in politics, law, journalism, business, and a number of other career paths). Students would spend the first portion of the semester studying political debate, rhetoric, and principles of political presentation; the remainder of the semester would consist in students engaging in rigorous, scholarly, and public debates on subjects chosen by them under the supervision of the instructor. POLI 3500 will thus represent a path-breaking ‘experiential’ course in political science further refining students’ preparation for civic engagement and employment and a key element of the proposed program.

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

Graduates of the B.A. Major in Political Science will be well-equipped to pursue a variety of career trajectories. The discipline instills a range of highly transferable skills that are desirable in many fields of professional life, including imaginative and critical thinking, research and communications skills. According to the Kwantlen’s Office of Institutional Planning and Analysis, ‘overall job prospects for graduates with an undergraduate degree in political science are expected to be favourable.’¹⁰ Determining precisely which careers a graduate with a B.A. Major in Political Science may enter, however, is difficult because the range of opportunities is quite diverse; and specific occupations may require volunteer experience, on-the-job training, or further study (i.e., a graduate degree). The proposed program will incorporate the former in the form of co-op and practicum opportunities. All this being said, it is possible to identify several career trajectories which place a particular premium upon training in political science:

- **Politics.** In both the foreground and background of partisan political life, we find graduates of political science programs very well represented.

- **Public service** (working for regular government departments and central agencies).

- **Semi-independent government agencies**, boards, commissions, and Crown corporations such as Elections Canada, Statistics Canada, or provincial and federal legislatures, as well as municipalities.

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• **Foreign service.**

• **International and non-governmental organizations (NGOs).**

• **Law.**

• **Advocacy groups, independent research organizations and think tanks.**

• **Other.** The above is hardly an exhaustive list. Education and the private sector, for instance, also provide opportunities for those with degrees in the field, as do business and labour unions.

Political Science is a well-established social sciences discipline and offers students a number of trajectories for further studies. Classic paths include graduate work in the discipline or related social science fields, law, and public administration/public policy programs, including policy, research and management in the private sector. Further study will be an important goal for a significant minority of students in the proposed program, and given the real possibility that students with only a B.A. Minor in Political Science may be at a disadvantage in this respect, the proposed program will strongly enhance our ability to meet this need.

The Political Science Department conducted an environmental scan of B.A. Major in Political Science programs offered at all universities in the Lower Mainland and selected universities across Canada to ensure that course offerings and graduation requirements for the proposed B.A. Major in Political Science are commensurate with those at other post-secondary institutions. The curriculum proposed for B.A. Major in Political Science therefore includes sufficient coverage of the standard disciplinary subfields (Canadian politics, comparative politics, international relations, and political theory) in addition to its uniquely streamlined focus upon the national, transnational and global. This curriculum will prepare students for entry into most Master of Arts in Political Science programs offered in Canada. Admission into specific programs will, however, depend on additional assessment criteria related to such things as students’ GPA level, writing skills, reference letters and areas of interest as required by individual institutions.

• **Delivery methods**

Students may enroll in the program on either a part-time or full-time basis. The Department of Political Science aims to make efficient use of Kwantlen’s scheduling matrix to allow for course offerings across Kwantlen campuses in all day/time blocks, including evening classes, in order to meet the needs of both ‘traditional’ and ‘non-traditional’ student bodies. Students are able to take any course offered in the department as ‘guided studies’ with individual instructors if they require a particular course to complete their degree within the specified time-frame, and provided they
meet eligibility standards. Once again, the proposed program will also include opportunities for applied learning, including co-ops, and applied courses, both classroom and community-centred.

- **Program strengths**

  The proposed B.A. Major in Political Science provides students with a comprehensive and flexible program that offers a solid grounding in the discipline, as well as an understanding of political phenomena and issues related to various subfields in the discipline characteristic of most political science programs in the province. However, it is distinctive in (a) its focus on the master themes of emerging formations of power and identity in an increasingly transnational and global world; (b) its offering of an informal stream in North American Studies; and (c) its use of an innovative suite of applied and experiential courses and learning opportunities.

  The overarching program theme will ensure that students acquire, from a variety of angles, sustained exposure to the rich questions and debates that arise from intersections between the national, transnational and global. These program themes will be underscored by ‘core’ courses exploring nationalism and its alternatives, continental integration, and international organization. There will thus be a cohesive overall educational experience defined, not just by the very broad discipline of political science, but by the question of how identity- and power-formations are changing in the contemporary world.

  This concept is reflected in the program’s two proposed informal streams: North American Studies and International Studies. Building on the conventional ‘Canadian’ focus of the current B.A. Minor program and many traditional political science programs, the former stream is an innovative concept that will offer students a range of courses on Canadian and American politics, with the ‘transnational’ dimension captured by a new courses on Continental Integration (POLI 3131) and Nations, Nationalism, and Beyond (POLI 4220), as well as by our existing offerings in Canadian and American foreign policy. Within the context of our Canadian-focused courses, those paying particular attention to nationalism and national identity (POLI 3125) and politics centred on polyethnic and diasporic pluralism (POLI 4125, The Politics of Multiculturalism in Canada) will further deepen students’ understanding of the master program themes.

  The International Studies de facto ‘stream’ will build on our existing strengths, giving ample opportunity to explore international relations, conflicts, organizations, and law, as well as the politics of border regions. Again, key courses in continental integration, trans-border issues, international organization, and nationalism and its alternatives will bring together many of the key questions running through these other courses.
Beyond its focused and innovative curriculum, the proposed program will offer applied and experiential learning options. These include a Co-op in Political Science, a practicum, and a course training students in public debate.

This mix of small class sizes and instructors dedicated to teaching excellence, emphasis on connecting theory and practice, courses that involve opportunities for experiential and service learning, and a unique curriculum that promotes engaged and critical citizenship in a world of complex and overlapping identities and power structures, the proposed B.A. Major in Political Science program is innovative and unique in the Lower Mainland.

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

The proposed degree is consistent with The Curriculum Framework for Kwantlen Polytechnic University Bachelor of Arts Degrees, which was developed through extensive internal and external consultation. The existing Bachelor of Arts, Minor in Political Science program was also subject to rigorous internal and external review and received support and approval from both internal and external administrative, regulatory, and professional bodies according to guidelines provided by the B.C. Ministry of Advanced Education.

Existing lower division courses for the two year A. A. and four year B. A. Minor in Political Science programs, which will also be offered for the proposed B.A. Major in Political Science degree, meet academic standards at other post-secondary institutions in British Columbia, articulating as they do either directly or as unassigned credits with courses offered in other Political Science degree programs through BCCAT, including those offered at Simon Fraser University, University of British Columbia and University of British Columbia – Okanagan, University of Victoria, University of Northern British Columbia, Vancouver Island University, Capilano University, and Thompson Rivers University.

Provided they meet the entry requirements and academic standards specified under The Curriculum Framework for Kwantlen Polytechnic University Bachelor of Arts Degrees, students who have completed courses from another post-secondary institution can request transfer of credits and will be admitted into the program at either years one or three pending articulation approval of their course credits and depending on available space. The A.A. in Political Science degree is fully articulated with the first two years of political science programs offered at other institutions through the BCCAT Block Transfer agreement which guarantees a minimum of 60 credits be awarded on transfer to holders of A. A. degrees from post-secondary institutions in British Columbia. Holders of a two year A. A. in Political Science from other institutions may be eligible to transfer and bridge into year three of the program.
See: Appendix J, List of Letters of Comment Received.

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

Simon Fraser University, University of British Columbia, Thompson Rivers University, University of Victoria, The University of the Fraser Valley, The University of Northern British Columbia, and Vancouver Island University currently offer a B.A. Major in Political Science. This does create a competitive environment, but it also indicates the importance of such a program within university Arts faculties. The proposed B.A. Major in Political Science program maintains standards and builds knowledge, skills and competencies characteristic of traditional B.A. Major in Political Science programs at other institutions; however, as noted above, it is distinguished by a unique program vision, curriculum and an innovative suite of learning opportunities, elements not available at other universities in the Lower Mainland.

The program addresses student and community needs in the South Fraser Region by providing increased access to post-secondary education. Student demand is expected to be sufficient to launch and sustain the program, according to the Office of Institutional Analysis and Planning. In research conducted for a departmental Program Review (2010-11), 31% of students in political science courses said they ‘would undertake a political science major at Kwantlen, if available,’ while another 19% were ‘unsure’ about this. Thus, 50% of students in our courses are either prepared to sign up for such a major or willing to consider it. These are compelling indicators of significant demand. Moreover, a large number of students surveyed chose to add unprompted comments to the survey sheet expressing their strong desire for a B.A. Major in Political Science, such as ‘Kwantlen NEEDS to offer a full BA degree in Political Science, and soon. Many of my fellow students have left for SFU, or UVIC simply because Kwantlen does not offer a major, but only a minor. I feel I may have no other choice than to leave Kwantlen as well, because of the lack of options.’ Many similar comments accompanied a petition organized by the Political Science Society of Kwantlen (student club) in favour of the proposed program, which secured 144 student signatures. The addition of this B.A. Major to the Faculty will thus strengthen Kwantlen’s capacity to increase student retention, as well as draw students looking to transfer from other institutions. Given its concern with the linkages between national, transnational and global, the proposed program is also expected to appeal to international students.

The proposed program does not duplicate any other programs at Kwantlen. However, the Political Science Department has a history of supporting other programs, and the

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12 Department of Political Science, *Political Science Program Self-Study*. Kwantlen Polytechnic University, September 2011, p. 70.

proposed new courses for the B.A. Major in Political Science program will further build capacity in this respect; such programs as Policy Studies, Sociology and Geography may be expected to benefit from the expanded course offerings given in the proposed degree. The proposed program also provides another option for students interested in undergraduate education in the Arts, complementing the existing B.A. Major degree programs offered at Kwantlen.

Curriculum Design

a) **List the required courses, and indicate which courses are new/to be developed.**

*Note: For convenient reference, please see the chart on p. 19-21.*

http://www.kwantlen.ca/calendar/2012-13/arts/ba-framework.html

Students must satisfy requirements specified under *The Curriculum Framework For Kwantlen Polytechnic University Bachelor of Arts Degree* to and additional requirements specified by the Department of Political Science to graduate with a B.A. Major in Political Science degree as follows:

- Completion of 120 credits with a minimum of 65 credits in Arts courses (Humanities and/or Social Sciences), and 45 credits with courses numbered 3000 or higher.
- A minimum cumulative GPA of 2.00, with a minimum grade of ‘C’ in all of the following required courses within the degree program (except where stated):
- 6-credit English writing requirement, which includes ENGL 1100 and one of either ENGL 1202 or 1204 (or equivalent).
- Minimum 9-credit quantitative requirement that must include a minimum of 3 approved quantitative courses, and of which one approved course must be taken from the Faculty of Science and Horticulture.
- 24-credit breadth requirement consisting of a minimum of one course in at least four (4) separate Social Science or Humanities disciplines outside of the major program area, one of which must be at the 3000-level or higher. CMNS 3100, EDUC 1100, and EDUC 4100 may also be credited towards the breadth requirement.
- Second language at the Grade 11 level or 6-credits of post-secondary language courses in the same language. Students who can demonstrate competency in a second language may request an assessment to have this requirement waived.

In addition, students must complete a total of 45 credits from political science courses. 15 of these must be at the 1100- or 2100-level, including 9 credits in any combination of 1110, 1120, 1125, 1145 and 1150, and at least 6 credits at 2100-level, as well as SOCI 2260 (Research Methods in Sociology). Another 30 credits must come from 3000-level and 4000-level political science courses, of which 9 credits must be from 4000-level political science courses. Students must take one of POLI 3131, POLI 3160, or POLI 4225 as part of these requirements, along with one of three ‘experiential’ or service learning options (POLI 3500, POLI 4510, or the Political Science Co-operative Education option).

Thus:
45 credits of Political Science + SOCI 2260 (Research Methods in Sociology).

Asterisk (*) indicates a new course, pending approval  
Dagger (†) indicates a course belonging to the International Studies ‘stream’  
Double dagger (‡†) indicates a course belonging to the North American Studies ‘stream’

YEARS ONE AND TWO: 15-credit POLI requirement + 3-credit SOCI 2260 (Research Methods in Sociology)

Students are required to take SOCI 2260 (Research Methods in Sociology) + a minimum of three of the following: (= 9 credits POLI)

- POLI 1110 Ideology and Politics
- POLI 1120 Canadian Government and Politics††
- POLI 1125 Introduction to Political Science
- POLI 1145 Comparative Politics
- POLI 1150 International Relations†

In addition, students are required to complete a minimum of two of the following (=6 credits POLI):

- POLI 1123 Politics in the City††
- POLI 2100 Sustainability and Government††
- POLI 2140 Politics of Asia
- POLI 2150 States, Markets, Globalization: International Political Economy†
- POLI 2155 War, Crime, and Violence: Contemporary Political Conflict†
- POLI 2200: Classic Thinkers: History of Political Thought*
- POLI 2235 BC Politics††

Years Three and Four:

Students are required to complete 30 credits from the 3000- and 4000-level, of which at least 9 must be at the 4000-level.

Students are required to take a minimum of 3 credits from amongst POLI 4225 (Nations, Nationalism and Beyond), or POLI 3131 (Continental Integration), or POLI 3160 (International Organization).

Applied/experiential requirement: students must take at least one of POLI 3500 (Public Debates in Politics), POLI 4510 (Practicum in Political Science), or the Political Science Co-operative Education option.

- POLI 3100 American Government and Politics††
POLI 3121 The Canadian Constitution*††
POLI 3122 Introduction to Canadian Foreign Policy††
POLI 3125 Nationalism in Canadian Politics††
POLI 3130 International Relations Theory**†
POLI 3131 Continental Integration*†
POLI 3146 Government and Politics of India
POLI 3147 Foreign Policies of the Major Powers†
POLI 3150 American Foreign Policy††
POLI 3160 International Organization†
POLI 3190 Selected Topics in Canadian Politics††
POLI 3199 Selected Topics in International Politics†
POLI 3240 Chinese Government and Politics
POLI 3500: Public Debates in Politics*

POLI 4145 Border Regions and Trans-border Politics (formerly Poli 3145) †
POLI 4125 The Politics of Multiculturalism in Canada††
POLI 4210: Democracy: Classic and Contemporary Debates
POLI 4225: Nationhood, Nationalism and Beyond*†
POLI 4330 International Human Rights†
POLI 4340 Public International Law†
POLI 4420 Issues in Public Policy and Administration
POLI 4510 Practicum in Political Science*

Co-operative Education Option:

Students may satisfy the ‘applied/experiential’ degree requirement by taking 28 credits of Political Science Co-operative Education (1 credit COOP 1101 + 3 X 9-credit work terms) in addition to 45 credits of POLI courses.

- COOP 1101
- COOP (Work Term 1)
- COOP (Work Term 2)
- COOP (Work Term 3)

Students eligible to register for COOP 1101 must be declared registrants in the B.A. Major or B.A. Minor program in Political Science and have successfully completed of a minimum of 30 program credits with a B+ average (3.33 GPA) or higher. Students must maintain a B+ average (3.33 GPA) or higher to remain in the Co-op program. In order to qualify for work terms, students must have successfully complete COOP 1101 as well as a minimum of 45 program credits or acceptance to third year, including successful completion of SOCI 2260 (Research Methods in Sociology).

This structure is in accordance with guidelines specified under The Curriculum Framework for Kwantlen Polytechnic University Bachelor of Arts Degrees.
In an appendix, list the courses along with their calendar description and prerequisites. Please refer to Appendix B: Course Descriptions for Existing and New Courses

Program Delivery

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

The small class sizes at Kwantlen make it possible to provide a learning environment and methodologies that are student-centred and participatory. In lower division courses, students typically learn in a lecture setting; however, these classes incorporate multimedia learning resources, class and small group discussions and various student-centred activities and projects. Courses at the 3000 level may be delivered in either lecture or seminar settings and those at the 4000 level are delivered in small classes in order to facilitate learning activities such as student-led seminar discussions and major research projects.

Courses offered by the Political Science Department utilize a number of pedagogical approaches and methodologies aimed at meeting student needs and ensuring their success in terms of course objectives and outcomes identified in standardized course outlines that guide instructors’ development of curriculum for their individual courses.

Service learning courses involve delivery through a combination of faculty supervision and volunteer work in placements within local community or global organizations. Students in these courses will complete a major written project calling for analysis of their observations and critical reflection upon their assumptions and experiences. Additional opportunities will include innovative experiential and applied learning elements. POLI 3500 will represent a distinctive experiential option, a unique innovation in the teaching of political science in the region.

Admission Requirements

a) Describe the admission requirements for this program.

In addition to Kwantlen’s General university admission requirements, including the undergraduate-level English Proficiency Requirement, the following program admission requirements apply:

Year One Admission:

- Grade of 'B' in English 12 (or equivalent)
- Grade of 'C' in either Principles of Math 11 (or equivalent) or Applications of Math 12 (or equivalent).
Year Three Admission:

- 60 credits with a cumulative GPA of 2.00 (including all 1100- and 2000-level major/minor program requirements).
- Grade of 'C' in all required 1000- and 2000-level courses, including the English writing requirement (ENGL 1100 and one of either ENGL 1202 or 1204, or equivalent).
- Two Quantitative courses.
- 12 credits of breadth courses
- Grade of 'C' in either Principles of Math 11 (or equivalent) or Applications of Math 12 (or equivalent).
- Second language at the Grade 11 level or 6 credits of post-secondary language courses in the same language. Note: Students need only achieve a passing grade to fulfill this requirement. Beginner's or Introductory Language 11 courses are ineligible to meet this requirement. Students who can demonstrate competency in a second language may request an assessment to have this requirement waived.

Qualifying Year

Students who do not qualify upon initial application to Kwantlen may be eligible for entry to the Qualifying Year. Students who possess at least a 'C' in English 12 (or equivalent) and a passing grade in Principles of Math 11 (or equivalent) or Applications of Math 12 will be able to apply for entry to the BA Qualifying Year. Students will be admitted to the BA program in the second year provided they have successfully completed appropriate qualifying courses. Other applicants who do not qualify are encouraged to consult an Educational Advisor for the appropriate qualifying courses that satisfy the application criteria.

Program Continuance Requirements

Current BA students must meet the following requirements to continue into their 3rd year of study. Registration access to third or fourth year courses is first awarded to students who have completed the following:

- 60 credits with a cumulative GPA of 2.00 (including all 1100- and 2000-level major/minor program requirements).
- Grade of 'C' in all required 1000- and 2000-level courses, including the English writing requirement (ENGL 1100 and one of either ENGL 1202 or 1204, or equivalent).
- Two Quantitative courses.
- 12 credits of breadth courses
- Second language at the Grade 11 level or 6 credits of post-secondary language courses in the same language. Note: Students need only achieve a passing grade to fulfill this requirement. Beginner’s or Introductory Language 11 courses are ineligible to meet this requirement. Students who can demonstrate competency in a second language may request an assessment to have this requirement waived.

**Bridging Options:** See chart on p. 19-21. Qualified students will be eligible for Year Three admission as early as Fall 2013.

**Prior Learning Assessment (PLA):** Under certain circumstances, entry into the B.A. Major in Political Science program may also be based on Prior Learning Assessment (PLA).

**Under-prepared students:** All students are provided with the opportunity for building skills through the Learning Communities program, including EDUC 1100. Other support services are provided at Kwantlen such as tutoring through the Learning Centre, accommodation and services for students with disabilities, Academic Counseling and Study Skills Seminars through Counseling Services, and library orientations and assistance for student research through Library Services.

**Bachelor of Arts, Major in Political Science Program Progression (Entry and Exit Points)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Required Courses</th>
<th>Program Guidelines</th>
<th>Entry and Exit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 1 and 2</td>
<td>9 credits of the following:</td>
<td>Entry criteria for the B.A. Program under the General Framework, including a 'B' in English 12 and: a grade of 'C' in either Pre-calculus 11, Principles of Math 11, or Applications of Math 12 (or equivalents); or grade of C+ in Foundations of Math 11 (or equivalent); or grade of C- in either Pre-calculus 12 or Foundations of Math 12 (or equivalents)</td>
<td>Year 1: B.A. Major in Political Science Program Entry Option</td>
</tr>
<tr>
<td></td>
<td>POLI 1110</td>
<td></td>
<td>B.A. Minor in Political Science Program Entry Option</td>
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<tr>
<td></td>
<td>POLI 1120</td>
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<td>POLI 1125</td>
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<td>POLI 1145</td>
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<td>POLI 1150</td>
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<td>6 credits of the following:</td>
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<td></td>
<td>POLI 1123</td>
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<td></td>
<td>POLI 2100</td>
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</tbody>
</table>

A.A. in Political Science Program Entry Option
<table>
<thead>
<tr>
<th>Courses</th>
<th>Requirements</th>
<th>Year 2: Associate of Arts in Political Science Exit Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 2140, POLI 2150, POLI 2155, POLI 2200, POLI 2235, Plus SOCI 2260.</td>
<td>All program requirements for an AA Degree under the General Framework for AA degrees. Plus a minimum of 15 POLI credits including POLI 1110, 1125, 1145, 1150, and 3 course credits of 2000-level POLI.</td>
<td></td>
</tr>
<tr>
<td>Years 3 and 4</td>
<td>All requirements as per the BA Curriculum Framework for year three entry.</td>
<td>Year 3: B.A Major in Political Science Program Entry Option</td>
</tr>
<tr>
<td>30 POLI course credits at the 3000 or 4000 levels, including:</td>
<td>Plus prerequisites specified for 3000 level POL courses.</td>
<td></td>
</tr>
<tr>
<td>9 credits at the 4000-level; 3 credits of POLI 3131 or POLI 4225 or POLI 3160; 3 credits of POLI 3500; or 6 credits of POLI 4510 (or cross-listed equivalent).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students choosing the Political Science Co-operative Education option (28 credits of Co-operative Education, i.e., 1 credit COOP 1101 + 3 X 9 credit work terms) need not take POLI 3500 or POLI 4510 as part of their required 30 POLI credits at the 3000 or 4000 levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All program requirements for BA Minor degrees under the General Framework. Plus a minimum of 12 POLI courses at the 1000- or 2000-level, including Poli 1120, 1125, and 1150; plus15 credits at the 3000- or 4000-level, of which 6 must be at the 4000-level; plus SOCI 2260.</td>
<td>Year 3: B.A. Minor in Political Exit Option</td>
<td></td>
</tr>
</tbody>
</table>

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Faculty

List the faculty and their areas of specialization.

Regular faculty members in the Political Science Department include:

**Francis Kofi Abiew** LL.B.(Hons) University of Ghana, B.L.( Ghana School of Law), LL.M., M.A., Ph.D. (University of Alberta), Postdoctoral Fellow, Carleton University. Dr. Abiew specializes in humanitarian intervention and state sovereignty, international human rights, international law, the UN, peace operations, and NGOs in conflict zones.

**Noemi Gal-Or** (B.A., Tel Aviv University, Ph.D., Graduate Institute of International Studies, Geneva, LL.B. University of British Columbia, Vancouver) is an authority on matters of security and strategic studies, international law (trade & investment, dispute settlement, humanitarian law, terrorism, and conflict resolution), international political economy and regional integration (cross-border integration, EU, NAFTA, FTAA), public policy, and migration. She is also Director of the Institute for Transborder Studies (ITS).

**Jay Haaland** (B.A. in Economics, M.A. in Political Science, University of Saskatchewan) specializes in regionalism and political leadership in Canada, as well as Canadian constitutional issues, with a special focus upon the politics of the Charter of Rights and Freedoms.

**Gregory Millard** (B.A., M.A. in Political Science, McGill, Ph.D. in Political Studies, Queen's) has a particular interest in nationalism, political culture, and identity in Canada, Canadian constitutional issues and political thought, theories of nationalism and multinational states, and political theory.

**Shinder Purewal** (B.A. and M.A. in Political Science, Simon Fraser University, Ph.D. in Political Studies, Queen's University) specializes in comparative politics of development and Canadian politics. His special interests include ethnic and religious movements in South Asia, ethnic and multicultural politics in Canada, and relations between developed and developing countries.
Regular faculty are complemented by a stable slate of contract instructors, including:

**Cara Camcastle** (Ph.D. Queen’s University; specializing in Political Theory, Canadian Politics, and Environmental Politics);

**Robert Hanlon** (Ph.D., City University of Hong Kong; specializing in International Relations and Asian politics).

**Logan Masilamani** (Ph.D. Monash University; specializing in International Relations and Comparative Politics);

**Ramjee Parajule** (Ph.D., George Washington University; specializing in International Relations, Comparative Politics, American Government and Politics, and American Foreign Policy);

**Ross Pink** (Ph.D., Leicester University; specializing in International Relations and Human Rights);

**Jocelyne Praud** (Ph.D., University of Toronto; specializing in women and politics, Canadian politics and Comparative Politics).

*In an appendix, provide the list of faculty along with a brief curriculum vitae for each.*

See Appendix H, *Faculty Curriculum Vitae*.

**Program Resources**

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

The proposed B.A. Major in Political Science program is sustainable and requires the input of few new library and facilities resources to launch and maintain it. Since the Political Science Department already offers a wide range of courses as part of its B.A. Minor in Political Science, it will require the implementation of only POLI 3500 to launch the B.A. Major in Political Science. Other proposed courses will gradually be brought on board over the next two to three years to meet the vision and overall goals of the program. Faculty members in the Political Science Department have the expertise to develop and teach the proposed new courses, with the exception of POLI 3500 where a time release will be requested due to the innovative nature of the course.

**Library resources**

A Library Resources Impact Assessment (see Appendix I) has been conducted for the new B.A. Major in Political Science degree program to establish budgetary and purchasing priorities that will be met in order to support new courses in development.
• **Computer and computer access**

Faculty, staff, and students have adequate access to computers in offices, computer labs, and libraries to facilitate their work and study.

• **Classrooms, laboratories and equipment**

Existing classroom facilities, labs and equipment are sufficient to implement the B.A. Major in Political Science program.

• **Existing and shared resources at the institution or at other institutions that will be used to offer the program**

Shared computer labs within the institution are currently used for political science research methods and are sufficient for existing Political Science programs and the proposed new program.

• **Additional resources that will be required to offer this program.**

The proposed B.A. Major in Political Science program can be launched effectively within the parameters of existing resources and infrastructure. However, to serve the long-term interests of our faculty and students and the sustainability of our program, the Department of Political Science has requested a dedicated departmental space (a ‘Political Science Pod’). This space should include an office for the Political Science Departmental Administrative Assistant, faculty offices, and a common meeting room which will house a small library for faculty publications and other resource materials, provide a space for faculty meetings, and serve as a place for students to gather, study, and grow together as peers. Such a common departmental space will foster a sense of identity and belonging for faculty and students and increase the Political Science Department’s profile at Kwantlen.

The Department is committed to working with faculty, the Dean of Arts and personnel from Facilities to develop a plan for renovations to an available space for the office/common room space and capital budget considerations.

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

The proposed launch date for the B.A. Major in Political Science is September, 2013. This will allow sufficient time for review and approval of the Full Program Proposal by the Arts Faculty Council Subcommittee on Curriculum, the Senate Standing Committee on Curriculum, the Senate, and the Ministry of Advanced Education. It is anticipated that these approval steps will be completed by fall of 2012.
Lower division required courses for the B.A. Major in Political Science are already being offered by the Political Science Department for the A.A. and B.A. Minor in Political Science degree programs, and a sufficient number of 3000 and 4000 level courses to provide students with a range of choices of electives. These courses will continue to be scheduled in a way that will allow students entering years one and three of the B.A. Major in Political Science degree access to the courses they need to complete their programs in a timely manner. New courses will be implemented incrementally, beginning with the new 3000 and 4000-level required courses. Faculty members have already begun the work of developing curriculum for these courses.

Implementation schedule for courses that meet core requirements:

- **Fall Semester 2013: Launch B.A. Major in Political Science**
  - POLI 3500

Additional 2000, 3000 and 4000 level electives courses will be brought on board over the next two to three years. New courses for which official Course Outlines have been approved may also be accessible to students earlier if they need them to complete their degree requirements, provided they qualify, through Guided Study.

Since students currently taking the B.A. Minor in Political Science program may be interested in and eligible to enter year three of the B.A. Major in Political Science as soon as the degree becomes available, there may be students who are ready to graduate with the new degree by the end of Fall Semester of 2013. The above configuration is designed to facilitate this. Students in the A.A. in Political Science program wishing to transfer into year three of the B.A. Major in Political Science will also have access to courses they need to progress through upper division courses offered for the program.

The proposed schedule will also allow sufficient time between the anticipated approval of the program and the launch in Fall 2013 to market the degree internally, and takes into consideration the time required for new courses to be developed by faculty and progress through Kwantlen’s rigorous institutional approval process. The Dean of Arts and the Provost and Vice-President, Academic, have indicated support for this implementation schedule.

**Program Consultation**

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

Contributions to the Full Program Proposal have been made by members of the Political Science Department and others who have participated on the development team at various stages. Extensive internal and external consultation has also been involved in the development of the proposal. Input received from the Dean and Associate Dean of
Arts and the B.A. Advisors at Kwantlen have been incorporated into the proposals, representatives from the following areas have also been consulted:

- Admissions
- Enrolment Planning and Technology
- Strategic Enrolment Management
- Registrar Services
- Counselling Services
- Co-operative Education
- Institutional Analysis and Planning
- Library Services
- Informational and Educational Technology
- Marketing and Communications
- Facilities
- Office of the Provost and Vice-President, Academic

The proposal has also been reviewed and commented on by faculty representatives and administrative personnel on the Social Sciences Faculty Council Subcommittee on Curriculum, and the Senate Standing Committee on Curriculum which includes faculty members from departments in the Arts, Sciences, Mathematics, and Business Faculties.

Please refer to Appendix J, List of Letters of Comment Received.

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

- Relevant employers;
- Relevant professional associations;
- Program advisory committees;
- Other British Columbia institutions (this will include comments provided through the peer review process on the Post Secondary Institution Proposal System);
- Institutions outside British Columbia;
- Experts in the proposed field of study; and,
- External academic consultants.

Please refer to Appendix K for Letters of Support
# Appendices

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### Bachelor of Arts, Political Science Major

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**AO = Available Online**
**APPENDIX B: Course Descriptions of Existing and New Courses**

**POLI 1110 CR-3**  
**Ideology and Politics**

Students will study and critically analyze the political ideologies that have played an important role in shaping the 20th century and the present political landscape, and that have influenced the political attitudes and actions of individuals, groups and societies.

**POLI 1120 CR-3**  
**Canadian Government and Politics**

Students will examine Canadian political culture, including the challenges to Canadian unity posed by those with separatist sentiments. They will discuss regionalism, multiculturalism, cultural and linguistic duality, bilingualism, Canadian identity, political parties and ideologies, the bureaucracy, federalism, the economy, constitutional change, and other topics of current interest.

**POLI 1123 CR-3**  
**Politics in the City**

Students will study the evolution of politics at the municipal level in Canada, including political parties and civic movements, the local management of services, labour relations, lobby groups, budgeting, and policy making. They will examine the relationships between municipal governments and the provincial and federal governments, and explore other topics of current interest relating to city politics in Canada.

**POLI 1125 CR-3**  
**Introduction to Political Science**

Students will study basic terms and concepts relevant to the study of institutions and processes in government. They will acquire an understanding of Canadian government and politics and will compare Canada to other countries in order to further a broad understanding of the effect of politics and government on the population.

**POLI 1145 CR-3**  
**Introduction to Comparative Government and Politics**

Students will study, and critically analyze, the key topics in the field of comparative politics, with a special emphasis on understanding the dynamics that shape the character and quality of contemporary political systems.
POLI 1150 CR-3
Introduction to International Relations

Students will develop the analytical skills with which to explain or understand world politics. They will be introduced to the intellectual tools such as core concepts and schools of thought, in order to make sense of the complex world of international politics. Students will explore a broad range of contemporary topics, including the role and importance of various state and non-state actors, the promotion of international order, and salient features of the international political economy, including the disparities between the countries of the North and South.

POLI 2100 NEW
Sustainability and Government CR-3

Students will explore environmental sustainability as an issue in Canadian politics. They will examine the evolution of the environmental movement in Canada, and study the linkages between environmental concerns and Canadian political culture, parties, advocacy organizations, federal-provincial relations, domestic and foreign policy, and other areas of interest.

Prerequisites: Any 6 credits at the 1100-level or above

POLI 2140 CR-3
Comparative Politics of Asia

Students will be introduced to the government and politics of key Asian states. They will learn about the dynamics that shape the character and quality of contemporary Asian political systems, the underlying assumption being that "they who know only one country, know no country well." Students will enhance their understanding of political transformation in a comparative context will be enhanced by the study of different Asian countries.

Prerequisites: 3 credits of 1100-level POLI courses

POLI 2150 CR-3
States, Markets, Globalization: International Political Economy

Students will acquire a detailed conceptual framework for the analysis of the international political economy. They will study the dynamic interaction among states, societies, firms, and markets, at the international level. Students will focus on major "IPE" perspectives and theories, and learn to apply these to issue areas including monetary and financial relations, international trade, foreign investment, foreign debt, and development finance.

Prerequisites: 3 credits of 1100-level POLI courses
POLI 2155 CR-3
War, Crime, and Violence: Contemporary Political Conflict

Students will study the sources and nature of major contemporary international and national conflicts, such as disputes between the great powers, rich nations and poor nations, between Third World countries and within states. Students will focus on the phenomena of war, violence, and crime.

Prerequisites: 3 credit of 1100-level POLI courses, or HIST 2335

POLI 2200 NEW
Classic Thinkers: History of Political Thought CR-3

Students will survey the development of political theory in the western tradition, ranging from the Ancients to modern liberal-democratic thought. They will examine works from such classic authors as Plato, Hobbes, Locke, Rousseau, Burke, Mill, and others, acquiring a foundation in the great debates of western political life.

Prerequisites: 3 credits of 1100-level POLI or PHIL or HIST courses, or by permission of the instructor

POLI 2235 CR-3
British Columbia Government and Politics

Students will examine British Columbia's political culture and various elements affecting it, such as immigration, native land claims, primary and secondary resource industries, federal-provincial relations, interest group behaviour, union activity, environmental issues, political parties, and government policy-making.

Prerequisites: 3 credits of 1100-level POLI courses

SOCI 2260 CR-3
Research Methods in Sociology

Students will study the quantitative and qualitative approaches used to conduct social research. They will emphasize practical application of research design and data collection techniques while conducting their own research projects.

Prerequisite: SOCI 1125

POLI 3100 CR-3
American Government and Politics
Students will examine the institutions and processes associated with the federal government of the United States. They will study the executive, legislative and judicial branches, as well as the party system, the electoral system and election finance. Students will analyze the policy making process in America employing both foreign and domestic examples to highlight the important roles played by pressure groups, corporations and the media.

*Prerequisites: Any 18 credits of 1100-level or higher, including any 3 POLI credits (POLI 1110 or 1125 or 1145 recommended)*

**POLI 3121 CR-3 NEW**

*The Canadian Constitution*

Students will explore the historical development of, and contemporary debates about, Canada’s constitutional inheritance. They will analyze the evolution of rights in Canada and of the Canadian Charter of Rights and Freedoms, Canadian federalism, the Canadian parliamentary tradition, indigenous peoples and constitutional law, and practice and perils of constitutional change.

*Prerequisites: Any 18 credits of 1100-level or higher, including any 3 POLI credits (POLI 1110 or 1125 or 1145 recommended)*

**POLI 3122 CR-3**

*Introduction to Canadian Foreign Policy*

Students will examine the history and current state of the foreign and defence policies of Canada. They will also study the following specific areas: domestic and foreign influences on policy, governmental structures affecting policy, the interplay of trade, defence and diplomatic decision-making. Students will appraise recent policy initiatives with a view to developing an understanding of Canada's place in the global community.

*Prerequisites: Any 18 credits of 1100-level or higher, including any 3 POLI credits (POLI 1110 or 1120 recommended)*

**POLI 3125 CR-3**

*Nationalism in Canadian Politics*

Students will probe the intersection of nationalism and ideology in Canadian politics, examining varieties of Canadian nationalism, and the challenges that Quebec and aboriginal nationalisms pose to the Canadian state. They will also engage multicultural visions of Canadian nationhood. Students will gain an enriched understanding of the diversity and complexity of nationalism in Canada, a deeper command of key moments in Canadian thought, and a sharpened sense of the normative problems involved in nationalism.
Appendix B – Course Descriptions of Existing and New Courses

Prerequisites: Any 18 credits of 1100-level or higher, including any 3 POLI credits (Poli 1150 strongly recommended)

POLI 3130 CR-3 NEW
International Relations Theory

Students will explore the theories of International Relations, from realism and liberalism to "radical" challengers such as Marxism, dependency theory, critical theory, postmodernism, and feminism. Students will critically debate, and compare theories to develop a solid grasp of the different perspectives and to establish their own theoretical positions.

Prerequisites: Any 18 credits of 1100-level or higher, including any 3 POLI credits (Poli 1150 strongly recommended)

POLI 3131 Continental Integration CR-3 NEW

Students will analyze the process of North, Central, and South American and the Caribbean economic and political integration. They will study the historical origins of the states and groupings of states in, and aboriginal communities of, the Americas; the processes and structures of institutionalization in the Americas, and the challenges of integration in the 21st century. Students will focus on the political, social, and economic diversity in the Americas and the impacts of integration endeavours by and on member states and non-member states of the Western hemisphere, including such issues as democracy, Rule of Law, human rights, economic development, environmental protection, and the role of American integration processes in world affairs.

Prerequisites: Any 18 credits of 1100-level or higher, including any 3 POLI credits (Poli 1150 strongly recommended)

POLI 3146 CR-3
Government and Politics of India

Students will explore the political economy of South Asia in general and India in particular. They will also explore some of the conceptual frameworks in which the politics of the South Asian region is studied. Students will develop a critical understanding of similarities and differences in the preconceptions of these frameworks, their basic tenets and relevant insights. They will be able to address more specialized issues related to the government and politics of India within a comprehensive conceptual framework of development and modernization.

Prerequisites: POLI 2140 or 2130

POLI 3147 CR-3
Foreign Policies of the Major Powers
Students will acquire a factual and conceptual comparative framework of foreign policy as practiced by major powers. They will analyze the types of powers, various foreign policies, styles of foreign policy, constellation of the major powers and the target audience of the major powers. Students will review some case studies on the challenges arising to, and by, the major powers. They will explore, debate, and compare theories to develop a solid grasp of the different theoretical perspectives of the foreign policies of major powers, and will establish their own theoretical preferences.

Prerequisites: Any 18 credits of 1100-level or higher, including 3 credits of POLI 1125 or 1145 or 1150 (POLI 2130 recommended)

POLI 3150 CR-3
American Foreign Policy

Students will examine the historical patterns of, and contemporary issues in, U.S. foreign policy. They will discuss the challenges faced by the U.S., its increasing reliance on unilateralism, and the response of other great powers to the U.S. in the Cold War and post-Cold War era. Students will also examine the sources of American foreign policy and will explore the linkages among political institutions, the policy formulation process, and policy outcomes.

Prerequisites: Any 18 credits of 1100-level or higher, including 3 credits of POLI 1125 or 1145 or 1150 (POLI 2130 recommended)

POLI 3160 CR-3
International Organization

Students will acquire a basic knowledge of the nature, activities, and problems of international organizations in political, economic, and social issue-areas. They will analyze the historical evolution, structural mechanisms, and governance styles of these organizations in addressing various global problems. Students will critically examine the most prominent theoretical and conceptual approaches to the analysis of international organizations, with particular emphasis on the notions of multilateralism and global governance.

Prerequisites: Any 18 credits of 1100-level or higher, including 3 credits of POLI 1125 or 1145 or 1150 or POST 2100

POLI 3190 CR-3
Selected Topics in Canadian Politics

Students will engage in an intensive study of an important selected issue, or related set of issues, in Canadian politics, as chosen by the instructor. Students will conduct readings, research, and class discussion at an advanced undergraduate level and be expected to demonstrate an effective mastery of the topic in question.
NOTE: Students may take this course multiple times for further credit on different topics.

*Prerequisites: 18 credits of 1100-level or higher, including any 3 POLI credits*

**POLI 3199 CR-3**
Selected Topics in International Politics

Students will engage in an intensive study of an important selected issue, or related set of issues, in international politics, as chosen by the instructor. Students will conduct readings, research, and class discussion at an advanced undergraduate level and be expected to demonstrate an effective mastery of the topic in question.

NOTE: Students may take this course multiple times for further credit on different topics.

*Prerequisites: 18 credits of 1100-level or higher, including any 3 POLI credits*

**POLI 3240 CR-3**
Chinese Government and Politics

Students will learn the characteristics of the Chinese civilization, the reform and revolution in the pre-Communist era, the Communist road to power, the development of Chinese politics from 1949 to the present, and China's international relations.

*Prerequisites: POLI 1125 (POLI 2145 strongly recommended)*

**POLI 3500 CR-3 NEW**
Public Debates in Politics

Students will explore the theory and practice of political debate, examining fundamental principles of rhetoric and public communication and examples of famous historical debates, before conducting their own formal debates around important political issues. Students will, under the supervision of the instructor, identify the issues to be debated, conduct rigorous scholarly research on their chosen topic, develop debating strategies, and moderate and conduct their own debates.

Prerequisite: *18 credits at 1100-level or higher, including 3 POLI credits*

**POLI 4125 CR-3**
The Politics of Multiculturalism in Canada

Students will critically explore the political issues raised by Canada's experience with cultural and religious diversity, informed by theoretical approaches to the wider themes of culture and religion in politics. They will examine the evolution of Canada's policy of official multiculturalism
and the broader meanings attached to the term 'multiculturalism,' considering, in the process, liberal, nationalist, and radical critiques of multiculturalism in theory and practice. Students will also critically engage theoretical issues around the relationship between religious and cultural pluralism, and debates over the role of religion in the public life of a pluralistic society such as Canada.

NOTE: This is a seminar course.

_Prerequisites: 45 credits at 1100-level or higher, including 3 POLI credits (POLI 1120 recommended)_

**POLI 4145 CR-3**  
Border Regions and Trans-border Politics

Students will acquire a factual and conceptual framework for the comparative analysis of trans-border regions in international politics. They will analyze two types and two levels of trans-borders: peaceful and conflictual, and regional-continental/local. Students will review a spectrum of trans-border areas in the Americas, Western and Eastern Europe, and Asia. They will address the challenges of multi-level governance in the 21st century in the context of case studies of peaceful trans-border regions. Students will analyze the political, social, economic and environmental impacts of trans-border integration; the tension between nation-state, inter-governmentalism and supra-nationalism; identity, citizenship and democracy; and the status of trans-borders in domestic and world affairs.

_Prerequisites: Any 18 credits of 1100-level or higher, including any 3 POLI credits (POLI 2130 recommended)_

**POLI 4210 CR-3**  
Democracy: Classic and Contemporary Debates

Students will critically examine democratic thought. They will explore such questions as the nature and foundation of democratic beliefs, critiques of democracy both ancient and modern, affinities and tensions between liberal and democratic ideals, and contemporary visions of democracy and their critics.

NOTE: This is a seminar course.

_Prerequisites: 45 credits at 1100-level or higher, including 3 POLI credits (POLI 1110 highly recommended)_

**POLI 4225 CR-3 NEW**  
Nationhood, Nationalism, and Beyond
Students will examine theoretical and historical debates concerning nations and nationalism. They will critically explore early nationalist theories; historical perspectives on the origin and nature of nations and nationalism; post-modernist and post-colonial interpretations; tensions and affinities between majority and minority nationalisms; and whether we are entering a ‘post-national’ era. Students will also consider the normative desirability of nationalism, and the plausibility of cosmopolitan alternatives.

Prerequisites: 45 credits at 1100-level or higher, including 3 POLI credits.

POLI 4330 CR-3
International Human Rights

Students will critically examine a variety of issues relating to human rights, including the theoretical underpinnings of human rights, the categories of rights, the mechanisms available for their implementation, and issues relating to their effectiveness. They will probe the reasons why human rights violations continue to occur in many regions of the world, critically assess the emergence and evolution of the current international human rights regime, and explore the conditions that foster or hinder the implementation of international human rights norms.

Note: This is a seminar course.

Prerequisites: POLI 1125 and 1150

POLI 4340 CR-3
Public International Law

Students will examine conceptual, theoretical, and empirical dimensions of international law. They will explore the distinction between public and private international law, and probe a range of general areas of law, including: human rights and humanitarian law, as well as specialized international law, including criminal; environmental; trade and investment; and space law. Students will analyze the application of international law at the national level, with special emphasis on the incorporation of international law within the law of Canada. They will examine the challenges of international treaty making; legal compliance and enforcement; international dispute resolution; and will explore the relationship between international law and international relations.

NOTE: This is a seminar course.

Prerequisites: 45 credits of 1100-level or higher, including 3 credits of POLI 1110 or 1125 or 1145 or 1150

POLI 4420 CR-3
Issues in Public Policy and Administration
Students will acquire a detailed factual and conceptual framework for the analysis of specific topics within the discipline of public policy and administration. They will critically examine such subjects as the role of government, government intervention, the role and structure of government bureaucracies, interest and pressure groups, the management of the political process, and the relationship between public and foreign policy.

NOTE: This is a seminar course.

Prerequisites: Any 3000 level POLI course

POLI 4510 CR-6 NEW
Practicum in Political Science

Students will work within a research institute, advocacy organization, or other politically-engaged agency or organization for one semester under the supervision of a faculty coordinator and an agency representative. They will further their personal and professional development, integrating knowledge and skills acquired from the degree curriculum in the context of their practical field experience.

Prerequisites: SOCI 2260; 18 POLI credits, of which 6 must be at the 3000-level or higher; and any 39 additional credits at the 1100-level or above. Students must be registered in a B.A. program in Political Science at Kwantlen with a minimum G.P.A. of 3.3.
APPENDIX H: Faculty Curriculum Vitae

DR. FRANCIS KOFI ABIEW

Educational Background

LL.B.(Hons) University of Ghana, B.L.( Ghana School of Law), LL.M., M.A., Ph.D.( University of Alberta), Postdoctoral Fellow, Carleton University

Areas of Interest /Research

Humanitarian intervention and state sovereignty, international human rights, international law on the use of force, UN, peace operations, NGOs in conflict zones

Selected Courses Taught

- Poli 1125 Introduction to Political Science
- Poli 1150 Introduction to International Relations
- Poli 2155 Contemporary Political Conflict
- Poli 3160 International Organization
- Poli 4330 International Human Rights

Selected Publications

Books


Refereed Articles


**Book Chapters**


**Selected Conference Papers**


“From Civil Strife to Civic Society: NGO-Military Coordination in Complex Humanitarian Emergencies”, invited, presented at the Asia-Pacific Center for Security Studies, Honolulu, Hawaii, November 4-6, 2003


DR. NOEMI GAL-OR
Director, Institute for Transborder Studies (ITS)

Educational Background

B.A., Tel Aviv University; Ph.D., Graduate Institute of International Studies, Geneva; LL.B. University of British Columbia, Vancouver

Areas of Interest/Research

Security and strategic studies (specifically terrorism), international law and organisations (trade & investment, dispute resolution, humanitarian law, terrorism, and conflict resolution), international political economy (cross-border integration), public policy, regional integration (EU, NAFTA, FTAA), and migration.

Selected Courses Taught

- Poli 1125 Introduction to Political Science
- Poli 1150 Introduction to International Relations
- Poli 2150 States, Markets, Globalization: International Political Economy
- Poli 4145 Border Regions and Trans-Border Politics
- Poli 4340 Public International Law

Selected Publications


"Trusteeship, Suspended Sovereignty, and Enforcement of UN Membership Duties: Governance in Times of Peril", Journal of International Organization Studies, 2 (3) 2011

Law, Politics and Governance Series, 2010


"The Investor and Civil Society as Twin Global Citizens: Proposing a New Interpretation in the Legitimacy Debate", *Suffolk Transnational Law Review*, 32 (2) 2009


**Selected Professional Associations**

Law Society of BC

Canadian Bar Association (CBA): Member of the Executive, CBA National International Law Section, Co-Chair, Trade & Investment Committee (CBA), Legislative liaison of the International Law Section of the BC Branch of the CBA;

Member of the Board of Directors, International Law association (ILA) Canadian Branch;

American Society of International Law (ASIL) Study Groups International Organisations and UN21;

Kwantlen Polytechnic University representative member of the Canada-US Relations Committee of the Vancouver Board of Trade.

Member, editorial board of *The Journal of Conflict Studies*, Centre for Conflict Studies, University of New Brunswick;

Manuscript referee: Oxford University Press; *Leiden Journal of International Law*; *Canadian Journal of Political Science*; *The Journal of Conflict Studies*; *St Antony's International Review*. 
JAY HAALAND

Educational Background

B.A. Economics; Honours Certificate, Political Science University of Saskatchewan; M.A. Political Science, University of Saskatchewan

Areas of Interest/Research

Regionalism and political leadership in Canada; Canadian constitutional issues, with a special focus upon the politics of the Charter of Rights and Freedoms.

Selected Courses Taught

- Poli 1120 Canadian Politics and Government
- Poli 1125 Introduction to Political Science
- Poli 1145 Introduction to Comparative Politics and Government
- Poli 2120 Government and Politics of the Prairie Provinces
- Poli 2121 Law and Politics: The Charter of Rights and Freedoms
- Poli 3100 American Politics and Government
- Poli 3122 Introduction to Canadian Foreign Policy

Selected Administrative Experience

Chair, Department of Political Science Kwantlen Polytechnic University (2004-2007)

Director of Academic Counselling and Student Services, Huron University College, University of Western Ontario (1990-1992)

Sexual Harassment Advisor, University of Western Ontario (1984-1987)

Ombudsperson, University of Western Ontario (1977-1982)

Special Advocate for the Disabled, University of Western Ontario (1981-82)

Selected Research, Consultancies and Publications


Research Fellow, Canadian Plains Research Center, University of Saskatchewan, 2007-08
Consultant to the Ontario Educational Television Authority (T.V.O) regarding the development of a visual and print learning package for *An Introduction to Political Science* (1987).

Consultant to the Science Council of Canada regarding the state of industry-government relations. The project culminated in a substantial (100 page) paper prepared as a confidential background document for a Science Council “red paper” (1982).

Consultant to the Director of Part-Time Studies at The University of Western Ontario regarding distance-learning technology. A small working group investigated the practicality of the university employing various technological systems to augment its off-campus degree-credit program offerings. Systems investigated included: audio-teleconferencing; telidon (an early Canadian version of the internet), and interactive television (both cable and satellite) (1981-82).

Contract researcher for the Federal Royal Commission on Corporate Concentration chaired by R.B. Bryce. The research was concentrated in the following areas: corporate social responsibility; corporate donations (including political parties); workplace safety (including corporate response to the government regulatory framework). Several papers were developed for circulation within the commission (1977-78).
DR. GREGORY MILLARD
Chair

Educational Background

B.A., M.A. Political Science (McGill University); Ph.D. Political Studies (Queen’s University).

Areas of Interest/Research

Nationalism, political culture, and identity in Canada, with special attention paid to Quebec’s role therein; Canadian political thought; Canadian unity and constitutional politics; normative political thought, especially pertaining to nationalism and multinational states; the history of ideas.

Selected Courses Taught

- Poli 1110 Politics and Ideology
- Poli 1120 Canadian Politics and Government
- Poli 1125 Introduction to Political Science
- Poli 3125 Nationalism in Canadian Politics
- Poli 4125 The Politics of Multiculturalism in Canada
- Poli 4210 Democracy: Classic and Contemporary Debates

Selected Publications

Books


Articles and reviews


**Selected Public lectures, Symposia Contributions, and Public Debates**

Public lecture, “Whatever Happened to Quebec Nationalism?” Kwantlen Polytechnic University (September 2011).

2010 Lester B. Pearson Lecturer: “The Idea of Quebec Sovereignty,” at Sprott-Shaw Degree College (November 9, 2010).

Co-organizer and Moderator, “Kwantlen Polytechnic University Public Debate on the H.S.T.,” featuring former B.C. Premier Bill Vander Zalm and Hugh Alley, Chair of the Public Affairs Committee of the Board of Canadian Manufacturers and Exporters (BC Division) (May 2010).

Organizer and Moderator, “Kwantlen Polytechnic University Debate on Electoral Reform,” featuring presentations by Dr. David Schreck, former Special Advisor to the Premier of B.C. and Secretary-Treasurer of the NO-BC STV Campaign Society, and Edith Davidson, a representative of the B.C. Citizens’ Assembly on Electoral Reform (March 2009).

**Professional Associations**

Member, Canadian Political Science Association
Member, British Columbia Political Studies Association
Member, Association for Canadian Studies
DR. SHINDER P.S. PUREWAL

Educational Background

B.A. (1988), M.A. (1993), Simon Fraser University, B.C. (Political Science); Ph.D. (1998), Queen’s University, Kingston, Ontario (Political Science)

Areas of Interest/Research

Ethnic and religious movements in South Asia, ethnic and multicultural politics in Canada, and relations between developed and developing countries.

Selected Courses Taught

- Poli 1120 Canadian Politics and Government
- Poli 1123 Politics in the City
- Poli 1125 Introduction to Political Science
- Poli 1145 Introduction to Comparative Politics and Government
- Poli 1150 Introduction to International Relations
- Poli 2235 B.C. Politics
- Poli 3146 Government and Politics of India
- Poli 3199 Selected Topics in International Politics

Selected Publications

Books:


Articles:


**Selected Conferences and Seminars**

“Multiculturalism at Crossroads: A Canadian Experience,” Paper present at a Seminar organized by the Department of Political Science, Guru Nanak Dev University, Amritsar, India (January 12, 2011).


**Professional Associations (past and present)**

Member, Advisory Council, Canadian International Peace Project (a Non-Government Organization, Toronto, Ontario)

Director, Progressive Inter-Cultural Services Society, Vancouver and Surrey.

Member, Canadian Political Science Association.

Member, British Columbia Political Studies Association.

Member, Editorial Board, *Understanding Sikhism: A Research Journal* (University of Laval, Laval, Quebec)

Member, Editorial Board, *Punjab Journal of Politics* (Guru Nanak Dev University, Amritsar)
Name of Program

Library Impact Assessment

for New and Revised Programs

December 9, 2011
Kwantlen Polytechnic University
Bachelor of Arts, Political Science Major
Appendix I – Library Resources Impact Assessment

Kwantlen Library Impact Assessment Process for New and Revised Programs

ASSESSMENT POLICY

1. Library impact assessments will be completed for new degree, diploma, certificate, or citation programs, and for major program revisions.

2. Requests for a library impact assessment are to be directed to the Senate Standing committee on curriculum (SSCC) liaison librarian.

3. The development of library impact assessments for programs is based on a consultative model. The SSCC liaison librarian will review proposals and consult with both proposing faculty and with appropriate librarians. In the case of revised programs, the SSCC liaison librarian will make a decision on whether the revised content requires a library impact assessment.

4. Timelines for completion of the Library Impact Assessment are:
   - **New Programs**: Developers must allow a minimum of 3 weeks for the completion of a new program library impact assessment.
   - **Revised Programs**: Developers must allow a minimum of 2 weeks for the completion of a revised program library impact assessment.

5. Completed library impacts assessments will be signed by the SSCC liaison librarian and the university librarian and sent to the program developer. A copy of the assessment summary (Part B only) must be appended to the program concept and sent to the Senate office after the program and developer has reviewed and signed the assessment. Assessments will be sent electronically to the Senate office and will be followed by signed paper copies.

6. The library impact assessment will normally include projected and retrospective monograph and periodical costs based on average costs for materials in the subject area, collection needs of the program or course, average price increases in the subject area as well as the strength or weakness of the existing collection. Audio-visual purchase costs will be included where appropriate. Projected enrolments will be included in the cost calculations where multiple sections or multiple campus enrolments are indicated or in cases where most resources will be provided by interlibrary loan.
7. Specialized or subject-specific databases not already held by the library will be costed against the number of 300- and 400-level courses in the subject area. Upper-level field courses, co-ops, and practicums will be deducted from the total number of subject area 300- and 400-level courses.
New Program Proposal or Revision

Name of Program:
Bachelor of Arts, Political Science Major

Is this a Revision of an Existing Program? Yes ☐ No ☒

Name(s) of Program Developer(s):
Greg Millard

Key Online Databases (periodical indexes/abstracts):

<table>
<thead>
<tr>
<th>Name</th>
<th>Held by KPU Library?</th>
<th>If no, estimate annual cost to provide:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science Complete</td>
<td>Yes ☐ No ☒</td>
<td>$2,833 US</td>
</tr>
</tbody>
</table>

Sub Total
$2,833 US

Comments:

PSC's topical coverage includes: Comparative politics, Humanitarian issues, International relations, Law and legislation, Non-governmental organizations and Political theory. PSC has a worldwide focus, reflecting the globalization of contemporary political discourse. The database also features over 340 full-text reference books and monographs, and over 38,000 full-text conference papers, including those of the International Political Science Association. PSC includes a subject-specific thesaurus with over 17,500 terms (7,366 preferred and 10,175 non-preferred terms), to provide subject searching guidance to researchers. (from EBSCO website)
### Key Periodicals (core titles in the subject area):

<table>
<thead>
<tr>
<th>Name</th>
<th>Held by KPU Library?</th>
<th>If no, estimate annual cost to provide:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various*</td>
<td>Yes ☐ No ☒</td>
<td>$4000</td>
</tr>
</tbody>
</table>

Sub Total $4000

Comments:

* Titles will be selected depending on which databases are added.

Acquisitions for the serials collection would be selected in consultation with faculty. We also investigate the feasibility of subscribing to the specific journals indicated on the bibliography sections of the new course outlines.

### Key Reference Titles:

<table>
<thead>
<tr>
<th>Name</th>
<th>Held by KPU Library?</th>
<th>If no, estimate annual cost to provide:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The encyclopedia of political science (5v)</td>
<td>Yes ☐ No ☒</td>
<td>$800</td>
</tr>
<tr>
<td>International encyclopedia of political science (8v)</td>
<td>Yes ☐ No ☒</td>
<td>$990</td>
</tr>
</tbody>
</table>

Sub Total $1790.00

Comments:

### Monographs:

Number of titles held by Kwantlen in this subject area: 10,000
Number of titles published annually in this subject area: 1000
Average number of titles purchased annually: 3000
Average cost per volume of titles in this subject area: $40
Is the collection current? Yes □ No □

Data/Comments on the currency/comprehensiveness of the monograph collection in this subject area:
The collection is current for Bachelor of Arts, Political Science Minor courses.

Sub Total $3000

Comments:
Additional books on the topics of political theory, the Canadian constitution, International Relations theory, Nationhood and Continental Integration need to be purchased for student success in these courses.

Key Audio Visual Materials:
Number of titles held by Kwantlen in this subject area: 400
Number of titles published annually in this subject area: 70
Average number of titles purchased annually: 5
Average cost per volume of titles in this subject area: $250
Is the collection current? Yes □ No □

Data/Comments on the currency/comprehensiveness of the monograph collection in this subject area:
Part A

<table>
<thead>
<tr>
<th>Sub Total</th>
<th>$1000</th>
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</thead>
</table>

**Comments:**
Additional visual materials need to be purchased by the library to meet the needs of upper level POLI classes.

**Summary Statement:**

Overall the Library will continue to work on developing a good core collection of political science materials and improving the currency of the collection. Specifically we will focus on acquiring higher level material and appropriate material related to the new degree courses. We would ideally like to add the database, Political Science Complete (PSC) to our subscriptions. As well, additional books on the topics of political theory, the Canadian constitution, International Relations theory, Nationhood and Continental Integration need to be purchased for student success in these courses.

**Previous Collection Development:**
The current collection has been developed to meet the needs of students enrolled in existing undergraduate courses.

**Future Collection Needs:**
With the additions of the materials described above, the research needs of first and second year students enrolled in this program should for the most part be adequately met by our current print collections developed for Political Science. We plan on expansion in our upper level materials. Also, if faculty is actively conducting their own research, and need specific or extensive materials, the Library is prepared to accommodate these requirements.

**Collection Development Obstacles:**

- **Funding:**
  It is recommended that funding for library resources be continued and increased in order to build an excellent, academic, polytechnic library collection, appropriate to a university offering academic degrees.
- **Time:**
  Expanding the library collection and acquiring new online research databases will take place over a period of time. It is important that the Library continue to be involved in the planning and development of new degrees and programs in order that sufficient preparation time is available for the planning and building of new library collections.

<table>
<thead>
<tr>
<th>Total Estimated Start up Costs (one time):</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Estimated Annual Costs (on-going):</td>
<td>$12623</td>
</tr>
</tbody>
</table>

Assessment Prepared by:
# Library Impact Assessment

## Support for Program Proposal/Revision

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts, Political Science Major</td>
<td>09 December 2011</td>
</tr>
</tbody>
</table>

## Summary of Start-up and Subsequent Costs:

<table>
<thead>
<tr>
<th>Material Type</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Reference Materials</td>
<td>$1790</td>
</tr>
<tr>
<td>Videos/DVDs</td>
<td>$1000</td>
</tr>
<tr>
<td>Periodicals</td>
<td>$4000</td>
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<td>Databases and Indexes</td>
<td>$2833</td>
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<tr>
<td>Monographs</td>
<td>$3000</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$12623</strong></td>
</tr>
</tbody>
</table>

## Assessment Prepared by:

Elaine Samwald, SSCC Liaison Librarian  
09 December 2011

## Assessment Reviewed by:

Cathy MacDonald, University Librarian  
December 15, 2011

I support this collection assessment:  
Yes ☐  No ☐ (*)
Program Developer: 

Name/Title ________________________________ Date ________________________________

*Please provide reasons for non-support of assessment
APPENDIX J: List of Letters of Comment Received

Dr. Fred Cutler, Associate Professor and Director of Undergraduate Studies, University of British Columbia

Dr. Paul Haslam, Director, School of International Development and Global Studies, University of Ottawa

Dr. Andrew Heard, Associate Professor and Chair of Undergraduate Political Science, Department of Political Science, Simon Fraser University

Dr. Tom Keating, Professor, Department of Political Science, University of Alberta

Dr. Stephen Phillips, Instructor, Department of Political Science, Langara College

Bill Reid, Executive Director, Surrey Chamber of Commerce

Dr. Mitu Sengupta, Associate Professor, Department of Political Science, Ryerson University

Mark Smith, General Counsel, British Columbia Treaty Commission

Dr. Hamish Telford, Head, Department of Politics, University of the Fraser Valley

Office of Institutional Analysis & Planning, Kwantlen Polytechnic University: Bachelor of Arts, Political Science Major, Degree Proposal Review Report
APPENDIX K: Letters of Support
Dear Dr. Millard,

I am writing in my capacity as Director of Undergraduate Studies in the UBC Department of Political Science to support Kwantlen Polytechnic University’s proposal to institute a B.A. Major in Political Science degree program. I have reviewed both the Proposal and the BC Ministry of Advanced Education (AVED) Degree Level Standard guidelines of the Bachelor Degree. The Kwantlen Political Science Major Program will satisfy the objectives of both Kwantlen and the Ministry in providing discipline-specific knowledge and skills that will enable graduates to pursue a variety of private and public sector careers or continue to further study in Political Science, Law, Business, and a variety of other professional and graduate programs. The degree program is urgently necessary given that Political Science is one of the highest-enrolment Arts majors at UBC, UVic, and SFU, but at Kwantlen, as the proposal notes: “Political Science is one of the last remaining programs in the Social Sciences that do not yet have a B.A. Major.”

Kwantlen’s proposed program will achieve these objectives by offering a wide range of courses and practical learning experiences within a sequenced four-year curriculum.

To take the curriculum first, the proposal is for a sequence of courses designed so that students deepen their knowledge and hone their skills as they progress through the program. Program-level learning objectives have been identified to map students’ way through the degree and assessment strategies within courses are guided by these sequenced learning objectives. The structure will guide students into two thematic streams that will engage students throughout the degree and provide a tangible set of sub-disciplinary graduate attributes in both the North American Politics and International Studies streams. Particularly valuable is the proposal’s clear articulation of a very wide range of desired skills to be demonstrated by program graduates: in argumentation, primary and secondary research, presentation, communication, and community service. To achieve these objectives, instruction will be delivered in both standard classroom-based lecture and seminar courses as well as experiential, applied, and community service learning courses.

In formal terms, the program requirements are equivalent to those in the other approved political science major programs in the province.

The course offerings cover the core areas of the discipline in a manner similar to larger programs at UBC, UVic, and SFU. Indeed, the course offerings at the first- and second-year are more extensive than at UBC and thus provide better balance across the four years of study, allowing for the “laddered” or “sequenced”
curriculum to deepen knowledge and skills over the student’s time in the program. These lower-division courses will give students the broad flavour of both thematic streams leading to their pursuit of their interests predominantly in one stream in their upper-division coursework.

The specific course requirements allow for student choice while ensuring exposure to most of the discipline. The requirements for the degree include a Research Methods course in Sociology which is a suitable alternative to a discipline-specific research methods course as required in other programs in the province. We observe that POLI 1200, “Introduction to Political Theory”, is not yet approved. It is imperative that the course be approved and taught immediately. Ideally, Kwantlen would hire a specialist in Political Theory and the History of Political Thought to teach that course and others at the upper level. When POLI 1200 is approved and taught regularly, the Kwantlen political science faculty should strongly consider making it a required course for the Major Program, as is the case at UBC and SFU, and to some extent at UVic.

Delivery of these courses will be very similar to course delivery in other institutions in the province, with some larger lecture-oriented courses and some smaller seminar discussion-oriented courses. All students will also encounter some kind of experiential learning course.

Regular faculty in the Political Science Department possess the advanced degree qualifications (Ph.D) and experience necessary to design and instruct these courses. The University as a whole has the resources to enable a full range of learning experiences in political science. These include library resources, study space, computer labs, and student advising.

In sum, we believe that the Kwantlen Polytechnic University proposal for a Political Science Major B.A. Program will comprehensively satisfy Ministry standards for a Bachelor Degree Program. The documentation is exemplary in specifying and justifying all aspects of the program, including admission standards, graduate attributes, curriculum structure, curriculum- and course-level learning objectives, and staffing and resources.

Sincerely,

Fred Cutler
Associate Professor and Director of Undergraduate Studies
UBC-Vancouver
fred.cutler@ubc.ca
10 February 2012

Dear Sir or Madam,

Dr. Millard has asked for my opinion on his department’s program proposal for a Bachelor of Arts Major in Political Science at Kwantlen Polytechnic University. Having reviewed the documentation, I am writing to express my support for the proposed B.A. Major in Political Science.

The proposal indicates that the B.A. Major will include two (informal) streams: North American Politics and International Studies. It will require a total of 45 credits (15 courses) in Political Science + SOCI 2260; 15 credits in Years 1 and 2; and 30 credits (12 at 4000 level) in Years 3 and 4. This design offers a good combination of foundational courses at 1st and 2nd year level (Canadian Government; International Relations; Ideology and Politics; Comparative Politics) and a significant amount of choice and specialization in the upper levels. It is broadly comparable to the structure we employ at the School of International Development and Global Studies at the University of Ottawa: 21 credits in years 1 and 2 (with up to 12 provided by other departments); and 33 credits in Years 3 and 4 (with up to 6 provided by other departments, and 12 credits required at the 4000 level). In this respect, I think the proposed program fits within the norms of B.A. Majors across the country.

The selection of courses offers the potential to have students draw connections between the national, transnational, and global – which is a program objective. The areas of specialization fit well with faculty capabilities, and are likely to generate strong student interest. In the case of my university, we have found that programs such as ours which are internationally-oriented (like the proposed B.A. Major) are drivers for student enrolment.

I found the requirement of “service learning” or an “experiential” learning component (POLI 4500 Public Debates; POLI 4510 Practicum; Co-op) to be an innovative idea. Placing students in a political or policy environment is sure to contribute to both student learning and employment possibilities. We also run a co-op program in our School, and we find that it elicits a high degree of enthusiasm from participating students, as well as being a real fast-track into quality jobs in the work world. So I think this element offers a real capstone to an exciting program.
Although the number of faculty is fairly small in Political Science at Kwantlen (5 faculty members), it is comparable with other universities in the province offering B.A. Majors in Political Science, notably University of the Fraser Valley (4 faculty members, 1 emeritus), and Capilano University (5 faculty members). I would also note the engagement of Kwantlen’s faculty in high quality academic publishing.

In this respect, I am certain that the existing faculty at Kwantlen can deliver the B.A. Major in Political Science as proposed. However, I would encourage the university administration to consider investing more resources in a program that is likely to attract strong student demand, due to both its practicum elements and international focus.

Yours Sincerely,

Paul Haslam, Ph.D.

Director/ Directeur
School of International Development and Global Studies/ École de développement international et mondialisation
University of Ottawa/ Université d'Ottawa
Pavillon Tiroir Hall, 378
75 rue Laurier St. E
Ottawa ON K1N 6N5
Tel/Télé. (613) 562-5800 ext./poste 1940
POLITICAL SCIENCE
Simon Fraser University
8888 University Drive, Burnaby, BC
Canada V5A 1S6

22 March 2012

Gregory Millard, Ph.D.
Chair and Faculty Member, Department of Political Science
Kwantlen Polytechnic University
12666 72nd Ave, Surrey, BC  V3W 2M8

Dear Dr Millard:

Re: Proposal for a Political Science Majors Program at Kwantlen College

Many thanks for asking me to review your department’s proposal to offer a Political Science Major Program. As Chair of the Political Science undergraduate program at Simon Fraser University, I am well placed to assess the quality of instruction that is already occurring in your department. Each year we receive a number of transfer students from your department, and as a group they meet or exceed our expectations. Overall, we are pleased with these transfer students, and I am sure your program would produce majors with a solid understanding of the discipline and a good preparation for various careers paths afterwards.

In my view there is no concern about there being a crowded market in the provision of Political Science programs in the lower mainland. I am sure that some Kwantlen students will continue to transfer to SFU, even as others will be delighted to remain at Kwantlen to complete their degree in Political Science. There are more than enough students to go around, and in my department we are currently trying to limit in the growth of our intake.

I have had the chance to read closely through the requirements and course offerings for the proposed Major, and I am satisfied that they provide a sound and reasoned set of options. The lower division requirements are similar to those found in most Canadian Political Science departments. And the upper division options and requirements represent solid choices for students. The co-op and community services options are excellent ideas. They are strong favourites among students who take them at SFU, and I believe they provide a significant advantage to graduating students in their search for work.

Yours sincerely,

[Signature]

Andrew Heard
Associate Professor
January 4, 2012

To Whom It May Concern:

I am writing to offer my support for the proposed Bachelor of Arts Political Science Major that has been presented by the Department of Political Science at Kwantlen Polytechnic University. I have reviewed the detailed proposal and find it to be an exciting and innovative approach to the discipline, that provides the necessary background in the discipline in terms of both the breadth and depth of course offerings alongside an innovative and immensely valuable experiential learning opportunity. I also think that the program’s well-designed curriculum will provide students with the necessary background for pursuing either careers or advanced educational opportunities.

The program promises to deliver to students a solid foundation in the core aspects of the discipline while affording them the opportunity to specialize in selected areas in which the department has demonstrated teaching strengths. The program promises to deliver a range of courses that provide an adequate level of coverage in all areas of the discipline with more extensive coverage in selected areas. This is to be expected in a department of this size that cannot draw on the resources to provide extensive coverage in all areas of the discipline. It should be noted, however, that given the department’s strengths in certain areas, the program that has been developed promises to be more than sufficient to meet the needs and aspirations of students. The emphasis on North American and International Studies not only reflects the teaching interests and expertise within the department, but also provides coverage of exceedingly relevant areas of political activity in the contemporary period. The program will thus provide students with the necessary general exposure to the core aspects of the political science discipline while giving them extensive exposure to critically important specializations within the discipline. This is not unlike other programs that also specialize in areas where there is undergraduate teaching strength. The important point is that the foundation of the discipline is covered and the areas of selected specialization are of value to students.

The more innovative aspects of the program involve the emphasis on community-service and practicum options that are outlined in the program. These are immensely valuable to a students’ learning experience and to have them fully integrated in a BA major program makes eminent sense. This is particularly true in the area of political science where an exposure to the practice provides an unmatched opportunity for students to apply, comprehend, and thus fully appreciate the knowledge that they have acquired in the classroom. In incorporating such an experiential learning opportunity as a part of the regular curriculum and program requirements, the proposal BA program ensures that students will have the opportunity to complete such an experience and receive full credit for it. It will also serve as an ongoing reminder to instructors about this aspect of the program providing yet further incentives to link course material to the outside world in other courses as well.
Overall this is an extremely well designed program that reflects the strengths of the department. The knowledge and experience that it will provide to students will enable them to compete successfully not only for employment where such opportunities might exist following the completion of the BA, but also for positions in graduate programs in political science, law, and other areas, not only in British Columbia, but wherever they might seek to pursue advanced studies. For these reasons, I would support the approval and implementation of this program.

Sincerely,

Tom Keating
Professor
31 January 2012

Dr. Gregory Millard  
Department of Political Science  
Kwantlen Polytechnic University  
12666 72nd Avenue  
Surrey, BC V3W 2M8

Dear Professor Millard:

Re: Proposal for B.A. Major in Political Science at Kwantlen Polytechnic University

I read with interest your Department’s proposal to establish the degree of Bachelor of Arts (Political Science Major) and am pleased to have been invited to comment on it.

The proposed programme of study seems to me to be soundly conceived and carefully designed. In particular it strikes an appropriate balance between breadth and depth in its selection of mandatory and elective courses. On the one hand it will ensure that students gain a solid grounding in key subfields of political science—an indispensable requirement for an undergraduate degree of this kind. On the other hand, through its focus on North American politics and international studies, the proposed degree programme will enable students to explore in some detail the interconnections between politics conducted at the national, transborder, and global levels. This focus is timely and relevant and one that is well suited to a BC institution like Kwantlen whose faculty has recognized expertise in these areas of concentration.

I am also favourably impressed by the inclusion of courses designed to give students a taste of the practical side of politics through experiential, applied, and community service learning. Among other things these courses (POLI 4510, POLI 4500, and the POLI Co-op) will not only give students invaluable insights into the practice of politics but also afford them better opportunities for post-graduate employment.

The proposed BA degree will surely appeal to many students who are seeking an undergraduate degree in political science, particularly those students who value the benefits of studying at a college or smaller university. I am sure it would be of interest to political science students at Langara College; most of those wishing to earn a BA degree have tended to transfer to UBC. I expect that many of them will appreciate having another
institutional alternative, especially give Kwantlen’s emphasis on international and transborder studies. Historically courses in international relations and peace and conflict studies have been the most popular political science courses offered at Langara.

I trust this brief review of the proposed degree programme will be useful to you.

Yours sincerely,

Stephen Phillips
Instructor,
Department of Political Science
sphillips@langara.bc.ca
Tel.: 604-323-5828
Dec. 12, 2011

To Whom It May Concern:

Re: Political Science Major at Kwantlen Polytechnic University

This is in support of Kwantlen political science department’s proposal to offer a major in Bachelor of Arts. This is an exciting program for students of this fast growing region, as they will not have to attend post-secondary institutions in other regions to complete a degree in the field of political science.

As we struggle to instill civic duties, such as voting, it is necessary to support academic disciplines that play an important role in this domain. Students of this region will become familiar with key concepts of democracy, the rule of the law, and governance, in general.

Kwantlen University is taking important steps to grow in all fields of human knowledge, and a degree in political science will be an important step to become an all-round academic institution.

As a former Member of the Legislation for the Province of British Columbia and former Provincial Secretary and Minister of Tourism, the Cloverdale District Chamber of Commerce and I are fully supportive of this important endeavor of a political science department.

Yours truly,

[Signature]
Bill Reid
Chamber Executive Director
It is with great pleasure that I offer the highest possible recommendation for the program proposed above.

In my view, the program represents an excellent, rigorous and distinctive BA Major in Political Science with an impressive and implementable applied element.

As someone who teaches at Ryerson, a university that remains proud of its polytechnic roots, I am pleased to see the program’s consistent focus on experiential, applied and community service learning. In addition to extracurricular activities such as public debates, symposia, mock parliaments, and so on, the program offers three formal paths for experiential, service learning or applied learning. The practicum and co-op options and the ‘experiential’ course (POLI 4500) underscore the truly innovative nature of the program.

A few specific words about POLI 4500 are in order as I am most excited about this course. I have often integrated ‘debate’ components into my courses, but a stand-alone course around this concept is a brilliant idea, and I wish we had a similar offering at Ryerson. This unique course will not only teach students important skills they will need for informed civic engagement and employment, it will prepare them well for graduate school, should they choose to go.

The practicum option (POLI 4510), which encourages the integration of theory and practice, is also promising. It is likely to be a very memorable one for students, who can work part-time, for credit, for a research institute, advocacy organization or any other politically-engaged agency. What better way to connect with the broader community and at the same time appreciate that abstract concepts learned in class do have practical significance. Making a practicum option a part of a program’s core design – rather than an add-on in later years – is a great idea. In this respect, Kwantlen will surely have an advantage over older, more established universities that have only recently cottoned on to the idea that theory is best understood when tied to practice.
Perhaps what I like the most about the program, however, is that it is rigorous without being rigid. It is grounded in an excellent complement of required courses that will teach students the fundamentals of the discipline and facilitate their intellectual growth and scholarship. Yet from the get-go, the program offers students choice, in the form of two distinct streams or subfields (North American Politics and International Studies). Indeed, the North American Politics subfield, as far as I am aware, is one of a kind, and a refreshing departure from an exclusive focus on ‘Canadian Politics.’ I am certain that it will be very popular among students (and again, I would like to see a similar subfield developed in our (Ryerson’s) B.A. Politics and Governance program).

Overall, the program is an excellent one, and I can see Ryerson potentially accepting graduates of this program into its Master’s and PhD programs, including the Master’s in Public Policy and Administration (MPPA) and PhD in Policy Studies. I can also see students from this program faring well in academic graduate programs at universities such as McGill and the University of Toronto (from where I have my graduate degrees), as well as in law school, business school and teacher’s college. Beyond this, and perhaps most importantly, I can see it nurturing the development of active citizens, at the community, national and global levels. Indeed, for all of these reasons, I endorse this program without reservations. If you should have any questions about this letter of review, please do not hesitate to contact me.

Sincerely,

Mitu Sengupta, Ph.D. (Toronto),
Associate Professor,
Department of Politics and Public Administration,
Ryerson University.
April 18, 2012

TO WHOM IT MAY CONCERN:

It is with pleasure that I write this letter of support for Kwantlen Polytechnic University’s (Kwantlen) proposal for a B.A. Major in a Political Science program.

I am General Counsel with the BC Treaty Commission, the independent body mandated to facilitate treaty negotiations between First Nations and the governments of Canada and British Columbia. Our work encompasses complex multi-party negotiation challenges, and political, legal / Constitutional, and cultural issues important to all Canadians. Part of our mandate includes public education, and in the course of my work, I have had the pleasure of speaking to several political science classes at Kwantlen with Greg Millard as the instructor. I have greatly enjoyed these lectures, and found the students at Kwantlen to be keenly interested and engaged in political issues. I believe Kwantlen is well suited for a major political science program.

The Treaty Commission fully supports the program’s goal of teaching students the skills and knowledge “to prepare them for community and global leadership, and employment in areas such as law, policy analysis, public administration, foreign service, research, community and social services, advocacy, human rights, international development, communications, teaching, and business.” I have reviewed the proposed program, and it contains many thoughtful and innovative elements such as POLI 4500, a course in public debating; the practicum and co-op options; and the focus on national and transnational issues. The program will no doubt produce many well qualified candidates for any future career opportunities with the Treaty Commission, related fields in First Nation politics and government, and other opportunities in Canadian politics and government. I would also point out that there is a growing need for administrative and other careers with First Nations as they advance and improve their governing structures, through modern treaties or other avenues, and Kwantlen’s program seems well suited to fill these needs. As a lawyer, I also see this program as preparing students for further study in law schools and legal careers.

In conclusion, the Treaty Commission endorses Kwantlen’s proposal for a B.A. Major in Political Science, and we would be pleased to provide any other input or comments should you wish to contact the undersigned.

Sincerely,

MARK SMITH
General Council
April 9, 2012

Dear Dr. Millard,

I have read your proposal for a major degree in political science with great interest. I believe that it is essential for a new program in a relatively small institution to be fully grounded in the discipline yet at the same time offer students a unique learning opportunity. I am pleased to say that you’ve accomplished this task admirably. The proposal you’ve advanced is very clearly grounded in the major sub-fields of political science: political theory, international relations, comparative politics, and Canadian politics. I appreciate as well that you have situated the degree in a wider conception of politics that takes into account social power and citizenship. This approach will provide students an excellent grounding in political science.

While your program is grounded in a fairly standard conception of the discipline, you have also imaginatively considered ways to utilize existing faculty strengths to provide students with a unique learning experience. The de facto streams you propose in North American Studies and International Studies are complimentary and well suited for students in the lower mainland of British Columbia, with its geographical proximity to the United States and its cultural connections to other parts of the world that are reinforced by the high number of immigrants and new Canadians living in the region. I also believe that students will be well served by the suite of experiential learning options incorporated in the degree proposal. I am unaware of any other political science degree with this sort of option. It will I’m sure help facilitate the employment prospects of your students upon graduation.

In closing, I would note that the area south of the Fraser River in the lower mainland of British Columbia is one of the fastest growing regions in the province, indeed the entire country. However, compared to communities north of the Fraser River, the south Fraser region has fewer post-secondary options. It is thus essential for institutions south of the Fraser River to expand their program options to service this growing and flourishing region. I know full well how much work is involved in launching a new program. I applaud your efforts to provide students in Richmond and Surrey with an innovative and intellectually rich program in political science.

Sincerely,

Hamish Telford, PhD
Head, Department of Politics
Mini Program Concept
For B.A. Majors Building on B.A. Minors
B.A. Major in Political Science

This mini-concept form is for developing a B.A. Major where an approved B.A. Minor is in place.

Include the following appendices: Appendix A – Internal Consultations; Appendix B – Library Assessment Template; Additional material may also be included as appendices. For information about submitting the completed concept document, please contact the Chair of SSCC.

Please limit this to 3 pages, exclusive of appendices.

A. Originating Group

1. Internal Developers

| Developer: | Gregory Millard | Faculty: | Arts |
| Dean: | Farhad Dastur | Faculty: | Arts |

Date: May 10, 2012

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

B.1 Name of proposed program:
B.A. Major in Political Science

B.2 Proposed credential to be granted:
B.A. Major in Political Science

B.3 Expected length of program
4 years or 8 semesters

B.4 Anticipated start date of program:
September 2013
C. **Student and Faculty Profile**

C.1 Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?

Our initial target students will be those already pursuing an A.A. or B.A. Minor in Political Science, significant numbers of whom have indicated a strong desire for a B.A. Major, as well as students who have drifted into other B.A. Major programs due to the absence of a B.A. Major in Political Science. Most of these fit the demographic profile of tradition undergraduates (18-24, high school diploma, little relevant work experience). Internal marketing and Student Advising will suffice reach these groups. Going forward, we expect high school graduates to be the primary intake stream, supplemented by transfers from colleges and other universities, as well as international students, to whom we believe the ‘transnational’ themes of the program will appeal. We intend to liaise with Student Advising and Marketing and Communications to build our profile with these groups.

C.2 Explain how current faculty are able to deliver the program, both in terms of qualifications / specialization and in terms of program capacity. If they are not, how this issue will be addressed.

Faculty are fully qualified to deliver the program. The Department of Political Science has a high percentage of Ph.D.s and all have expertise in the core program themes of the national, transnational, and global. Where feasible, regular faculty will be supplemented by a stable core of contract instructors. No additional capacity is required.

D. **Consultations** *(Degree FPP section 9. Program Consultation)*

D.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.

**Admissions.** Contact: Zena Mitchell. Basic finding: as per e-mail of 2/16/2012, no objection to proposal. Made some technical suggestions relating to the language around admission requirements; document adjusted accordingly.

**Enrolment Planning and Technology.** Contact: Peter Chevrier. Basic finding: as per e-mail of Nov. 21, 2011, declined to comment either negatively or positively on proposal.

**Strategic Enrolment Management.** Ron Maggiore. Basic finding: as per e-mail of 2/15/2012, supportive of proposal, praising its relevance in a community as multicultural as the greater Vancouver area and its attunement to our globalizing context. Stressed importance of cross-disciplinary fertilization and suggested pursuit of international practicum opportunities. Invited further discussion vis-à-vis retention strategies in the context of the proposed degree. Suggestions taken under advisement as pathways for further development of the degree.

**Registrar Services.** Contact: Warren Stokes. Invited to offer feedback in e-mails of 2/8/2012 and 2/15/2012. No response received.

**Counselling Services.** Contact: Lyn Benn. Basic finding: as per e-mail of 2/20/2012, enthusiastic support for the proposal, along with expressed desire to see POLI B.A. Major students taking on peer tutoring and peer coaching roles through the Learning Centres. These opportunities will be more fully pursued upon degree approval.
Co-operative Education. Contact: Shawn Erickson. Basic finding: as per e-mail of 2/9/2012, the Full Program Proposal should be more explicit about the structure of the Co-op option. Document adjusted accordingly.

Institutional Analysis and Planning. Contacts: Kathleen Bigsby, Melike Kink. Bachelor of Arts, Political Science Major Degree Proposal Review Report (see Appendix C). Received via e-mail Dec. 12, 2011. Basic findings: ‘The data, although not conclusive, suggest that there would likely be student demand for the program’ (p.1); and ‘overall job prospects for graduates with an undergraduate degree in political science are expected to be favorable’ (p.2).

Library Services. Contact: Elaine Samwald. E-mailed, on Dec. 15, 2011, completed Library Impact Assessment of draft Full Program Proposal (see Appendix B). Basic finding: no start-up costs relating to the proposed program; existing resource adequate for lower level courses; some need for ongoing acquisition related to upper-level courses.

Informational and Educational Technology. Contact: Paula Hannas. As per e-mail of Dec. 7, 2011, no anticipated impact to current student computer and on-line learning technology resources.


Student Advising. Contacts: Naomi Ben-Yehuda and Susan Black. Ongoing face-to-face and e-mail communication. Basic finding: strong support for the proposal.

Marketing and Communications. Contact: Joanne Saunders. Basic finding: as per-email received on Nov. 21, 2011, no concerns regarding the proposal.

Facilities. Contacts: Iain Hunter, Terri Chanyungco, Craig Regan. As per e-mails of 2/9/2012 from Terri Chanyungco and Iain Hunter, no objections to proposal. Some reference to future discussions vis-à-vis implications of the request for a POLI ‘pod.’

D.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.

Fred Cutler, Associate Professor, Department of Political Science, University of British Columbia. Endorsement of draft program proposal. Urged swift implementation of POLI 2200. March 12, 2012.

Paul Haslam, Director, School of International Development and Global Studies, University of Ottawa. Strong endorsement of draft program proposal, February 10, 2012.

Andrew Heard, Associate Professor, Department of Political Science, Simon Fraser University. Endorsement of draft program proposal, March 22, 2012.

Tom Keating, Professor, Department of Political Science, University of Alberta. Strong endorsement of draft program proposal, January 6, 2012.


Bill Reid, Executive Director, Surrey Chamber of Commerce. Endorsement of draft program proposal, December 12, 2011.

Mitu Sengupta, Associate Professor, Department of Political Science, Ryerson University. Strong endorsement of draft program proposal, Nov.11, 2011.

Mark Smith, General Counsel and Process Manager, British Columbia Treaty Commission. Endorsement of...
draft program proposal, April 18, 2012.

Hamish Telford, Chair, Department of Political Science, University of the Fraser Valley. Endorsement of draft program proposal, April 9, 2012.
# Appendix A / Internal Consultations

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>CONTACT</th>
<th>LOCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Departments</strong></td>
<td>(Is this proposal supported by the department? Will this proposal have an impact on another program, or vice versa? Have you contacted those departments, and have arrangements been made to service courses? Has the proposal been approved by the Faculty Council?)</td>
<td></td>
</tr>
<tr>
<td><strong>Office of the Registrar</strong></td>
<td>Director, Registration &amp; Student Information Systems</td>
<td>3230</td>
</tr>
<tr>
<td>(registration, scheduling, pre-requisites, course curriculum)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Office of the Registrar</strong></td>
<td>Director, Admissions &amp; Records</td>
<td>2463</td>
</tr>
<tr>
<td>(admissions, records, transfer credit &amp; graduation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Counselling</strong></td>
<td>Director, Student Development</td>
<td>2467</td>
</tr>
<tr>
<td>(support services anticipated for program students, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student &amp; Financial Award Services</strong></td>
<td>Director</td>
<td>2336</td>
</tr>
<tr>
<td>(student loan eligibility &amp; financial aid)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Engagement</strong></td>
<td>Director, Student Engagement</td>
<td>2474</td>
</tr>
<tr>
<td>(advising)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Information &amp; Educational Technology (IET)</strong></td>
<td>Manager of User Support</td>
<td>2390</td>
</tr>
<tr>
<td>(planning re software needs; system capacity and limitations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Institutional Analysis &amp; Planning</strong></td>
<td>Director (Via Research Assistant)</td>
<td>3127</td>
</tr>
<tr>
<td>NOTE: The report prepared by IA&amp;P must be attached in full as an appendix.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Centre for Academic Growth</strong></td>
<td>Director</td>
<td></td>
</tr>
<tr>
<td><strong>Library Services - See Appendix B</strong></td>
<td>Librarian</td>
<td>3066</td>
</tr>
<tr>
<td>(collections, AV needs, etc)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bachelor of Arts, Political Science Major
May 10, 2012
Name of Program

Library Impact Assessment

for New and Revised Programs

December 9, 2011
Kwantlen Library Impact Assessment Process for
New and Revised Programs

II. ASSESSMENT POLICY

1. Library impact assessments will be completed for new degree, diploma, certificate, or citation programs, and for major program revisions.

2. Requests for a library impact assessment are to be directed to the Senate Standing committee on curriculum (SSCC) liaison librarian.

3. The development of library impact assessments for programs is based on a consultative model. The SSCC liaison librarian will review proposals and consult with both proposing faculty and with appropriate librarians. In the case of revised programs, the SSCC liaison librarian will make a decision on whether the revised content requires a library impact assessment.

4. Timelines for completion of the Library Impact Assessment are:

New Programs: Developers must allow a minimum of 3 weeks for the completion of a new program library impact assessment.

Revised Programs: Developers must allow a minimum of 2 weeks for the completion of a revised program library impact assessment.

5. Completed library impacts assessments will be signed by the SSCC liaison librarian and the university librarian and sent to the program developer. A copy of the assessment summary (Part B only) must be appended to the program concept and sent to the Senate office after the program and developer has reviewed and signed the assessment. Assessments will be sent electronically to the Senate office and will be followed by signed paper copies.

6. The library impact assessment will normally include projected and retrospective monograph and periodical costs based on average costs for materials in the subject area, collection needs of the program or course, average price increases in the subject area as well as the strength or weakness of the existing collection. Audio-visual purchase costs will be included where appropriate. Projected enrolments will be included in the cost calculations where multiple sections or multiple campus enrolments are indicated or in cases where most resources will be provided by interlibrary loan.

7. Specialized or subject-specific databases not already held by the library will be costed against the number of 300- and 400- level courses in the subject area. Upper-level field courses, co-ops, and practicums will be deducted from the total number of subject area 300- and 400- level courses.
### Library Resources Impact Assessment

#### III. New Program Proposal or Revision

<table>
<thead>
<tr>
<th>A.</th>
<th>Name of Program:</th>
<th>C.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor of Arts, Political Science Major</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D.</th>
<th>IV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Is this a Revision of an Existing Program?</td>
</tr>
<tr>
<td></td>
<td>V. Yes ☐ No ☒</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A.</th>
<th>Name(s) of Program Developer(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>Greg Millard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D.</th>
<th>E.</th>
<th></th>
</tr>
</thead>
</table>

#### F.  

<table>
<thead>
<tr>
<th>G.</th>
<th>Key Online Databases (periodical indexes/abstracts):</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.</td>
<td>Name</td>
</tr>
<tr>
<td>----</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>Political Science Complete</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IX.</th>
<th>Sub Total</th>
<th>X.</th>
<th>$2,833 US</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>A.</th>
<th>Comments:</th>
</tr>
</thead>
</table>

PSC's topical coverage includes: Comparative politics, Humanitarian issues, International relations, Law and legislation, Non-governmental organizations and Political theory. PSC has a worldwide focus, reflecting the globalization of contemporary political discourse. The database also features over 340 full-text reference books and monographs, and over 38,000 full-text conference papers, including those of the International Political Science Association. PSC includes a subject-specific thesaurus with over 17,500 terms (7,366 preferred and 10,175 non-preferred terms), to provide subject searching guidance to researchers. (from EBSCO website)
XI.

<table>
<thead>
<tr>
<th>A. Key Periodicals (core titles in the subject area):</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Name</td>
</tr>
<tr>
<td>Various*</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| XV. Sub Total | XVI. $4000 |

A. Comments:

B. * Titles will be selected depending on which databases are added.

Acquisitions for the serials collection would be selected in consultation with faculty. We also investigate the feasibility of subscribing to the specific journals indicated on the bibliography sections of the new course outlines.

XVII.

<table>
<thead>
<tr>
<th>A. Key Reference Titles:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Name</td>
</tr>
<tr>
<td>The encyclopedia of political science (5v)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>International encyclopedia of political science (8v)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| XXIV. Sub Total | XXV. $1790.00 |

A. Comments:

XXVI.
**Part A**

<table>
<thead>
<tr>
<th>A. <strong>Monographs:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Number of titles held by Kwantlen in this subject area:</strong> XXVII. 10,000</td>
</tr>
<tr>
<td><strong>A. Number of titles published annually in this subject area:</strong> XXVIII. 1000</td>
</tr>
<tr>
<td><strong>A. Average number of titles purchased annually:</strong> XXIX. 3000</td>
</tr>
<tr>
<td><strong>A. Average cost per volume of titles in this subject area:</strong> XXX. $40</td>
</tr>
<tr>
<td><strong>A. Is the collection current?</strong> XXXI. Yes ✗ No</td>
</tr>
<tr>
<td><strong>A. Data/Comments on the currency/comprehensiveness of the monograph collection in this subject area:</strong></td>
</tr>
<tr>
<td>XXXII. The collection is current for Bachelor of Arts, Political Science Minor courses.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>XXXIII. Sub Total</th>
<th>XXXIV. $3000</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>A. <strong>Comments:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional books on the topics of political theory, the Canadian constitution, International Relations theory, Nationhood and Continental Integration need to be purchased for student success in these courses.</td>
</tr>
</tbody>
</table>
XXXV.

<table>
<thead>
<tr>
<th>A. Key Audio Visual Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Number of titles held by Kwantlen in this subject area:</strong> XXXVI. 400</td>
</tr>
<tr>
<td>A. Number of titles published annually in this subject area: XXXVII.70</td>
</tr>
<tr>
<td>A. Average number of titles purchased annually: XXXVIII.5</td>
</tr>
<tr>
<td>A. Average cost per volume of titles in this subject area: XXXIX. $250</td>
</tr>
<tr>
<td>A. Is the collection current? XL. Yes ☒ No ☐</td>
</tr>
<tr>
<td>A. Data/Comments on the currency/comprehensiveness of the monograph collection in this subject area:</td>
</tr>
</tbody>
</table>

XLI.

<table>
<thead>
<tr>
<th>XLII. Sub Total</th>
<th>XLIII. $1000</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Comments:</td>
<td></td>
</tr>
<tr>
<td>Additional visual materials need to be purchased by the library to meet the needs of upper level POLI classes.</td>
<td></td>
</tr>
</tbody>
</table>

B. Summary Statement:

C. Overall the Library will continue to work on developing a good core collection of political science materials and improving the currency of the collection. Specifically we will focus on acquiring higher level material and appropriate material related to the new degree courses. We would ideally like to add the database, Political Science Complete (PSC) to our subscriptions. As well, additional books on the topics of political theory, the Canadian constitution, International Relations theory, Nationhood and Continental Integration need to be purchased for student success in these courses.

D. Previous Collection Development:

The current collection has been developed to meet the needs of students enrolled in existing undergraduate courses.
E. Future Collection Needs:

With the additions of the materials described above, the research needs of first and second year students enrolled in this program should for the most part be adequately met by our current print collections developed for Political Science. We plan on expansion in our upper level materials. Also, if faculty is actively conducting their own research, and need specific or extensive materials, the Library is prepared to accommodate these requirements.

F. Collection Development Obstacles:

Funding:

It is recommended that funding for library resources be continued and increased in order to build an excellent, academic, polytechnic library collection, appropriate to a university offering academic degrees.

Time:

Expanding the library collection and acquiring new online research databases will take place over a period of time. It is important that the Library continue to be involved in the planning and development of new degrees and programs in order that sufficient preparation time is available for the planning and building of new library collections.

<table>
<thead>
<tr>
<th>G. Total Estimated Start up Costs (one time):</th>
<th>H. n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Total Estimated Annual Costs (on-going):</td>
<td>J. $12623</td>
</tr>
</tbody>
</table>

K. Assessment Prepared by: M.

Elaine Samwald, SSCC Liaison Librarian

Assessment Reviewed by: C.

Cathy MacDonald, University Librarian

09 December 2011

December 15, 2011
LIV. Library Impact Assessment
Support for Program Proposal/Revision

A. Name of Program       c. Date

D. Bachelor of Arts, Political Science Major       c. 09 December 2011

A. Summary of Start-up and Subsequent Costs:
Reference Materials        $1790
Videos/DVDs                $1000
Periodicals               $4000
Databases and Indexes     $2833
Monographs                $3000
TOTAL                      $12623

B. Assessment Prepared by: D.

E. Elaine Samwald, SSCC Liaison Librarian

F. Cathy MacDonald, University Librarian

A. Assessment Reviewed by: C.

A. Program Developer: C.

*Please provide reasons for non-support of assessment
Bachelor of Arts,
Political Science Major
Degree Proposal Review Report

Office of Institutional Analysis & Planning
Kwantlen Polytechnic University
December 2011

http://www.kwantlen.ca/iap.html
# Table of Contents

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2. Student Demand ........................................................................................................... 4

3. Labour Market Demand ............................................................................................. 12

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Appendix B: Composition of the Canadian Public Sector ..................................................... 23
Bachelor of Arts, Political Science Major
Degree Proposal Review Report

Executive Summary

The Bachelor of Arts, Political Science Major degree program proposal was reviewed by the Office of Institutional Analysis & Planning in December 2011. The present document presents the key findings.

In general, the data and other information the Office of Institutional Analysis & Planning provides are designed to provide a gauge of the practicability of the program from the perspective of its ability to attract sufficient students, and to suggest potential ways of improving its viability. This report consists of three main sections: 1) Competitive Environment, 2) Student Demand, and 3) Labour Market Demand.

Competitive Environment
Bachelor's degrees in Political Science are available at several public postsecondary institutions in British Columbia; however, none of these institutions are located within the Kwantlen Region. Nevertheless, considering the number of Kwantlen students who transfer to SFU each year, the proposed degree program is likely to compete with SFU for students considering the number of Kwantlen students who transfer to SFU each year. For detailed analysis, please go to page 3.

Student Demand
All four of the province’s research universities offer bachelor’s degrees in Political Science. Enrolments in Political Science programs at the research universities in B.C. increased by 21%, from 1,309 students to 1,583 students, over the three year period from 2007/08 to 2009/10 academic years.

Kwantlen Polytechnic University does not currently offer a bachelor’s degree with a major in Political Science. However, it offers an Associate of Arts degree in Political Science, a Bachelor of Arts degree with a minor in Political Science, and a Bachelor of Arts: Double Minor – Political Science.

Between the academic years 2008/09 and 2010/11, enrollments in the Faculty of Social Sciences at Kwantlen increased by 5%. The number of Faculty of Social Sciences students who were working towards a bachelor’s degree also increased from 17% in 2008/09 Academic Year to 23% in 2010/11 Academic Year. The largest number of enrolments in the Faculty of Social Sciences has consistently been in the Associate of Arts Degrees in General Studies, Criminology and Psychology. The number of students enrolled in the Associate of Arts Degree in Political Science program increased by 33% from 66 students in 2008/09 Academic Year to 88 students in 2010/11 Academic Year.

There has also been a 9% increase in the credentials awarded by the research universities to students enrolled in Political Science programs between 2007 and 2009 calendar years.

The data, although not conclusive, suggest that there would likely be student demand for the program. For detailed analysis, go to page 4.

Labour Market Demand
A political science degree will prepare graduates for a wide variety of entry-level positions within government and non-governmental/non-profit organizations. Graduates with a Political Science degree could find employment in municipal, provincial, and federal governments, charitable organizations, research organizations, think tanks, polling organizations, political parties, public interest agencies, constituency associations, lobbying organizations, intergovernmental agencies, public relations companies, etc. Career opportunities become broader with graduate and professional training.

Despite the recent global financial crisis and ongoing uncertainties in the USA and Europe, British Columbia’s economy is poised for growth. The most current B.C. Labour Market scenario, 2010-2020, forecasts 1,027,400 job openings over a ten-year period; 351,000 due to new jobs and 676,400 due to replacement demand. Considering the current number of students in British Columbia’s education system, which is around 650,000, this means that the growth in job openings would outpace the number of new workers. With an estimated 1.4% annual average employment growth rate over the ten-year period from 2010 to 2020, B.C. is forecasted to have a shortage of 61,500 workers by 2020. Moreover, the latest labour
market projections suggest that almost 78% of new jobs created between 2010 and 2020 will require a college diploma, a trade certificate, a university degree or higher.

The most recent labour market outlook, 2010-2020, does not provide projections at the occupational category level, but the 2009-2019 labour market outlook includes projections at the 3-digit level, which represent a group of similar occupations. According to the British Columbia Labour Market Outlook for 2009-2019, the occupational demand for political science professionals is likely to increase between 2009 and 2019.

British Columbia’s public sector, which includes federal, provincial, and local general government ministries and agencies, public institutions, as well as crown corporations, is a significant employer in the province, providing 401,132 jobs in 2009. Over a ten-year period from 1998 to 2007, public sector employment in B.C. grew by 7%, from 348,697 to 372,982 employees. After years of minimal growth the size of British Columbia’s public sector began to increase and between 2007 and 2009, public sector employment in the province increased by 7.5% to 401,132 employees. Despite the recent strong growth in employment, B.C. still has the lowest public sector employment rate in Canada.

The public service sector in B.C. faces the same challenges as the private sector in terms of the emerging labour shortage. Public administration & defence are two of the many industries in the province that depend on baby-boomer workers, and are expected to face tightening labour market conditions as these baby-boomers move into retirement. Public service is also one of the sectors along with health care and social assistance that will be forced to replace those who retire while increasing employment to meet the rising demands of the growing elderly population.

In conclusion, overall job prospects for graduates with an undergraduate degree in political science are expected to be favorable. For detailed analysis, please go to page 12.
1. Competitive Environment

The purpose of this section is to identify postsecondary education institutions in British Columbia offering degrees similar to the proposed degree.

Bachelor’s degrees in Political Science are available at several public postsecondary institutions in British Columbia. However, none of these institutions are located within the Kwantlen Region. Table 1 provides a list of the postsecondary education institutions in British Columbia offering undergraduate degrees in Political Science/Political Studies/Politics.

Table 1: British Columbia Postsecondary Education Institutions with Undergraduate Degree Programs in Political Science/Political Studies/Politics

<table>
<thead>
<tr>
<th>Postsecondary Institution</th>
<th>Program Name</th>
<th>Co-op &amp; Internship Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of British Columbia</td>
<td>Bachelor of Arts in Political Science (Okanagan and Vancouver) (honours/major/minor)</td>
<td>✓</td>
</tr>
<tr>
<td>Simon Fraser University</td>
<td>Bachelor of Arts in Political Science (honours/major/extended minor/minor)</td>
<td>✓</td>
</tr>
<tr>
<td>University of Victoria</td>
<td>Bachelor of Arts in Political Science (double major/minor/honours)</td>
<td>✓</td>
</tr>
<tr>
<td>University of Northern British Columbia</td>
<td>Bachelor of Arts in Political Science (major/minor)</td>
<td>X</td>
</tr>
<tr>
<td>University of the Fraser Valley</td>
<td>Bachelor of Arts in Political Science (major, extended minor, minor)</td>
<td>X</td>
</tr>
<tr>
<td>Vancouver Island University</td>
<td>Bachelor of Arts in Political Studies (major/minor)</td>
<td>X</td>
</tr>
<tr>
<td>Thomson Rivers University</td>
<td>Bachelor of Arts, Politics Major</td>
<td>NA</td>
</tr>
</tbody>
</table>

Source: AUCC and postsecondary institution websites

In addition to the above programs, Simon Fraser University’s Department of Political Science offers the following joint majors:

- Latin American Studies and Political Science joint major
- Political Science and Economics joint major
- Political Science and Gender, Sexuality and Women’s Studies joint major

Similarly, the University of British Columbia’s Department of Political Science offers the following combined majors in Political Science:

- Combined major in Political Science and Economics
- Combined major in Political Science and Philosophy

Moreover, the majority of the rest of the public postsecondary education institutions in B.C. offer political science courses as electives to allow students studying towards an Associate of Arts degree or a Bachelor of Arts degree to tailor their chosen program to their specific interests and needs.
2. Student Demand

The aim of this section is to explore the extent of student demand for the proposed degree mainly by examining historic participation rates in similar degree programs. The Central Data Warehouse, the Student Mobility Database, and the Diploma, Associate Degree, and the Certificate Student Outcomes Survey (DACSO) of the Ministry of Advanced Education are used to provide enrolment and credential information in similar programs.

This section of the report provides information, when available, on undergraduate degree programs that fall under the following six-digit CIP Codes: 45.1001 – Political Science and Government, General, 45.0901 – International Relations and Affairs, and 45.1003 – Canadian Government and Politics.

Description of CIP Code 45.1001: “A general program that focuses on the systematic study of political institutions and behavior. Includes instruction in political philosophy, political theory, comparative government and politics, political parties and interest groups, public opinion, political research methods, studies of the government and politics of specific countries, and studies of specific political institutions and processes” (U.S. Department of Education, National Center for Education Statistics).

Description of CIP Code 45.0901: “A program that focuses on the systematic study of international politics and institutions, and the conduct of diplomacy and foreign policy. Includes instruction in international relations theory, foreign policy analysis, national security and strategic studies, international law and organization, the comparative study of specific countries and regions, and the theory and practice of diplomacy” (U.S. Department of Education, National Center for Education Statistics).

Description of CIP Code 45.1003 (NEW): “A program that focuses on the systematic study of Canadian political institutions and behavior. Includes instruction in British and North American political theory, political parties and interest groups, provincial and local governments, Constitutional law, federalism and national institutions, executive and legislative politics, judicial politics, popular attitudes and media influences, political research methods, and applications to the study of specific issues and institutions” (U.S. Department of Education, National Center for Education Statistics).

Enrolments
Research Universities

Enrolments in Political Science Programs at the research universities in B.C. increased by 21%, from 1,309 students to 1,583 students, over the three year period from 2007/08 to 2009/10 (Table 2).

Table 2: B.C. Research University Undergraduate Student Headcounts in Political Science and Government (45.1001) and International Relations and Affairs (45.0901) Programs, Academic Years 2007/08-2010/11 (partial)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>45.1001</td>
<td>Simon Fraser University</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>The University of British Columbia-Okanagan</td>
<td>296</td>
<td>329</td>
<td>298</td>
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<tr>
<td></td>
<td>The University of British Columbia-Vancouver</td>
<td>38</td>
<td>42</td>
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<tr>
<td></td>
<td>The University of Northern British Columbia</td>
<td>635</td>
<td>665</td>
<td>630</td>
<td>642</td>
</tr>
<tr>
<td></td>
<td>The University of Victoria</td>
<td>53</td>
<td>47</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,309</td>
<td>1,485</td>
<td>1,583</td>
<td>688</td>
</tr>
<tr>
<td>45.0901</td>
<td>The University of British Columbia-Okanagan</td>
<td>27</td>
<td>22</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>The University of British Columbia-Vancouver</td>
<td>234</td>
<td>220</td>
<td>237</td>
<td>256</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>261</td>
<td>242</td>
<td>257</td>
<td>285</td>
</tr>
</tbody>
</table>

Source: BCHeadset

Colleges/Institutes/Special Purpose Universities

Table 3 presents enrolments in Political Studies at Thompson Rivers University between the academic years 2007/08 and 2010/11 (partial). Please note that although Vancouver Island University and the University of the Fraser Valley offer degree programs in Political Science, enrolment information for these programs are not available, likely because these programs are categorized under a CIP Code different than the CIP Code 45.1001 – Political Science and Government, General.

Table 3: B.C. College, Institute and Special Purpose University 45.1001 – Political Science and Government, General, 45.0901 – International Relations and Affairs, and 45.1003 – Canadian Government and Politics Program Headcounts, Academic Years 2006/07-2009/10

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Program Title</th>
<th>Credential Type</th>
<th>2007/08</th>
<th>2008/09</th>
<th>2009/10</th>
<th>2010/11 (Partial)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRU</td>
<td>Bachelor of Arts in Political Studies</td>
<td>BACH</td>
<td>5</td>
<td>10</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: Central Data Warehouse, Ministry of Advanced Education

Kwantlen Polytechnic University

Kwantlen Polytechnic University currently offers the following degree programs in Political Science:
- Associate of Arts in Political Science
- Bachelor of Arts: Minor in Political Science
- Bachelor of Arts: Double Minor – Political Science

Overall enrollments in the Faculty of Social Sciences at Kwantlen increased by 5% over the three year period from 2008/09 to 2010/11. The number of Faculty of Social Sciences students who were working towards a bachelor’s degree increased from 17% in 2008/09 Academic Year to 23% in 2010/11 Academic Year (Table 4).
Table 4: Faculty of Social Sciences Registrant Counts by Degree Level, Academic Years 2008/09 to 2010/11

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008/09</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>4,672</td>
</tr>
<tr>
<td>Baccalaureate Degree</td>
<td>1,050</td>
</tr>
<tr>
<td>Certificate</td>
<td>102</td>
</tr>
<tr>
<td>Diploma</td>
<td>306</td>
</tr>
<tr>
<td>Unspecified</td>
<td>385</td>
</tr>
<tr>
<td><strong>Total (unduplicated)</strong></td>
<td><strong>6,363</strong></td>
</tr>
</tbody>
</table>

Source: 2008/09 to 2010/11 Academic Year Comparison Report: Registrant Counts by Faculty and Degree Level of Program

Please note: Headcounts are unduplicated within each degree level; students may be counted across more than one degree level if they are registered in multiple programs.

The largest number of enrollments in the Faculty of Social Sciences has consistently been in the Associate of Arts Degrees in General Studies, Criminology and Psychology. There has been a substantial increase in the enrolments in Bachelor of Arts Degrees in Criminology and Psychology in past three academic years (see Table 5).

Table 5: Kwantlen Polytechnic University Faculty of Social Sciences Program Headcounts, Academic Years 2008/09-2010/11

<table>
<thead>
<tr>
<th>PROGRAM TITLE</th>
<th>AC YEAR 2008/09</th>
<th>AC YEAR 2009/10</th>
<th>AC YEAR 2010/11</th>
<th># CHANGE OVER PAST YEAR (ROW)</th>
<th>% CHANGE OVER PAST YEAR (ROW)</th>
<th>% CHANGE OVER PAST 3 YEARS (ROW)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Arts Degree in General Studies</td>
<td>3,199</td>
<td>3,225</td>
<td>2,943</td>
<td>-282</td>
<td>-9%</td>
<td>-8%</td>
</tr>
<tr>
<td>Associate of Arts Degree in Criminology</td>
<td>709</td>
<td>684</td>
<td>761</td>
<td>77</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>Associate of Arts Degree in Psychology</td>
<td>484</td>
<td>502</td>
<td>527</td>
<td>25</td>
<td>5%</td>
<td>9%</td>
</tr>
<tr>
<td>Bachelor of Arts Degree in General Studies</td>
<td>446</td>
<td>506</td>
<td>557</td>
<td>51</td>
<td>10%</td>
<td>25%</td>
</tr>
<tr>
<td>Bachelor of Arts – Major in Criminology</td>
<td>197</td>
<td>249</td>
<td>332</td>
<td>83</td>
<td>33%</td>
<td>69%</td>
</tr>
<tr>
<td>Bachelor of Arts – Major in Psychology</td>
<td>203</td>
<td>239</td>
<td>309</td>
<td>70</td>
<td>29%</td>
<td>52%</td>
</tr>
<tr>
<td>Diploma in Criminology</td>
<td>227</td>
<td>243</td>
<td>276</td>
<td>33</td>
<td>14%</td>
<td>22%</td>
</tr>
<tr>
<td>Other Degree Programs</td>
<td>1,135</td>
<td>1,214</td>
<td>888</td>
<td>-326</td>
<td>-27%</td>
<td>-22%</td>
</tr>
<tr>
<td><strong>Overall Total (unduplicated)</strong></td>
<td><strong>6,363</strong></td>
<td><strong>6,731</strong></td>
<td><strong>6,687</strong></td>
<td><strong>-44</strong></td>
<td><strong>-0.7%</strong></td>
<td><strong>5%</strong></td>
</tr>
</tbody>
</table>

Source: 2008/09 to 2010/11 Registrant Count by Faculty and Program

Please note: Headcounts are unduplicated within each program; students may be counted across more than one program if they are registered in multiple programs.

The number of students enrolled in the Associate of Arts Degree in Political Science program at the Faculty of Social Sciences increased by 33% from 66 students in 2008/09 to 88 students in 2010/11 (see Table 6).

Table 6: Kwantlen Polytechnic University Faculty of Social Sciences Political Science Degree Program Headcounts, Academic Years 2008/09 - 2010/11
Women accounted for approximately 63% of the Faculty of Social Sciences enrolments in 2008/09 and 61% in 2009/10 academic year, and 60% in 2010/11 academic year. There has been a 12% increase in the number of male program students between 2008/09 and 2010/11 (see Table 7).

Table 7: Faculty of Social Sciences Headcount by Gender, Academic Years 2008/09 – 2010/11

<table>
<thead>
<tr>
<th>PROGRAM TITLE</th>
<th>AC YEAR 2008/09</th>
<th>AC YEAR 2009/10</th>
<th>AC YEAR 2010/11</th>
<th># CHANGE OVER PAST YEAR</th>
<th>% CHANGE OVER PAST YEAR (ROW)</th>
<th>% CHANGE OVER PAST 3 YEARS (ROW)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Arts Degree in Political Science</td>
<td>66</td>
<td>81</td>
<td>88</td>
<td>7</td>
<td>9%</td>
<td>33%</td>
</tr>
<tr>
<td>Bachelor of Arts – Double Minor - Political Science</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>-3</td>
<td>-33%</td>
<td>-33%</td>
</tr>
<tr>
<td>Bachelor of Arts in General Studies, Minor in Political Science</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts, Major in History, Minor in Political Science</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>4</td>
<td>133%</td>
<td>133%</td>
</tr>
<tr>
<td>Bachelor of Arts, Major in Psychology, Minor in Political Science</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: 2007/08-2010/11 Academic Year Comparison Report: Program Headcounts

Please note: Headcounts are unduplicated within program; students may be counted across more than one program if they are registered in multiple programs.

Credentials Awarded

Research Universities

Table 8 presents the number of credentials awarded by the research universities in British Columbia to students enrolled in undergraduate programs in Political Science and Government, General (CIP Code: 45.1001) and International Relations and Affairs (CIP Code: 45.0901) between the 2007 and 2010 calendar years. There has been a 9% increase in the credentials awarded by the research universities to students enrolled in Political Science programs between 2007 and 2009 calendar years.
Table 8: Political Science and Government, General (CIP: 45.1001) and International Relations and Affairs (CIP: 45.0901) credentials awarded by Research Universities in B.C., Calendar Years 2007 and 2010 (partial)

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Institution</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010 (Partial)</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.1001</td>
<td>Simon Fraser University</td>
<td>145</td>
<td>105</td>
<td>118</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>The University of British Columbia-Okanagan</td>
<td>5</td>
<td>7</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>The University of British Columbia-Vancouver</td>
<td>196</td>
<td>222</td>
<td>229</td>
<td>219</td>
</tr>
<tr>
<td></td>
<td>The University of Northern British Columbia</td>
<td>16</td>
<td>7</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The University of Victoria</td>
<td>113</td>
<td>143</td>
<td>145</td>
<td></td>
</tr>
<tr>
<td>45.0901</td>
<td>The University of British Columbia-Okanagan</td>
<td>10</td>
<td>15</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>The University of British Columbia-Vancouver</td>
<td>65</td>
<td>85</td>
<td>78</td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>475</td>
<td>484</td>
<td>516</td>
<td>332</td>
</tr>
<tr>
<td></td>
<td></td>
<td>75</td>
<td>100</td>
<td>91</td>
<td>78</td>
</tr>
</tbody>
</table>

Source: BCHeadset

Kwantlen Polytechnic University

Between 2008/09 and 2010/11, the number of credentials awarded by Kwantlen’s Faculty of Social Sciences increased by 9%, from 337 to 369.

There was a 68% increase in the number of baccalaureate degrees awarded between 2008/09 and 2010/11 academic years. Over the same period, there was a decrease in the number of associate degrees, diplomas, and certificates awarded by the Faculty of Social Sciences at Kwantlen (see Table 9).

Table 9: Credentials Awarded by Kwantlen Polytechnic University Faculty of Social Sciences, Academic Years 2008/09 – 2010/11

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>2008/09 Academic Year</th>
<th>2009/10 Academic Year</th>
<th>2010/11 Academic Year</th>
<th># CHANGE OVER PAST YEAR</th>
<th>% CHANGE OVER PAST YEAR</th>
<th>% CHANGE OVER PAST THREE YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate Degree</td>
<td>111</td>
<td>171</td>
<td>187</td>
<td>16</td>
<td>9%</td>
<td>68%</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>164</td>
<td>151</td>
<td>125</td>
<td>-26</td>
<td>-17%</td>
<td>-24%</td>
</tr>
<tr>
<td>Diploma</td>
<td>48</td>
<td>64</td>
<td>44</td>
<td>-20</td>
<td>-31%</td>
<td>-8%</td>
</tr>
<tr>
<td>Certificate</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>0</td>
<td>0%</td>
<td>-7%</td>
</tr>
<tr>
<td><strong>Total Credentials Awarded</strong></td>
<td><strong>337</strong></td>
<td><strong>399</strong></td>
<td><strong>369</strong></td>
<td><strong>-30</strong></td>
<td><strong>-8%</strong></td>
<td><strong>9%</strong></td>
</tr>
</tbody>
</table>

Source: 2008/09 to 2010/11 Academic Year Comparison Report: Credentials Awarded by Degree Level
Former Student Outcomes

Information about former students is collected annually through the Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey. Students who left their institution in the previous year (except Baccalaureate students) and had completed all or a significant portion of their program requirements are asked to complete the survey. This section of the report presents the education and employment outcomes of students who were enrolled in Kwantlen programs that fall under the four-digit CIP Code: 45.1001 – Political Science and Government, General. The combined results of the 2011, 2010, and 2009 surveys on further education and employment outcomes are displayed in Tables 12 and 13.

All survey respondents were asked whether they had taken further studies since leaving their institutions. The percentage of respondents who had taken further education was 78%. Among the students who reported that they had taken further studies, the proportion who indicated that they felt very well prepared for further studies was 56% (see Table 12). Figures should be used with caution due to the small number of survey respondents.

Table 12: Education Outcomes
Instructional Program Code: 45.1001 – Political Science and Government, General

<table>
<thead>
<tr>
<th>Eligible Cohort</th>
<th>Number of Respondents</th>
<th>Response Rate</th>
<th>Completed Credential Requirement</th>
<th>Have Taken Further Studies</th>
<th>Currently Continuing Education</th>
<th>Felt “very well prepared” for Further Studies</th>
<th>Further Studies at a BC Public Post-Secondary Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kwantlen Polytechnic University – Associate Degree</td>
<td>37</td>
<td>18</td>
<td>49%</td>
<td>39%*</td>
<td>78%</td>
<td>78%</td>
<td>56%**</td>
</tr>
</tbody>
</table>

Source: BC Diploma, Associate Degree, and Certificate Outcomes Survey
*Please note that the graduation status is reported by the institution.
**Less than 10 respondents answered this question.

Survey respondents were asked whether they worked, and, if so, the type of work they were doing and the extent to which it was related to their studies at their institutions. Combined results of the 2009, 2010, and 2011 surveys show that 17% of respondents were employed in a full-time job. Among students who were employed at the time of the survey, the proportion who indicated that the education they received was “very/somewhat useful” in finding a job was 50% (see Table 13). Figures should be used with caution due to the small number of survey respondents.

Table 13: Employment Outcomes
Instructional Program Code: 45.1001 – Political Science and Government, General

<table>
<thead>
<tr>
<th>Eligible Cohort</th>
<th>Number of Respondents</th>
<th>Response Rate</th>
<th>Currently Employed</th>
<th>Currently Employed Full-time</th>
<th>Employed in Permanent Job (of those employed)</th>
<th>Median Hourly Wage (main job)</th>
<th>Rated Knowledge and Skills gained in the Program “Very/Somewhat Useful in Performing the Job (n=12)”</th>
<th>Rated Education “Very/Somewhat Useful” in Getting the Job (n=12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kwantlen Polytechnic University – Associate Degree</td>
<td>37</td>
<td>18</td>
<td>49%</td>
<td>67%</td>
<td>17%</td>
<td>75%</td>
<td>$11</td>
<td>33%</td>
</tr>
</tbody>
</table>

Source: BC Diploma, Associate Degree, and Certificate Outcomes Survey
Mobility of Kwantlen Faculty of Social Sciences Students

The Student Mobility Database tracks the movement of students enrolled within the B.C. public postsecondary system. Students enrolled in B.C. colleges, university colleges, and institutes in the fall term of a year are followed into the fall term of the following year to identify those who transferred to a B.C. university or other B.C. public postsecondary education institution. The database provides information about the students’ transfer credits, academic qualifications, and movement between programs and institutions (BCCAT, Mobility of BC Transfer Students – Fall 2007 to Calendar Year 2008).

Tables 10 and 11 present the mobility of Kwantlen Polytechnic University Faculty of Social Science students between fall 2006 and fall 2008. Of the 3,412* fall 2006 Kwantlen Faculty of Social Science students, a total of 2,273 (67%) students continued their studies either at Kwantlen or at another public postsecondary institution in B.C. in the fall 2007 term. Of the 2,273 students who continued their studies, 1,665 (73%) stayed at Kwantlen, either in the same or another program and 608 (27%) transferred to another institution within B.C. Of the 668 students who transferred to another institution in B.C., 322 (53%) transferred to one of the research universities (see Table 9).

### Table 10: 2006_07 Mobility of Faculty of Social Sciences Students at Kwantlen

| Sending Program CIP Code | Not Enrolled Anywhere in B.C. | STAYED AT KWN | BCIT | CAMI | CAPU | DOUG | ECU | JIBC | LANG | OKAN | UVic | TRU-QL | UFV | VCC | RRU | SFU | TRU | UBC | UBCO | UNBC | Grand Total |
|--------------------------|-------------------------------|--------------|------|------|------|------|-----|------|------|------|------|-------|------|-----|-----|-----|-----|-----|-----|------|-----|-----------|
| 5.0115                   | 2                             | 1            |      |      |      |      |     |      |      |      |      |       |      |     |     |     |     |     |     |      |     | 3         |
| 24.0101*                 | 885                           | 1281         | 49   | 1    | 9    | 49   | 1   | 1    | 49   | 2    | 11   | 9     | 32   | 19  | 1   | 119 | 10  | 64  | 3   | 4   | 2,606     |
| 24.0102                  | 25                            | 43           |      |      |      |      |     |      |      |      |      |       |      |     |     |     |     |     |     |      |     | 79        |
| 42.0101                  | 131                           | 221          | 5    | 1    | 4    | 6    | 3   | 1    | 7    | 2    | 36   | 16    | 2    |     |     |     |     |     |     | 439     |
| 45.0201                  | 10                            | 14           |      |      |      |      |     |      |      |      |      |       |      |     |     |     |     |     |     |      |     | 33        |
| 45.0701                  | 19                            | 20           | 1    | 1    |      | 2    |     |      |      |      |      |       |      |     |     |     |     |     |     | 57      |
| 45.1001                  | 21                            | 34           | 1    | 1    |      | 2    |     |      |      |      |      |       |      |     |     |     |     |     |     | 70      |
| 45.1101                  | 17                            | 18           | 3    |      |      |      |     |      |      |      |      |       |      |     |     |     |     |     |     | 47      |
| 54.0101                  | 29                            | 33           |      |      |      |      | 1   |      |      |      |      |       |      |     |     |     |     |     |     | 78      |
| Grand Total              | 1,139                         | 1,665        | 59   | 2    | 9    | 56   | 1   | 1    | 60   | 2    | 23   | 10    | 42   | 23  | 1   | 196 | 12  | 94  | 5   | 4   | 3,412     |

Source: Student Mobility Database, BC Stats

Receiving Institution: the institution that a continuing student went to after completing their original studies. The receiving institution can be the same as the sending institution in cases where a student continues at the same institution in a different program or in the upper division of a degree program.” (BCCAT, 2008 Admissions and Transfer Experiences of Students Continuing their Post-Secondary Studies in British Columbia, p.69)

*Please note that the CIP Code 24.0101 also includes some of the Faculty of Humanities programs.

Of the 3,342 fall 2007 Kwantlen Faculty of Social Sciences students*, a total of 2,249 (67%) students continued their studies either at Kwantlen or at another public postsecondary institution in B.C. in the fall 2008 term. Of the 2,249 students who continued their studies, 1,718 (76%) stayed at Kwantlen, either in the same or another...
program and 531 (24%) transferred to another institution within B.C. Of the 531 students who transferred to another institution in B.C., 278 (52%) transferred to one of the research universities (see Table 11).

Table 11: 2007-08 Mobility of Faculty of Social Sciences Students at Kwantlen

<table>
<thead>
<tr>
<th>Sending Program CIP Code</th>
<th>Not Enrolled Anywhere in B.C.</th>
<th>STAYED AT KWN</th>
<th>BCIT</th>
<th>CAM</th>
<th>CAPU</th>
<th>DOUG</th>
<th>ECU</th>
<th>JIBC</th>
<th>LANG</th>
<th>COTR</th>
<th>UVIC</th>
<th>TRU-QL</th>
<th>UFV</th>
<th>VCC</th>
<th>VIU</th>
<th>SFU</th>
<th>TRU</th>
<th>UBC</th>
<th>UBCO</th>
<th>UNBC</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0115</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.0101*</td>
<td>876</td>
<td>1,341</td>
<td>59</td>
<td>6</td>
<td>3</td>
<td>29</td>
<td>4</td>
<td>48</td>
<td>1</td>
<td>11</td>
<td>9</td>
<td>24</td>
<td>9</td>
<td>1</td>
<td>139</td>
<td>3</td>
<td>55</td>
<td>3</td>
<td>2</td>
<td>2,626</td>
<td></td>
</tr>
<tr>
<td>24.0102</td>
<td>14</td>
<td>20</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42.0101</td>
<td>125</td>
<td>223</td>
<td>7</td>
<td>1</td>
<td>8</td>
<td></td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>26</td>
<td>1</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>408</td>
<td></td>
</tr>
<tr>
<td>45.0201</td>
<td>17</td>
<td>16</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>45.0701</td>
<td>9</td>
<td>20</td>
<td>1</td>
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<tr>
<td>45.1001</td>
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<td>25</td>
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<td>5</td>
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<td></td>
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</tr>
<tr>
<td>45.1101</td>
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<td></td>
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<td></td>
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<td>1</td>
<td>6</td>
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<td>53</td>
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<tr>
<td>54.0101</td>
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<td>47</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>1</td>
<td>12</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,092</td>
<td>1,718</td>
<td>71</td>
<td>6</td>
<td>4</td>
<td>40</td>
<td>4</td>
<td>2</td>
<td>53</td>
<td>1</td>
<td>15</td>
<td>11</td>
<td>29</td>
<td>10</td>
<td>1</td>
<td>200</td>
<td>5</td>
<td>72</td>
<td>4</td>
<td>2</td>
<td>3,342</td>
</tr>
</tbody>
</table>

Source: Student Mobility Database, BC Stats
Receiving Institution: the institution that a continuing student went to after completing their original studies. The receiving institution can be the same as the sending institution in cases where a student continues at the same institution in a different program or in the upper division of a degree program.” (BCCAT, 2008 Admissions and Transfer Experiences of Students Continuing their Post-Secondary Studies in British Columbia, p.69)

*Please note that the CIP Code 24.0101 also includes some of the Faculty of Humanities programs.
3. Labour Market Demand

The purpose of this section is to provide an informed view of the labour market trends in B.C. and Canada for all the occupational groups that fall under the postsecondary field of study of the proposed degree.

There are many sources of labour market information in Canada at all levels of government and in the private sector. At the federal level, the main sources are: Statistics Canada; Human Resources and Skills Development Canada; Industry Canada; and Citizenship and Immigration Canada. Provincial and territorial governments also produce provincial, regional and local labour market information. Please note that the above-mentioned sources provide information on the current and future outlooks for work in many traditional occupations, but not on emerging occupations.

A political science degree will prepare graduates for a wide variety of entry-level positions within government and non-governmental/non-profit organizations. Career opportunities become broader with graduate and professional training.

<table>
<thead>
<tr>
<th>Potential Areas of Employment for Graduates with an Undergraduate Degree in Political Science (not exhaustive)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Municipal Governments</td>
<td>Lobbying Organizations</td>
</tr>
<tr>
<td>Provincial Governments</td>
<td>Educational Institutions</td>
</tr>
<tr>
<td>Federal Governments</td>
<td>Consulting Firms</td>
</tr>
<tr>
<td>Non-profit Agencies and Foundations</td>
<td>Social Service and Community Agencies</td>
</tr>
<tr>
<td>Charitable Organizations</td>
<td>Intergovernmental Agencies</td>
</tr>
<tr>
<td>Trade or Professional Organizations</td>
<td>Aboriginal Organizations</td>
</tr>
<tr>
<td>Research Organizations and Think Tanks</td>
<td>Public Relations Companies</td>
</tr>
<tr>
<td>Political Parties</td>
<td>International Agencies</td>
</tr>
<tr>
<td>Polling Organizations</td>
<td>Media Organizations</td>
</tr>
<tr>
<td>Law Enforcement Agencies</td>
<td>International Development Agencies</td>
</tr>
<tr>
<td>Public Interest Agencies</td>
<td>TV &amp; Radio Stations</td>
</tr>
<tr>
<td>Constituency Associations</td>
<td></td>
</tr>
</tbody>
</table>

Common Occupations for Political Science Majors

Below are some of the common occupations political science majors could pursue. Please note that below list is not an exhaustive list and some occupations may require additional education and/or training beyond a bachelor’s degree.

<table>
<thead>
<tr>
<th>Aboriginal Affairs Development Officer</th>
<th>Management Consultant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activist</td>
<td>Market Researcher / Analyst</td>
</tr>
<tr>
<td>Campaign/Elections Officer</td>
<td>Mediator</td>
</tr>
<tr>
<td>Campaign Worker</td>
<td>Paralegal</td>
</tr>
<tr>
<td>Community Relations Specialist</td>
<td>Policy Analyst</td>
</tr>
<tr>
<td>Consumer Advocate</td>
<td>Policy Consultant / Advisor</td>
</tr>
<tr>
<td>Development Officer</td>
<td>Political Aide</td>
</tr>
<tr>
<td>Diplomat / Embassy Officer</td>
<td>Political Correspondent</td>
</tr>
<tr>
<td>Foreign Affairs Specialist</td>
<td>Political Party Official</td>
</tr>
<tr>
<td>Foreign Service Officer</td>
<td>Political Scientist</td>
</tr>
<tr>
<td>Fundraiser</td>
<td>Political Strategist</td>
</tr>
<tr>
<td>General Office Clerks</td>
<td>Politician</td>
</tr>
<tr>
<td>Immigration Policy Analyst</td>
<td>Public Affairs Officer</td>
</tr>
<tr>
<td>Industry / Labour Analyst</td>
<td>Public Affairs Reporter / Commentator</td>
</tr>
<tr>
<td>Intelligence Specialist</td>
<td>Public Opinion Analyst / Pollster</td>
</tr>
<tr>
<td>Intergovernmental Relations Officer</td>
<td>Public Policy Analyst</td>
</tr>
<tr>
<td>Journalist / Reporter/ Critic</td>
<td>Public Relations Specialist/Consultant</td>
</tr>
<tr>
<td>Labour Policy Analyst</td>
<td>Public Speaking Consultant</td>
</tr>
<tr>
<td>Labour Relations Specialist/Officer</td>
<td>Social and Community Service Managers</td>
</tr>
<tr>
<td>Legislative Aide/Assistant</td>
<td>Speech Writer</td>
</tr>
</tbody>
</table>
3. Labour Market Demand

List of Service Organizations
Below is a list of organizations, not an exhaustive list, where graduates with a Political Science degree could seek employment.

**Registered Political Parties**
- Advocational Party
- BC First
- BC Heritage Party
- BC NDP
- BC Refed
- Conservatives
- BC Liberal Party
- BC Social Credit Party
- Green Party of BC
- National Alliance Party
- BC Reform
- Work Less Party

**BC Ministries**
- Aboriginal Relations and Reconciliation
- Advanced Education and Labour Market Development
- Agriculture and Lands
- Attorney General
- Children and Family Development and Minister Responsible for Child Care
- Citizens' Services and Minister Responsible for Multiculturalism and the Public Affairs Bureau
- Community and Rural Development
- Education and Minister Responsible for Early Learning and Literacy
- Energy, Mines and Petroleum Resources
- Environment
- Finance and Deputy Premier
- Forests and Range and Minister Responsible for Integrated Land Management Bureau

**Health Services**
- Health Services
- Healthy Living and Sport
- Housing and Social Development
- Labour
- Public Safety and Solicitor General
- Small Business, Technology and Economic Development
- Tourism, Culture and the Arts
- Transportation and Infrastructure

**BC Public Agencies**
- Agricultural Land Commission
- BC Public Service Agency
- BC Utilities Commission
- British Columbia Ferry Services Inc
- British Columbia Securities Commission
- Environmental Appeal Board/Forest Appeals Commission
- Forest Practices Board
- Habitat Conservation Trust Fund
- Justice Institute Of British Columbia
- Legal Services Society
- Oil and Gas Commission
- Canada West Foundation
- The Canadian Centre for Policy Alternatives
- C.D. Howe Institute
- Fraser Institute
- Canadian Women's Business Network
- National Council of Women of Canada (NCWC)
- Canadian Council on Social Development
- Greenpeace Canada

Source: Simon Fraser University, Wilfrid Laurier University and McGill University websites
Provincial Employment Outlook Highlights

The British Columbia Labour Market Scenario Model, the province’s first labour market outlook developed by the Ministry of Advanced Education and Labour Market Development in partnership with BC Stats and Ministry of Finance in 2009, projects the occupational demand and supply outlook of 140 traditional occupational groups using three-digit National Occupational Codes.

The most current scenario, 2010-2020, forecasts 1,027,400 job openings over a ten-year period; 351,000 due to new jobs and 676,400 due to replacement demand. Considering the current number of students in British Columbia’s education system, which is around 650,000, this means that the growth in job openings would outpace the number of new workers. With an estimated 1.4% annual average employment growth rate over the ten-year period from 2010 to 2020, B.C. is forecasted to have a shortage of 61,500 workers by 2020. The latest labour market projections suggest that almost 78% of new jobs created between 2010 and 2020 will require a college diploma, a trade certificate, a university degree or higher.

Looking forward to 2020, the occupational groups in B.C. with the highest growth rates are forecasted to be Health Occupations (annual average growth rate of 2.4%), Natural and Applied Sciences and Related Occupations (1.6%), and Occupations in Art, Culture, Recreation, and Sport (1.6%). The largest number of job openings are expected in Sales and Service Occupations (224,600 positions), Business, Finance, and Administration Occupations (182,000 positions), and Trades, Transport, and Equipment Operators Related Occupations (153,300 positions).

Three regions of the province are expected to account 91% of the job openings: Mainland/ Southwest (65%), Vancouver Island/Coast (15%), and Thompson/Okanagan (11%).

Employment Outlook for Graduates with a Bachelor’s degree in Political Science

The most recent labour market outlook, 2010-2020, does not provide projections at the occupational category level, and the 2009-2019 labour market outlook does not include projections at the 4-digit level. Please note that while a 4-digit NOC Code refers to a specific occupation, a 3-digit code is a group of similar occupations.

Despite the recent global financial crisis and ongoing uncertainties in the USA and Europe, British Columbia’s economy is poised for growth. Table 14 presents the 10-year outlook for selected occupations graduates with a Political Science degree could go into. Please note that a master’s degree is generally a requirement for management level positions. According to the British Columbia Labour Market Outlook for 2009-2019, the occupational demand for political science professionals is likely to increase between 2009 and 2019 (see Table 14).
Table 14:  Projected Growth in Employment Demand by Selected Occupations in BC and Lower Mainland/Southwest, 2009 - 2019

<table>
<thead>
<tr>
<th>Occupation</th>
<th>NOC Code</th>
<th>British Columbia</th>
<th></th>
<th>Mainland / Southwest</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Expansion</td>
<td>Replacement</td>
<td>Total</td>
<td>Expansion</td>
</tr>
<tr>
<td><strong>Skill Level A: Occupations usually require university education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legislators and Senior Management</td>
<td>001</td>
<td>4,860</td>
<td>10,950</td>
<td>15,810</td>
<td>3,500</td>
</tr>
<tr>
<td>Administrative Service Managers</td>
<td>011</td>
<td>3,430</td>
<td>7,080</td>
<td>10,510</td>
<td>2,410</td>
</tr>
<tr>
<td>Managers in Financial and Business Services</td>
<td>012</td>
<td>3,250</td>
<td>8,750</td>
<td>12,000</td>
<td>2,970</td>
</tr>
<tr>
<td>Managers in Communication (Except Broadcasting)</td>
<td>013</td>
<td>320</td>
<td>600</td>
<td>920</td>
<td>210</td>
</tr>
<tr>
<td>Managers in Public Administration</td>
<td>041</td>
<td>220</td>
<td>710</td>
<td>930</td>
<td>50</td>
</tr>
<tr>
<td>Sales, Marketing and Advertising Managers</td>
<td>061</td>
<td>3,670</td>
<td>7,670</td>
<td>11,340</td>
<td>2,920</td>
</tr>
<tr>
<td>Auditors, Accountants and Investment Professionals</td>
<td>111</td>
<td>8,880</td>
<td>15,360</td>
<td>24,240</td>
<td>6,950</td>
</tr>
<tr>
<td>Human Resources and Business Service Professionals</td>
<td>112</td>
<td>3,330</td>
<td>4,920</td>
<td>8,250</td>
<td>2,340</td>
</tr>
<tr>
<td>Judges, Lawyers and Quebec Notaries</td>
<td>411</td>
<td>3,490</td>
<td>4,990</td>
<td>8,480</td>
<td>2,630</td>
</tr>
<tr>
<td>Policy and Program Officers, Researchers and Consultants</td>
<td>416</td>
<td>4,310</td>
<td>7,410</td>
<td>11,720</td>
<td>2,700</td>
</tr>
<tr>
<td>Writing, Translating and Public Relations Professionals</td>
<td>512</td>
<td>2,370</td>
<td>4,140</td>
<td>6,510</td>
<td>1,690</td>
</tr>
<tr>
<td><strong>Skill Level B: Occupations usually require college education or apprenticeship training</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative and Regulatory Occupations</td>
<td>122</td>
<td>9,160</td>
<td>17,760</td>
<td>26,920</td>
<td>5,970</td>
</tr>
<tr>
<td>Finance and Insurance Administrative Occupations</td>
<td>123</td>
<td>7,460</td>
<td>12,160</td>
<td>19,620</td>
<td>4,580</td>
</tr>
<tr>
<td>Paralegals, Social Services Workers and Occupations in Education and Religion, n.e.c.</td>
<td>421</td>
<td>14,880</td>
<td>15,620</td>
<td>30,500</td>
<td>6,890</td>
</tr>
</tbody>
</table>

British Columbia’s public sector, which includes federal, provincial, and local general government ministries and agencies, public institutions, as well as crown corporations, is a significant employer in the province, providing 401,132 jobs in 2009. Over a ten-year period from 1998 to 2007, public sector employment in B.C. grew by 7%, from 348,697 to 372,982 employees. After years of minimal growth, the size of British Columbia’s public sector began to increase and between 2007 and 2009, public sector employment in the province increased by 7.5% to 401,132 employees (see Table 15). Despite the recent strong growth in employment, B.C. still has the lowest public sector employment rate in Canada. Please refer to Appendix A for a profile of the public administration & defence industry in B.C.
### 3. Labour Market Demand

#### Table 15: Public Sector Employment, Wages and Salaries in 2009, Canada and British Columbia

<table>
<thead>
<tr>
<th></th>
<th>Canada</th>
<th>British Columbia</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Employment (persons)</td>
<td>Wages and salaries ($ thousands)</td>
<td>Employment (persons)</td>
</tr>
<tr>
<td>Public Sector Total</td>
<td>3,561,012</td>
<td>180,128,356</td>
<td>401,132</td>
</tr>
<tr>
<td>Government</td>
<td>3,248,095</td>
<td>162,315,942</td>
<td>368,397</td>
</tr>
<tr>
<td>Federal general government</td>
<td>415,397</td>
<td>29,356,301</td>
<td>40,214</td>
</tr>
<tr>
<td>Provincial and territorial general government</td>
<td>358,461</td>
<td>22,550,498</td>
<td>40,280</td>
</tr>
<tr>
<td>Health and social service institutions, provincial and territorial</td>
<td>822,904</td>
<td>40,448,145</td>
<td>101,720</td>
</tr>
<tr>
<td>Universities, colleges, vocational and trade institutions, provincial and territorial</td>
<td>374,056</td>
<td>18,744,445</td>
<td>49,485</td>
</tr>
<tr>
<td>Local general government</td>
<td>596,674</td>
<td>20,116,796</td>
<td>61,339</td>
</tr>
<tr>
<td>Local school boards</td>
<td>680,603</td>
<td>31,099,756</td>
<td>75,358</td>
</tr>
<tr>
<td>Government business enterprises</td>
<td>312,917</td>
<td>17,812,416</td>
<td>32,735</td>
</tr>
<tr>
<td>Federal government business enterprises</td>
<td>104,692</td>
<td>5,216,077</td>
<td>9,999</td>
</tr>
<tr>
<td>Provincial and territorial government business enterprises</td>
<td>147,616</td>
<td>9,202,700</td>
<td>22,626</td>
</tr>
<tr>
<td>Local government business enterprises</td>
<td>60,608</td>
<td>3,393,640</td>
<td>111</td>
</tr>
</tbody>
</table>

Source: Statistics Canada

Please note: Appendix B provides a detailed structure of Canada’s public sector.

The public service sector in B.C. faces the same challenges as the private sector in terms of the emerging labour shortage. Public administration & defence are two of the many industries in the province that depend on baby-boomer workers and are expected to face tightening labour market conditions as these baby-boomers move into retirement. Public service is also one of the sectors along with health care and social assistance that will be forced to replace those while increasing employment to meet the rising demands of the growing elderly population.

British Columbia’s government structure has its roots in colonial days. Richard Blanshard became the first governor of the Colony of Vancouver Island in 1849 and was succeeded in 1851 by James Douglas, who eventually became the first governor of the united colony of British Columbia. When BC joined Confederation in 1871, John Foster McCreight became the first premier.

With a growing population came the need to maintain law and order. One of British Columbia’s most well-known and colourful historical personalities was Matthew Baillie Begbie. He was sent to BC in 1858 to help establish order during the wild gold rush days and was the province’s only judge for 12 years. Begbie later became the first Chief Justice of the BC Supreme Court.

What’s included in public administration & defence?
Public administration & defence includes establishments that are involved in governmental activities, such as enacting and interpreting laws and regulations or administering programs based on them. This includes legislative activities, taxation, national defence, public order and safety, immigration services, foreign affairs, and international assistance.

In Canada, there are three main levels of government, which all have different responsibilities. Local governments, for example, are responsible for maintaining streets, bridges, and other public works in cities and towns. Provincial governments are responsible for administering the public health care and education system, and for natural resources, which are owned by the Crown. Defence and foreign affairs are the sole domain of the federal government. All three levels of government levy taxes that are used to fund various types of social programs, maintain public infrastructure, and protect people and property.

The industry does not include establishments that are owned or controlled by government but are not engaged in governmental activities. For example, a crown corporation that produces electric power may be publicly owned, but its activities would be attributed to the utilities industry rather than to public administration & defence.

Like health care and education, the demand for many of the services produced by this industry is related to the size of the population. As the population grows, there are more people who use the health care and education systems, there may be more demands on the social safety net, and the need for policing and similar services may increase.

Although some of these services (e.g., health care and education) are often provided by establishments in other industries, they are usually publicly funded and administered. Historically, the size of the workforce in government has expanded with the population. Similarly, the need for publicly provided infrastructure (roads, highways, hospitals, and sewer systems), police services, correctional facilities, and so on, often grows with the population.

Employment in the civil service is usually not subject to wide variations related to the business cycle. However, the social safety net includes federal and provincial programs such as Employment Insurance, Old Age Pensions and Income Assistance, so the demand for some government services tends to expand during periods of economic slowdown, when more people may need assistance. Government revenues (which are primarily from taxes and other fees) usually fall when the economy slows, so this creates some challenges. On the other hand, during periods of economic expansion, government revenues rise with the economy, and the demand for some types of public services is reduced.

Political or philosophical differences between governments can, and often do, have an effect on the size of the civil service and the work that it does. Some governments favour allowing the private sector to provide services, while others choose to provide them directly.

What’s happened since 1990?
During the 1990s, governments in many parts of the country restructured their operations. To a large extent, this was driven by concerns about persistent deficits and the cost of financing a growing public debt. The federal government made efforts to balance the budget using tax as well as expenditure measures. There was some downsizing of the workforce, but this was achieved primarily by restricting employment growth rather than cutting back on the number of workers in the industry.

Planning Data for Bachelor of Arts, Political Science Major
Institutional Analysis and Planning, Kwantlen Polytechnic University
December 2011
Appendix C: A Guide to the BC Economy and Labour Market Development: Public Administration & Defence Industry
In BC, the government of the day did not make this a priority, and employment in provincial public administration continued to grow with the population during the early 1990s. Since the mid-1990s, however, the number of jobs in the provincial government has not grown as fast as the population. This has occurred as a result of improvements in the productivity of the existing workforce as well as by refocusing the efforts of some workers into new areas. At the same time, some types of jobs, such as highway maintenance, are now being done by private sector contractors instead of government employees.

Employment in public administration & defence increased just 15% between 1990 and 2008, less than a third as much as job growth in the economy (+48%) during this period. The total number of jobs in local government increased 26%, while employment in federal government offices located in BC increased 17% from 1990. The number of jobs in the provincial government declined slightly (-2%) during this period.

By keeping the lid on employment growth during a period when the population was increasing significantly (the number of people living in the province grew by 36% between 1990 and 2008, more than double the 15% increase in public administration employment), all three levels of government are now able to provide services more efficiently than they used to. In 1990, there were 28 civil servants for every 1,000 people living in the province; by 2008, the public sector employment rate had dropped to 24 workers per 1,000 population.

Employment in public administration has not kept pace with population growth
The industry’s share of total employment has fallen quite substantially since 1990, when nearly 6% of the workforce was directly employed by a federal, provincial or local government office or agency. In 2008, a little more than 4% of the workforce was employed in this industry. Over the same period, the industry’s share of total GDP has fallen from 6% to just over 5%.

The industry’s share of GDP and employment has been falling

What are the most common occupations?
Diplomats, Supreme Court judges, firefighters, police officers, members of the armed forces, the clerk who sells you a fishing licence, and the person who works in a government office are all civil servants. Some jobs, like the Supreme Court judge’s, can only be obtained after many years of education and experience; others, like the firefighter’s or soldier’s, demand physical stamina and a high level of physical fitness, and may involve a great deal of risk to the worker. Other public sector jobs are not a lot different from those in other industries.
The most common occupations within public administration & defence are in business, finance and administration. Nearly a third (32%) of the people who work for federal, provincial, and local governments employed in these types of occupations. Most of them are clerical workers, secretaries, immigration & revenue officers, auditors, or in similar occupations.

Of the 21% of the workforce with jobs in sales & service occupations, most are police officers, military personnel, firefighters, correctional service officers, and bylaw enforcement officials.

One in three workers is employed in business, finance & administrative occupations
Seventeen percent are in natural & applied sciences. These include biologists, engineers, technical workers, information systems analysts, inspectors, conservation and fisheries officers, urban & land use planners, and forestry professionals. Twelve percent of the workers are in social sciences and related occupations. These include lawyers, social workers, policy researchers, judges, and instructors. The remainder of the workforce is comprised largely of management (10%) and other (6%) occupations, including trades, transportation & equipment operators, and people working in occupations specific to primary industries. The latter are mainly landscapers and forestry workers.

How many people work in public administration & defence and how much do they earn?
Federal, provincial, and local governments in the province employed 102,900 people in 2008. Local government was the biggest employer, with 38,200 workers. Another 37,800 British Columbians worked for the federal governments, while 26,800 were employed by the provincial government.

The federal government is the biggest employer in this industry
Workers in the industry earned an average wage of $28.16 per hour in 2008. This was $6.70 more than the average for workers in all industries, and higher than in any other service industry. Utilities ($30.05) was the only industry with higher average wages in 2008.

Hourly earnings well above average
In the provincial government, wages averaged $29.03 an hour, compared to $28.31 an hour in local government and $27.40 an hour for federal government workers. The usual work week in public administration & defence was 37 hours long.

What are the characteristics of the workforce?
Ninety-two percent of the people who work in public administration & defence have full-time jobs. That’s well above the average for the economy as a whole (80%) and higher than in any other service-sector industry.

There is not much seasonal variation in employment in this industry, but it does hire temporary workers. Eleven percent of the workforce was hired on a temporary basis in 2008, about the same as the average for all industries.

The male-female composition is the same as in the workforce in general: 47% of the people who work in the industry are female and 53% are male.

The industry is highly unionized. Seventy-one percent of workers have union coverage, more than twice the average (31%) for all industries in the province.

People who work in public administration & defence are usually not very likely to experience unemployment. From 1990 to 2008, the jobless rate in this industry averaged 3.0%, less than half the 7.8% average for the economy as a whole. Finance, insurance, real estate & leasing and health care & social assistance were the only industries with lower average unemployment rates during this period.

**Unemployment rates are generally low**

Self-employment is virtually non-existent in this sector. By definition, all of the people who work in public administration & defence are employees of the state.

**Even though government is a big employer, a lot of the people in this industry work in fairly small offices**

Even though both the federal and provincial government, and some of the larger cities in the province, have many employees, they do not all work in large offices. In fact, nearly one-quarter of all civil servants work in an office with fewer than 20 co-workers.

Another 33% are employed at locations with 20-99 employees.

However, 15% of the people in this industry work in a large establishment, with more than 500 employees.

**Where are the jobs located?**

Victoria is the capital city, so most provincial government ministries have their main offices in the Vancouver Island/Cast region of the province. As a result, about 31% of the people who work in the industry are located in this region. Its share of the total workforce is just 17%.
Many of the jobs in this industry are in Vancouver Island/Coast
Conversely, the Vancouver area’s share of government sector workers (52%) is lower than its share of total employment (61%). In the rest of the province (except Cariboo), employment in the industry is marginally lower than the regional share of total employment.

What's the outlook to 2017?
Employment in the industry is not expected to increase as much as in the rest of the economy, and the industry’s share of total employment is forecast to decline slightly. However, it is anticipated that GDP growth will slightly outpace the average for all industries in the province.

Employment in public administration & defence is expected to keep pace with the rest of the economy.

Source: Directly quoted from http://www.guidetobceconomy.org/major_industries/public_administration.htm
Appendix B: Composition of the Canadian Public Sector

Source: Statistics Canada

Revised: July 2008

Revised October, 2011
**Issue:** Program Revision: Graduate Nursing Re-entry Program Description and Admission Requirements

**For approval:** THAT Senate approve the revisions to the Graduate Nursing Re-entry Citation program calendar description and admission requirements.
MEMORANDUM

TO: Senate

FROM: Tru Freeman, Dean, Community & Health Studies

CC: Marlene Chmilar, Coordinator, GNUR Program
    Carolyn Robertson, Chair, CAHS Curriculum Committee

DATE: April 13, 2012

SUBJECT: Changes to Graduate Nurse Re-entry Program Description and Entrance Requirements

Implementation Date: September 2012

The following changes have been approved by the CAHS Faculty Council Standing Committee on Curriculum on February 17, 2012 and by the Senate Standing Committee on Curriculum on April 4, 2012 for implementation in September 2012.

Current Situation:

A standard request for a nursing re-entry program is that applicants submit a letter from the College of Registered Nurses of British Columbia (CRNBC) stating their eligibility for a re-entry program. While this has been past practice, this requirement is not reflected in the program entrance requirements for the Graduate Nurse Re-Entry (GNUR) program posted in the Kwantlen Polytechnic Calendar.

Revisions Requested:

1. Change to Kwantlen Calendar Graduate Nurse Re-Entry Citation description:

The Graduate Nurse Re-entry (GNUR) program is specifically designed for Registered Nurses with current or previous registration who are wishing to reinstate/renew their practicing registration but cannot meet the continuing competence requirements as mandated by CRNBC. Prior to acceptance into the program, interested individuals will be required to submit a copy of their letter of assessment from CRNBC regarding their eligibility to reinstate registration upon successful completion of the GNUR program. Nurses with temporary or student registration do not qualify.

The program consists of four courses and can be completed on a part-time basis over 12 - 18 months. The courses include nursing theory, pharmacology, and psychomotor skills labs, followed by a 160 hour preceptorship in a health care setting.

2. Addition to the GNUR Admission Requirements:

“A letter of assessment from the College of Registered Nurses of British Columbia (CRNBC) stating eligibility for registration upon successful completion of a graduate nurse re-entry program”.

over....
Rationale:

In order to maintain a practicing membership, registered nurses must maintain a minimum of 1,125 hours of nursing practice in the preceding five years. For those who cannot meet this continuing competency requirement, CRNBC establishes eligibility and return to practice requirements on an individual basis. Currently, a number of nurses who have been out of practice for more than ten years have registered for the GNUR program without discussing their requirements with CRNBC. Unfortunately, completing a re-entry program may not meet their particular requirements to be reinstated as a practicing Registered Nurse. Requesting a letter from CRNBC prior to registering in the program will communicate the necessity of establishing eligibility for re-entry into the profession and any other terms or conditions that may affect student success.
Issue: Program Revision: Health Care Assistant Program Admission Requirements

For approval: THAT Senate approve the revisions to the Health Care Assistant Program admission requirements.
MEMORANDUM

TO: Senate
FROM: Tru Freeman, Dean, Community & Health Studies
Nancy Graham - HCAP Coordinator
Judith DeGroot - HCAP CAHS Curriculum Representative
Carolyn Robertson, Chair, CAHS Curriculum Committee

CC: 

DATE: April 13, 2012

SUBJECT: Change in Admission Requirements for the Health Care Assistant Program
Implementation Date: January 2013

The following change to the Health Care Assistant Program (HCAP) was approved by the CAHS Faculty Council Standing Committee on Curriculum on March 16th, 2012 and the Senate Standing Committee on Curriculum on April 4, 2012 for implementation in January 2013.

Background:
The Health Care Assistant program (formerly the Home Support/Resident Care Assistant program) was implemented in January 2010. The previous program had been revised and updated based on a new provincial curriculum. Since the admission of the first cohort, a trend has emerged in the success rate of students that has been of concern. The program has experienced an increasing number of students that have been unable to successfully complete the first semester and are required to repeat. Some of these students have not been successful even with the second attempt.

Proposed Change:
The HCAP program proposes “attendance at an Information Session” be added as a program admission requirement. This will provide an opportunity for potential students to make an informed decision about their future studies and their chosen career which includes providing intimate care for the elderly.

Rationale:
This trend seems to be buoyed by a changing population of students that are applying for the program as well as a previous change in the program admission requirements for HCAP.

1) The average age of the applicants has decreased. In September 2011, 50% of the class were below the age of 25 years of age. In previous years, this percentage would have only been 20-25%

2) In 2007, the admission requirement of volunteer hours was eliminated from our program as it had become a barrier for students. Facilities were not willing to provide volunteer hours to students without a long term commitment. As a result, students are unfamiliar with the requirements of the program as well as the roles and responsibilities of Health Care Assistants once they graduate. This has been supported by faculty assessments as well as feedback from students.
**SENATE**

**MEETING DATE:** May 28, 2012

**AGENDA #:** 6.5

**PRESENTED BY:** Tally Wade

---

**Issue:** Program Revision: Bachelor of Science in Nursing Course Name/Numbering Change

**For approval:** THAT Senate approve the revisions to the Bachelor of Science in Nursing NRSG 2111 and NRSG 2211 course name and numbering changes.
The following changes were approved by the CAHS Faculty Council Standing Committee on Curriculum on March 16, 2012 and the Senate Standing Committee on Curriculum on April 4, 2012 for implementation in September 2012.

**Background:**

The Bachelor of Science in Nursing (BSN) program is in the process of revising BSN course outlines as an outcome of a major program change approved by Senate in October 2010. The current curriculum is based on the Collaborative Nursing Curriculum developed in 2002. As the curriculum is revised, it has been found that the current course names do not reflect the concepts and focus of the revised course content.

**Proposed Changes:**

- To change NRSG 2111 – Healing 1: Episodic Health Challenges to NRSG 2112 – Nursing Applications 1: Complex Episodic Health Challenges.

- To change NRSG 2211 – Healing 2: Complex Episodic Health Challenges to NRSG 2212 – Nursing Applications 2: Complex Episodic Health Challenges.

These courses are currently being revised and the name changes, if approved, will be assigned to the revisions and implemented in the sequence of the new program (Spring 2013 - NRSG 2112 & Summer 2013 - NRSG 2212).

**Rationale:**

NRSG 2111 is in Semester 3 of an eight-semester program. It is the first course where students begin to integrate knowledge from clients’ lived experiences (individuals and families), nursing theories, nurses’ work, pathophysiology, diagnostics, and pharmacology to gain a broader view related to complex episodic health challenges. It runs concurrently with the first Pathophysiology course NRSG 2160.

The current course name Nursing 2111 - Healing 1 does not reflect the focus of the content delivered in the course. Nurses do not heal; they establish nursing applications and interventions that best meet the needs of
the client and family. NRSG 2112 - Nursing Applications 1: Complex Episodic Health Challenges is a more inclusive and representative title.

NRSG 2211 is in Semester 4 of an eight-semester program. It is the second course where students continue to integrate knowledge from clients' lived experiences (individuals and families), nursing theories, nurses' work, pathophysiology, diagnostics, and pharmacology to gain a broader view related to complex episodic health challenges. It runs concurrently with the second Pathophysiology course NRSG 2260.

The current course name Nursing 2211 - Healing 1 does not reflect the focus of the content delivered in the course. Nurses do not heal; they establish nursing applications and interventions that best meet the needs of the client and family. NRSG 2112 - Nursing Applications 2: Complex Episodic Health Challenges is a more inclusive and representative title.

While the graduation requirements for students commencing in this program in January 2012 and those commencing in September 2012 will reflect two different course numbers and names, the content and the outcomes of these courses will remain the same. These changes will not disadvantage either student group.
## BSN Program Graduation Requirements

**January 2012 and September 2012**

**Semesters One through Four**

<table>
<thead>
<tr>
<th>Graduation Requirements for Students</th>
<th>Cr.</th>
<th>Graduation Requirements for Students</th>
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### Semester One: Personal Meaning of Health

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<tr>
<th>Course</th>
<th>Description</th>
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<tr>
<td>NRSG 1122</td>
<td>Professional Growth 1: Introduction to the Profession of Nursing</td>
<td>3</td>
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<tr>
<td>NRSG 1131</td>
<td>Self &amp; Others1: Self Awareness &amp; Interpersonal Communications</td>
<td>3</td>
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<tr>
<td>NRSG 1141</td>
<td>Nursing Practice 1</td>
<td>4</td>
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<tr>
<td>BIO 1160</td>
<td>Anatomy &amp; Physiology 1</td>
<td>4</td>
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<tr>
<td>ENG 11XX</td>
<td>Writing, Reading &amp; Thinking</td>
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### Semester Two: Chronic Health Challenges

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<tbody>
<tr>
<td>NRSG 1211</td>
<td>Health: Societal Perspectives, Health &amp; Healing</td>
<td>3</td>
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<tr>
<td>NRSG 1242</td>
<td>Nursing Practice 2</td>
<td>8.5</td>
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<tr>
<td>BIO 1260</td>
<td>Anatomy &amp; Physiology 2</td>
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<tr>
<td>ENG 12XX</td>
<td>Intro to Literature</td>
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### Semester Three: Episodic Health Challenges

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<th>Course</th>
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<tr>
<td>NRSG 2111</td>
<td>Healing 1: Episodic Health Challenges</td>
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<tr>
<td>NRSG 2141</td>
<td>Nursing Practice 3</td>
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<td>NRSG 2160</td>
<td>Health Science 3: Pathophysiology 1</td>
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### Semester Four: Complex Episodic Health Challenges

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<tr>
<td>NRSG 2211</td>
<td>Healing 2: Complex Episodic health Challenges</td>
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<tr>
<td>NRSG 2221</td>
<td>Professional Growth 2: The Nursing Profession</td>
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<td>NRSG 2241</td>
<td>Nursing Practice 4</td>
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<td>NRSG 2260</td>
<td>Health Science 4: Pathophysiology 2</td>
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### Semesters Five through Eight

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<td>NRSG 3142 - Nursing Practice 5: Mental Health</td>
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<td>NRSG 3143 - Nursing Practice 5: Child &amp; Family Health</td>
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<td>NRSG 3161 - Health Science 5: Health Challenges for Children &amp; Mental Health Issues Across the Lifespan</td>
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<td>PHIL 3010 - Health Care Ethics</td>
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<td>NRSG 3130 - Self &amp; Others 2: Advanced Communications</td>
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<td>NRSG 3212 - Health 2: Health Promotion &amp; Community Nursing</td>
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<td>NRSG 3212 - Health 2: Health Promotion &amp; Community Nursing</td>
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<td>NRSG 3213 - Health 3: Capacity Building</td>
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<td>NRSG 3241 - Nursing Practice 6</td>
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<td>NRSG 3242 - Nursing Practice 6: Community Nursing</td>
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<td>NRSG 3243 - Nursing Practice 6: Maternal Child</td>
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<td>NRSG 3350 - Consolidated Practice Experience 1</td>
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<th>Semester Seven: Societal Health</th>
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<tr>
<td>NRSG 4111 - Health 5: Influencing Change</td>
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<td>NRSG 4111 - Health 5: Influencing Change</td>
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<tr>
<td>NRSG 4122 - Professional Growth 4: Qualitative &amp; Quantitative Analysis</td>
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<td>NRSG 4122 - Professional Growth 4: Qualitative &amp; Quantitative Analysis</td>
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<td>NRSG 4141 - Nursing Practice 7</td>
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<tr>
<td>NRSG 4242 - Consolidated Nursing Practice</td>
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<td>NRSG 4242 - Consolidated Nursing Practice</td>
<td>8.5</td>
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<td><strong>Total credits Sem 8</strong></td>
<td><strong>8.5</strong></td>
<td><strong>Total credits Sem 8</strong></td>
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Issue: Program Revision: Bachelor of Psychiatric Nursing Graduation Requirements

For approval: THAT Senate approve the addition of either FINA 1170 or FINA 2270 as a graduation requirement for the Bachelor of Psychiatric Nursing degree program.
TO: Senate
FROM: Tru Freeman, Dean, Community & Health Studies
CC: Roberta Jokanovich, BPN Curriculum Coordinator
Gamini Randeni, BPN Coordinator
Jean Nicolson-Church, Associate Dean, CAHS
Carolyn Robertson, Chair, CAHS Curriculum
DATE: April 13, 2012
SUBJECT: Recognition of FINA 1170 OR FINA 2270 as a Graduation Requirement for the Bachelor of Psychiatric Nursing (BPN) Program
Implementation Date: September 2012

The following change was approved by the Bachelor of Psychiatric Nursing (BPN) Program Curriculum Committee on January 6, 2012, the CAHS Faculty Council Standing Committee on Curriculum on February 17, 2012, and the Senate Standing Committee on Curriculum on April 4, 2012 for implementation in September 2012.

Program Revision Requested:

To recognize either FINA 1170 – Photography I or FINA 2270 – Digital Photography as a graduation requirement for the BPN degree, effective September 1, 2012.

Background and Rationale:

FINA 1170 – Photography I is currently a required course in the BPN Program. At the time the BPN Program was developed, this course met the needs of the program as it focused on conceptual and practical approaches to photography. In addressing this, it included the operation of a 35 mm SLR camera and basic darkroom techniques.

Given the changes to photo technology, a new course, FINA 2270 – Digital Photography, has been developed and recently been approved (May 2012). This course is an excellent fit for BPN students as it reflects the photography practice of nurses in practice settings. It does not include film development and dark room processing; rather it focuses on the use of digital images. This makes it relevant and cost-effective for students.

Both courses fit the curricular needs of the BPN Program. At this time, the program is requesting that students have a choice in taking either FINA 1170 or FINA 2270 to meet their graduation requirements.
TO: Senate

CC:

FROM: Wayne Tebb, Dean, Trades and Technology

DATE: May 14, 2012

SUBJECT: Revisions to Admission Requirements, Trades and Technology programs

In order to expedite admission to Trades and Technology programs for well-qualified students, the requirements have been revised to include requirements from high school that allow students to bypass the vocational placement testing. These changes reflect that the Faculty of Trades & Technology recognizes students' previous educational and grade achievements. For applicants that do not meet the program entrance requirements, vocational exams will remain an option.

In addition, the required scores on the Vocational Placement are now part of the published admission requirements.

These revisions were passed by the Trades and Technology Faculty Council on March 21, 2012, and by SSCC on April 16, 2012. The revisions suggested by SSCC have been made.

[Signature]
<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>CURRENT ENTRANCE</th>
<th>REVISED ENTRANCE REQUIREMENTS</th>
<th>REVISED CALENDAR COMMENTS</th>
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<tr>
<td>Welding C</td>
<td>Satisfactory physical health interview by an instructor Adequate reading comprehension and math skills as assessed by Kwantlen</td>
<td>English 12 - C (or equivalent) and Math 11 or Apprenticeship &amp; Workplace Mathematics 11- C (or equivalent), or Foundations 11 or Precalculus 11 - C(or equivalent), or completion of Kwantlen's Trades Reading Test with a minimum score of 75%, and/or Kwantlen's Trades Math test with a minimum score of 102. International student application requires approval of the Dean interview by an instructor</td>
<td>Recommend satisfactory physical health. Prior to applying, prospective students with mental or physical impairments, who may require program accommodations should contact the Office of the Dean of Trades and Technology to discuss skills and competencies, and a Disability Advisor to ensure that appropriate accommodations can be arranged.</td>
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<tr>
<td>Plumbing Foundation</td>
<td>Satisfactory physical health interview by an instructor Adequate reading comprehension and math skills as assessed by Kwantlen</td>
<td>English 12 - C (or equivalent) and Math or Apprenticeship &amp; Workplace Mathematics 11- C (or equivalent), or Foundations 11 or Precalculus 11 - C(or equivalent), or completion of Kwantlen's Trades Reading Test with a minimum score of 75%, and/or Kwantlen's Trades Math test with a minimum score of 63. International student application requires approval of the Dean interview by an instructor</td>
<td>Recommend satisfactory physical health. Prior to applying, prospective students with mental or physical impairments, who may require program accommodations should contact the Office of the Dean of Trades and Technology to discuss skills and competencies, and a Disability Advisor to ensure that appropriate accommodations can be arranged.</td>
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<tr>
<td>Parts &amp; Warehousing Foundation</td>
<td>Interview by an instructor Adequate reading comprehension and math skills as assessed by Kwantlen</td>
<td>English 12 - C (or equivalent) and Math or Apprenticeship &amp; Workplace Mathematics 11- C (or equivalent), or Foundations 11 or Precalculus 11 - C(or equivalent), or completion of Kwantlen's Trades Reading Test with a minimum score of 75%, and/or Kwantlen's Trades Math test with a minimum score of 129. International student application requires approval of the Dean interview by an instructor</td>
<td>Recommend satisfactory physical health. Prior to applying, prospective students with mental or physical impairments, who may require program accommodations should contact the Office of the Dean of Trades and Technology to discuss skills and competencies, and a Disability Advisor to ensure that appropriate accommodations can be arranged.</td>
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<tr>
<td>Millwright/Industrial Mechanic Foundation</td>
<td>Interview with an instructor Adequate reading comprehension and math skills as assessed by Kwantlen (Phys 11, Math 11 and 12 would be an asset)</td>
<td>English 12 - C (or equivalent) and Math or Apprenticeship &amp; Workplace Mathematics 11- C (or equivalent), or Foundations 11 or Precalculus 11 - C(or equivalent), or completion of Kwantlen's Trades Reading Test with a minimum score of 75%, and/or Kwantlen's Trades Math test with a minimum score of 129. International student application requires approval of the Dean interview by an instructor (Phys 11 would be an asset but not a requirement)</td>
<td>Recommend satisfactory physical health. Prior to applying, prospective students with mental or physical impairments, who may require program accommodations should contact the Office of the Dean of Trades and Technology to discuss skills and competencies, and a Disability Advisor to ensure that appropriate accommodations can be arranged.</td>
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<td>Metal Fabrication Foundation</td>
<td>Interview with an instructor Adequate reading comprehension and math skills as assessed by Kwantlen (Phys 11, Math 11 and 12 would be an asset but not a requirement)</td>
<td>English 12 - C (or equivalent) and Math or Apprenticeship &amp; Workplace Mathematics 11- C (or equivalent), or Foundations 11 or Precalculus 11 - C(or equivalent), or completion of Kwantlen's Trades Reading Test with a minimum score of 75%, and/or Kwantlen's Trades Math test with a minimum score of 129. International student application requires approval of the Dean interview by an instructor (Phys 11 would be an asset but not a requirement)</td>
<td>Recommend satisfactory physical health. Prior to applying, prospective students with mental or physical impairments, who may require program accommodations should contact the Office of the Dean of Trades and Technology to discuss skills and competencies, and a Disability Advisor to ensure that appropriate accommodations can be arranged.</td>
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<td>Masonry Foundation</td>
<td>Satisfactory physical health interview by an instructor Adequate reading comprehension and math skills as assessed by Kwantlen</td>
<td>English 12 - C (or equivalent) and Math or Apprenticeship &amp; Workplace Mathematics 11- C (or equivalent), or Foundations 11 or Precalculus 11 - C(or equivalent), or completion of Kwantlen's Trades Reading Test with a minimum score of 75%, and/or Kwantlen's Trades Math test with a minimum score of 63. International student application requires approval of the Dean interview by an instructor</td>
<td>Recommend satisfactory physical health. Prior to applying, prospective students with mental or physical impairments, who may require program accommodations should contact the Office of the Dean of Trades and Technology to discuss skills and competencies, and a Disability Advisor to ensure that appropriate accommodations can be arranged.</td>
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<td>REVISED ENTRANCE REQUIREMENTS</td>
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<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Construction Electrician Foundation</td>
<td>Interview with an Instructor Principles, Applications, or Apprenticeship &amp; Workplace Math 10 with a C, or successful completion of vocational testing at Kwantlen</td>
<td>English 12 - C (or equivalent) and Math or Apprenticeship &amp; Workplace Mathematics 11- C (or equivalent), or Foundations 11 or Precalculus 11 - C (or equivalent), or completion of Kwantlen's Trades Reading Test with a minimum score of 80%, and/or Kwantlen's Trades Math test with a minimum score of 78. International student application requires approval of the Dean</td>
<td>Recommend satisfactory physical health. Prior to applying, prospective students with mental or physical impairments, who may require program accommodations should contact the Office of the Dean of Trades and Technology to discuss skills and competencies, and a Disability Advisor to ensure that appropriate accommodations can be arranged.</td>
</tr>
<tr>
<td>Carpentry Foundation</td>
<td>Satisfactory physical health Adequate reading comprehension and math skills as assessed by Kwantlen</td>
<td>English 12 - C (or equivalent) and Math or Apprenticeship &amp; Workplace Mathematics 11- C (or equivalent), or Foundations 11 or Precalculus 11 - C (or equivalent), or completion of Kwantlen's Trades Reading Test with a minimum score of 75%, and/or Kwantlen's Trades Math test with a minimum score of 63. International student application requires approval of the Dean</td>
<td>Recommend satisfactory physical health. Prior to applying, prospective students with mental or physical impairments, who may require program accommodations should contact the Office of the Dean of Trades and Technology to discuss skills and competencies, and a Disability Advisor to ensure that appropriate accommodations can be arranged.</td>
</tr>
<tr>
<td>Automotive Service Technician Foundation</td>
<td>Interview by an instructor Adequate reading comprehension and math skills as assessed by Kwantlen</td>
<td>English 12 - C (or equivalent) and Math or Apprenticeship &amp; Workplace Mathematics 11- C (or equivalent), or Foundations 11 or Precalculus 11 - C (or equivalent), or completion of Kwantlen's Trades Reading Test with a minimum score of 75%, and/or Kwantlen's Trades Math test with a minimum score of 90. International student application requires approval of the Dean</td>
<td>Recommend satisfactory physical health. Prior to applying, prospective students with mental or physical impairments, who may require program accommodations should contact the Office of the Dean of Trades and Technology to discuss skills and competencies, and a Disability Advisor to ensure that appropriate accommodations can be arranged.</td>
</tr>
<tr>
<td>Appliance Servicing</td>
<td>Interview by an instructor Adequate reading comprehension and math skills as assessed by Kwantlen</td>
<td>English 12 - C (or equivalent) and Math or Apprenticeship &amp; Workplace Mathematics 11- C (or equivalent), or Foundations 11 or Precalculus 11 - C (or equivalent), or completion of Kwantlen's Trades Reading Test with a minimum score of 75%, and/or Kwantlen's Trades Math test with a minimum score of 63. International student application requires approval of the Dean</td>
<td>Recommend satisfactory physical health. Prior to applying, prospective students with mental or physical impairments, who may require program accommodations should contact the Office of the Dean of Trades and Technology to discuss skills and competencies, and a Disability Advisor to ensure that appropriate accommodations can be arranged.</td>
</tr>
<tr>
<td>Ace-It Programs</td>
<td>Recommendation by High School District Program Coordinator</td>
<td></td>
<td>Recommend satisfactory physical health. Prior to applying, prospective students with mental or physical impairments, who may require program accommodations should contact the Office of the Dean of Trades and Technology to discuss skills and competencies, and a Disability Advisor to ensure that appropriate accommodations can be arranged.</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>An ITA Individual ID number (ITA-ID) is required. If you do not have an ITA-ID, you will need to complete an apprenticeship registration form through the ITA (<a href="http://www.itabc.ca">www.itabc.ca</a>) prior to admission (Level 1 through to 4).</td>
<td>An ITA Individual ID number (ITA-ID) is required. If you do not have an ITA-ID, you will need to complete an apprenticeship registration form through the ITA (<a href="http://www.itabc.ca">www.itabc.ca</a>) prior to admission (Level 1 through to 4). International student application requires approval of the Dean</td>
<td>Recommend satisfactory physical health. Prior to applying, prospective students with mental or physical impairments, who may require program accommodations should contact the Office of the Dean of Trades and Technology to discuss skills and competencies, and a Disability Advisor to ensure that appropriate accommodations can be arranged.</td>
</tr>
</tbody>
</table>
Issue: Program Discontinuation: Music Foundation Certificate

For approval: THAT Senate approve the discontinuation of the Music Foundation Certificate program.
MEMORANDUM

TO: Senate

CC: Mazen M. Guirguis, Special Advisor to the Vice-President, Academic and Provost
    Diane Naugler, Associate Dean, Faculty of Arts

FROM: Farhad Dastur, Dean, Faculty of Arts

DATE: May 14th, 2012

SUBJECT: Discontinuation of the Music Foundation Certificate Program (Agenda Submission to May 28th Senate Meeting)

Please find attached the memo for the motion to discontinue the Music Foundation Certificate Program which requires Senate’s approval. The discontinuation of the Music Foundation Certificate Program has been approved by the Humanities Standing Committee on Curriculum on March 16, 2012, and by the Senate Standing Committee on Curriculum on May 2nd, 2012.

The department seeks an implementation date of September 2012.

Thank you for your consideration.

Sincerely,

[Signature]

Dr. Farhad Dastur
Dean of Arts
From: Mazen M. Guirguis  
Special Advisor to the Vice-President, Academic and Provost  
Diane Naugler  
Associate Dean  

To: Faculty of Humanities Standing Committee on Curriculum  

Date: March 15, 2012  

Re: Motion to Discontinue the Music Foundation Certificate

Background

The Music Foundation Certificate is a one-year, two-semester credential totaling 30 credits. Essentially a pre-university program, it is designed to give talented but technically deficient students a thorough grounding in the essential elements of music history theory, aural musicianship, rhythm skills and performance—thus enabling them to undertake university-level music studies. The Foundation Certificate was designed to work in conjunction with various Diplomas in Music (two-year programs totalling 60–74 credits, depending on the stream).

Several years ago, Kwantlen’s Department of Music started to develop a Major in Music. The Bachelor of Music in Musical Arts (BMMA) is what resulted from these efforts. It has now been approved and is scheduled to launch in the fall of 2012.

In developing the BMMA, the Music Department made a conscious decision to refocus its pedagogy on university-level offerings, which is in keeping with Kwantlen’s changed status and new mandate. Given the relatively high cost of Music programs, resources that were once devoted to the basic training of the Foundation Certificate can now be used to fund the BMMA. Students who are not yet ready to study Music at the university level may still receive elementary instruction at institutions like Douglas College and Vancouver Community College. The Provost’s Office has been consulted and is aware of this decision.

In considering the motion below, please note the following:

1. The Department of Music and the Faculty of Humanities Curriculum Committee have approved the discontinuation of the Music Foundation Certificate (in conjunction with the approval and launch of the Bachelor of Music in Musical Arts).

2. The Department of Music is committed to providing all students enrolled in the Certificate the opportunity to successfully complete their studies. All students registered in the program will be contacted for a meeting with the Music Department Chair and/or a program advisor to develop a plan of completion.

3. All issues related to faculty workload will be dealt with according to the Collective Agreement.

Motion to Discontinue the Music Foundation Certificate

For the reasons mentioned above, it is moved:

*That the Music Foundation Certificate be discontinued as of August 31st, 2012.*
Issue: Program Revision: Faculty of Design Admission Requirements Request for Variance

For approval: THAT Senate approve the Faculty of Design Admission Requirements Variance from Policy C18: Admission to the University.
Date: April 18, 2012
To: Senate
From: George Verghese, Dean, Faculty of Design
cc: Ken Hughes, Coordinator, GDMA
     Sarb Loodu, Operations Manager
     Celia Lam, Administrative Assistant
     Zena Mitchell, Director, Admissions and Records

Re: Faculty of Design Admissions Requirements – Variance to Policy C.18 Admission to
the University (for September 2013 Intake)

The Faculty of Design requests that students considered for admission to Design programs be
exempt from principle 5 under policy c.18 (currently under review).

This motion was approved by Faculty Council on December 2011 and has been approved by
SSCC as presented on May 2, 2012.

In order to provide fair warning to potential applicants, these changes will be implemented for
September 2013.

BACKGROUND:
The Faculty of Design offers six selective-entry programs:
1. Certificate in Foundations in Design
2. Bachelor of Design in Graphic Design for Marketing
3. Bachelor of Design in Fashion Technology
4. Diploma in Fashion Marketing
5. Bachelor of Design in Product Design
6. Bachelor of Interior Design

These selective-entry programs in the Faculty of Design require students to meet Kwantlen’s
General University requirements along with Program Admission Requirements:
1. English 12 with a minimum grade of B or equivalent for all programs (except FIND which
   requires a min. grade of C+)
2. Portfolio: Applicants are asked to select 12-15 varied examples of their work showing
different aspects of their design skills and interests
3. Design Exercise and Interview (Only for applicants selected after their portfolio review)

REQUEST FOR VARIANCE:
Policy C.18 states:
5. In situations where the number of qualified applicants exceeds the number of available seats
   in a program, admission will be in order by date of application, by date of qualification or by
   computerized random selection.
Principle five under Policy C. 18 is incompatible with the admissions requirements and process for the Faculty of Design’s selective-entry programs.

**Current admissions evaluation policy for selective-entry Design programs:**

During the portfolio and interview process, faculty evaluates each applicant for suitability for admission. Through this evaluation process, three lists are generated for the admissions office to issue admission offers based on applicant portfolio review and interview:

1. Students who are qualified to receive an offer of admission
2. Students who are not qualified for admission to the program
3. Students who are waitlisted for an offer if space becomes available

Admissions uses the qualified list of applicants to make offers of admission, and applicants are sorted based on policy C.18 (by date of application). If space is still available in the program, the Admissions office provides offers of admission from the waitlist.

**Proposed admission process for selective-entry Design programs:**

Based on the evaluation of students from the portfolio and interview, the Faculty of Design would like to adopt a ranking system based on those who scored the highest to those who scored the lowest from the portfolio and interview session. Offers of admission would be made according to this list of ranked students for limited enrolment programs, and refusals for students who are evaluated as ineligible based on the student’s portfolio and review score. A waitlist would be maintained accordingly, admitting students based on their ranking to fill spaces for the program as required.

**Rationale:**

The following is a rationale to shift from the current process to the proposed admission process:

The ranking system in the proposed process allows the Faculty to select applicants for admission based on those who have been evaluated as the most qualified for the program. The rubric used for admission to our selective-entry programs (Appendix) are based on constructs that underlie student success in their respective programs and for their future professions.

The current system assumes a threshold-based qualification for admitting applicants. I.e., students who meet the minimum criteria required for admission are considered equally. The sophistication of our selection process through a portfolio and interview ranks students from those who are best qualified to least suited for the program. The evaluation criteria in Design should be the determinant for making offers of admission and policy C.18 should not be factored into the process.

**Implications:**

The selection of applicants to the Faculty’s selective-entry program requires a three-step evaluation to ensure the selection of qualified candidates for the degree. Further, the program has limited-enrolment given space and resource constraints for equipment and technology. Our retention rates demonstrate that our entrance requirements ensure student success in our rigorous degree programs.
The application of policy C.18 to process admission in order by date of application, by date of qualification or by computerized random selection would jeopardize our Faculty’s ability to enroll the most qualified students.

Alignment with Senate Approved admission policies:
The Portfolio Review and Interview provides the faculty with information on the students, their design interests, ideas and educational objectives. The use of an application deadline date as an arbitrary factor to issue an admission decision does not support the enrolment objectives of the Faculty. Further, it is incongruous with the Senate-approved admission requirements to apply a selection criteria for admission based on an assessment of their design abilities, along with communication skills, critical thinking skills, design knowledge and numeracy skills.

Limited enrolment:
Given the limited enrolment into the program and the ratio of applications to enrolled students, the Faculty must utilize the most appropriate criteria for the selection of students into our programs. Our admission requirements help the Faculty ensure that we retain students as they progress through the four-year degree, meeting the progression requirements to graduate at least 90% of the students we admit into year one. The lock-step nature of our curriculum also requires that we ensure we admit students who are most likely to graduate.

Table 1. 2011 Faculty of Design Enrolment Data

<table>
<thead>
<tr>
<th></th>
<th>Total Spaces/ total applicants</th>
<th>Yield (applicants to enrolled students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASN</td>
<td>47/165</td>
<td>28%</td>
</tr>
<tr>
<td>FIND</td>
<td>40/85</td>
<td>47%</td>
</tr>
<tr>
<td>GDMA</td>
<td>20/150</td>
<td>13%</td>
</tr>
<tr>
<td>IDSN</td>
<td>22/170</td>
<td>13%</td>
</tr>
</tbody>
</table>

Retention rates:
Design programs have an above average retention rate of 90% compared to the Kwantlen institutional average of 40-50%. In part, their successful progression through the degree can be attributed to the selection criteria for admission to current selective-entry programs.

George Verghese
Dean
Faculty of Design
Appendix A. GDMA's Selection Process

The Selection Process in Summary

1. **Application Form**
   The first step in the selection process for applicants applying to GDMA is to make an application that will ensure specific entrance skills: English 12 with a final grade of B (or equivalent). This requirement screens out a significant number of applicants who would likely do poorly in our program because of their poor literacy skills.

2. **Portfolio Review**
   Portfolio Review of art/design works, transcripts, written statement of educational and career goals, a resume, two reference letters, and the completion of a short questionnaire. Full details are supplied online. The purpose of the portfolio review is to assess the likelihood of an applicant’s success in the Program.

   Portfolios are reviewed by at least four GDMA faculty, independently of each other, over a period of several days. Each reviewer reviews the entire content of the portfolio, and completes a form listing criteria and their comments. At the conclusion of this stage, faculty meet to combine their findings, and establish a final score, that allows the Program to rank all of the applicants and establish a list of those who should be invited for an interview.

Criteria on the form used in the portfolio review is as follows:

   a. **Portfolio 30%**
      Evidence of design or fine art skills. The portfolio might include such things as drawing/sketching, poster design, 3D design, photography, painting, craftwork, etc. It might also contain evidence of marketing or business-related project work, essays, etc.

   b. **Essay 5%**
      Demonstrates an ability to communicate clearly in written English. Educational and career goals are clearly articulated, as well as an understanding of what graphic design and marketing involve.

   c. **Post-Secondary Education 5%**
      One point per year of post-secondary education, noting the type of post-secondary education.

   d. **Work Experience 10%**
      One mark per year to a maximum of five marks is awarded for any work experience. Additional marks are added for design-related work, event planning marketing and promotion experience.

   e. **Questionnaire 10%**
      Evidence of writing skills and an ability to articulate how applicants see themselves working in the graphic design field after graduation.

   f. **Rapid Visualization 15%**
      Evidence of an understanding of a target audience, the relevancy of the concept, and ability to communicate with words and images.

   g. **Interview 25%**
      The interview consists of a fixed set of questions asked of all candidates. This is a separate step in the selection process and is summarized below.
The number of Portfolio applicants invited to an interview is usually established easily through our scoring system: invariably there’s a noticeable drop off, numerically, between those in the ‘Yes’ pile and those in the ‘No’ section. Borderline applicants who are always given the benefit of the doubt and invited to an interview.

Transcripts play only a small contextual part in the evaluation of the Portfolio Review and are not graded. They do, however, reveal patterns in applicant’s learning process. For example, how well an applicant has done in academic areas. Is there a pattern of poor performance in such areas.

3. Interview
Applicants invited to an interview, attend our department for about half a day. During this time they complete and on-site visual design exercise, a written essay and a short questionnaire. These items are then brought to the interview as a point of discussion along with the applicant’s portfolio.

A panel of 3-4 faculty interviews applicants for about 30-45 minutes. Questions asked are as follows (each set of answers is scored from 1-5, with 5 being the highest):

a. **Choose two pieces of work** from your portfolio and tell us about them, e.g. what makes them successful, what’s significant about them etc? (To determine the applicant’s ability to analyze and knowledge of the elements and principles of design).

b. **Please tell us about the process used** in creating each of these pieces (to discover the applicant’s ability to explain their process).

c. **What did you learn about yourself** when you created these pieces? (To find out about the applicant’s potential to learn).

d. **Tell us about the ads you created** (i.e. the design exercise completed on campus, before the interview) and what you found challenging or interesting about the process. (Reveals interest in business and marketing).

e. **What do you think the GDMA program is about?** (To discover the applicant’s understanding of design, business and marketing emphasis in GDMA, and how this program differs from other programs; also. The amount of research they’ve done into different design schools).

f. **How do you think the GDMA program will change you?** (Attitude towards education and work ethic).

g. **Why should you be offered a seat** for the next GDMA intake. (Indicates confidence, self-promotional skills, and planning).

h. **Do you have any questions** of us, e.g. about the selection process, or the GDMA program? (Indicates the level of curiosity and engagement in their own education).
Appendix B. Interior Design Selection process

Portfolio

Interview and Portfolio Review

Please read, consider, and respond to all six of these criteria when preparing your portfolio materials for your interview and portfolio review for admission to the interior design program. Each criteria is evaluated during these processes, so the better you understand and respond, the greater the likelihood of your admission to the program.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Evidence</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Skills and Problem Solving Skills</td>
<td>Show us the following:</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Portfolio items showing evidence of having utilized problem solving and creative skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>We are looking for:</strong></td>
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<tr>
<td></td>
<td><strong>Creativity:</strong> Evidence of innovation, originality, elaboration, depth of detail, flexibility, usefulness, value.</td>
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</tr>
<tr>
<td></td>
<td><strong>Problem Solving:</strong> Abilities to articulate / define problems and show solution(s) to problems.</td>
<td></td>
</tr>
<tr>
<td>Drawing and Visual Skills and Craftsmanship</td>
<td>Show us the following:</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Portfolio items showing one or more of the following to show drawing and visual communication skills, and craftsmanship skills:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sketchbook, Freehand drawings, Paintings, Prints, Photographs, Technical drawings, Drafting, Model building, Furniture making, Construction work, etc?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>We are looking for:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Freehand Drawing:</strong> Evidence of visual expression, accuracy, precision, realism.</td>
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<td></td>
<td><strong>Mechanical Drawing:</strong> Evidence of measured drawings/drafting, understanding of orthographics, spatial understanding.</td>
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<td></td>
<td><strong>Visual Literacy:</strong> Demonstration of visual composition and communication skills, evidence of 2D and 3D exploration.</td>
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<td></td>
<td><strong>Craft:</strong> Evidence of attention to detail and quality.</td>
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<tr>
<td>Digital Literacy</td>
<td>Show us the following:</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>One or more of the following:</td>
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<td></td>
<td>Word processing, CAD drafting and drawing, Photoshop, examples of file transfer and any other digital technologies.</td>
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<td></td>
<td><strong>We are looking for:</strong></td>
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<td></td>
<td>Evidence of skills using a variety of software and hardware</td>
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<tr>
<td>English Language Proficiency</td>
<td>Show us the following:</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Photocopies of transcripts</td>
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<td></td>
<td><strong>We are looking for:</strong></td>
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<tr>
<td></td>
<td><strong>English - Written:</strong> Confirmation of ability to succeed in the upper years of a bachelor degree program.</td>
<td></td>
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<tr>
<td></td>
<td><strong>English - Oral:</strong> Ability to clearly and comfortably communicate verbally.</td>
<td></td>
</tr>
<tr>
<td>Awareness of the Interior Design Profession</td>
<td>Show us the following:</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Questionnaire stating interest and intent in the Interior Design Profession. (Questionnaire is provided after admission process, and prior to portfolio review)</td>
<td></td>
</tr>
<tr>
<td>Life Skills</td>
<td>Show us the following:</td>
<td>10</td>
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<td>-------------</td>
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<tr>
<td></td>
<td>Resume showing:</td>
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<tr>
<td></td>
<td>Time management, Team Skills, Leadership Skills, Stress management, Community Service, Organizational Skills, Entrepreneurial Skills, and any other? Letters of Reference.</td>
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<tr>
<td></td>
<td>We are looking for:</td>
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<tr>
<td></td>
<td>Work habits, self discipline, level of preparation and level of commitment.</td>
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<tr>
<td></td>
<td>A variety of items, topics and depth of exploration and research of Interior Design.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We are looking for:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your answers to the questionnaire. (Questionnaire is provided after admission process, and prior to portfolio review)</td>
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</tr>
</tbody>
</table>
### Appendix C. Fashion Design and Technology Selection process

<table>
<thead>
<tr>
<th>Minimum Entry Level Requirements</th>
<th>Education, Skills, and Abilities Needed in the Fashion Profession</th>
<th>Evidence of Education, Skills, and Abilities to be Included in Your Portfolio (Use as a Checklist)</th>
<th>How the Evidence will be Assessed at the Orientation &amp; Portfolio Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. English Requirements</strong></td>
<td>To be considered for our portfolio and interview process, you have already demonstrated that you have met the min. English requirement.</td>
<td>□ Photocopy of high school transcript.</td>
<td>□ Photocopy of transcript will be left behind and reviewed.</td>
</tr>
<tr>
<td><strong>2. Sewing Skills</strong></td>
<td>Designers, production people and marketers need knowledge of and ability to work with fabrics.</td>
<td>□ 6 to 10 maximum sewn garments (made from commercial patterns, draping or applicant's drafts).</td>
<td>□ Garments will be assessed for:</td>
</tr>
<tr>
<td>Minimum B in Textile Studies 11 &amp; 12 or Clothing &amp; Textiles 12A or other related senior high school courses or extensive sewing experience*</td>
<td>□ An understanding of construction is part of design, production and marketing decisions.</td>
<td>□ At least 4 different types of garments (i.e. skirts, pants, tops, dresses, jackets) in different types of fabrics. Garments should include each of the following garment components: darts, 2 different types of zippers, 2 different types of pockets, set-in sleeves, collars, cuffs, buttons, and buttonholes. <strong>At least one garment must be lined.</strong> Bring your best work.</td>
<td>□ variety of styles and fabrics</td>
</tr>
<tr>
<td>*Can be self-taught or learned via non-credit courses. See skills required for the portfolio under &quot;evidence&quot;. We are looking for students who can provide well-made garments that include all of the items on this list.</td>
<td>□ If you have experience in pattern drafting, then be sure to include samples of your work.</td>
<td>□ Providing all garment components listed</td>
<td>□ range and accuracy of sewing techniques</td>
</tr>
<tr>
<td>□ Photocopy of transcript will be left behind and reviewed.</td>
<td>□ Pattern making experience is not a requirement but will be noted if samples of work are provided.</td>
<td>□ Accuracy of sewing garments included in the portfolio should be clean, well pressed and on a hanger</td>
<td>□ Providing all garment components listed</td>
</tr>
<tr>
<td><strong>3. Design&amp; Drawing Skills</strong></td>
<td>Designers, production people and marketers need to be able to express ideas visually and to be able to understand drawings.</td>
<td>□ Photocopies of transcripts or certificates.</td>
<td>□ Pattern making experience is not a requirement but will be noted if samples of work are provided.</td>
</tr>
<tr>
<td>□ Photocopies of transcripts or certificates.</td>
<td>□ Evidence will be comprised of 3 parts: sketchbook(s), 2 pieces of your work and a design exercise. <strong>See the information following this chart on the next page for details.</strong></td>
<td>□ Assessed for frequency of drawing, experimentation with ideas and materials and process.</td>
<td>□ Pattern making experience is not a requirement but will be noted if samples of work are provided.</td>
</tr>
<tr>
<td><strong>4. Computer Keyboard Skills</strong></td>
<td>Designers, production people and marketers use computer programs to research trends, design, draft, and market garments.</td>
<td>□ Photocopies of transcripts and certificates.</td>
<td>□ Pattern making experience is not a requirement but will be noted if samples of work are provided.</td>
</tr>
<tr>
<td>□ Photocopies of transcripts will be left behind and reviewed.</td>
<td>□ Examples of computer generated work, i.e., printouts of resume, spreadsheets,</td>
<td>□ The portfolio of computer -generated</td>
<td>□ Pattern making experience is not a requirement but will be noted if samples of work are provided.</td>
</tr>
</tbody>
</table>
| 5. Basic Math Skills  
Addition, subtraction, multiplication and division of fractions and decimals. | Designers, production people, and marketers use math to determine sizing and wholesale and retail costs. | ☐ Photocopies of transcripts and certificates.  
☐ Evidence of being able to perform basic math. | • Photocopies of transcripts will be left behind and reviewed.  
• A simple math test will be part of the orientation. A calculator may be used. |
|---|---|---|---|
| 6. Basic Awareness of the Fashion Profession  
Names of Vancouver-based design/manufacturing companies with a description of their products. Include a summary of the industry based on your research. | Designers, production people and marketers base decisions on awareness of the fashion profession. | ☐ Resume  
☐ A statement of interest in the fashion industry.  
☐ Written evidence to include a journal, or diary of fashion industry related reading and information and analysis about Vancouver-based design/ manufacturing companies.  
☐ Information can be found in BC publications, from the Internet and by visiting stores that design and manufacture some of their products locally (i.e. Plum Clothing, Please Mum, Off the Wall, Mountain Equipment Co-op) See pg. 19 for an expanded list of BC companies. | • Photocopies of transcripts, resume and a statement of interest will be left behind and reviewed.  
• Applicants will complete a questionnaire on awareness of the fashion profession.  
• Any journals, research or files will be assessed for variety and organization. |
| 7. Life Skills  
Team skills, personal management skills, problem solving and organizational skills, stress management. | People in all areas of the fashion profession work in teams and independently to meet deadlines. | ☐ Photocopies of transcripts and certificates of life-skills courses.  
☐ Resume.  
☐ 3 photocopied letters of reference from instructors or employers. Letters should address items under #7 in left hand column. | • Photocopies of resume and letters of reference will be left behind and reviewed  
• Applicants will complete a questionnaire on life skills. |
Issue: Program Revision: Bachelor of Design in Product Design Curriculum

For approval: THAT Senate approve the Bachelor of Design in Product Design curriculum revisions.
SENATE

MEETING DATE: May 28, 2012

AGENDA #: 6.10

PRESENTED BY: Tally Wade

Issue: Program Revision: Bachelor of Design in Product Design Curriculum

For approval: THAT Senate approve the Bachelor of Design in Product Design curriculum revisions.
Issue: Program Revision: Bachelor of Design in Product Design Course Titles

For approval: THAT Senate approve the Bachelor of Design in Product Design course title changes.
TO: Senate

CC: Ken Hughes

FROM: George Verghese

DATE: 20-Apr-12

SUBJECT: Bachelor of Design in Product Design (DEPD) – Minor Course Name Changes

The Bachelor of Design in Product Design (DEPD)’s minor program revision was approved by the Senate Standing Committee on Curriculum (SSCC) at its April 2012 meeting. The program plans to implement these name changes in Fall 2012.

RATIONALE

The original course names for years 2-4 of the Product Design program were chosen before the course outlines were completed. As the course outlines for sixteen completely new courses were finalized, it became necessary to modify some of the course names to better indicate the actual content and direction of the courses, and to fit the character count of the Kwantlen Calendar. These changes apply to mostly technology courses: DEPD 2320, 2420, 3520, 3620, 4720, and 4831. The position of the courses in the program structure has not changed, just the course titles.

The new course titles shown on the revised chart will replace those shown on any previous versions.

Senate’s approval is requested.

Att’d (revised program curriculum chart)
# Product Design Program
Revised Plan: March 12, 2012

## Year 1: Fundamentals & Discovery (September 2012)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Creativity &amp; Innovation Stream</th>
<th>Technology Stream</th>
<th>Interdisciplinary &amp; Leadership Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DEPD 1100 Design Methods and Materials 3 Credits</td>
<td>DEPD 1110 Visualization for Product Design 3 Credits</td>
<td>DEPD 1130 Design Thinking 3 Credits</td>
</tr>
<tr>
<td></td>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DEPD 1210 3D Design: Product Design 3 Credits</td>
<td>FIND 1150 Designing for Humanity 3 Credits</td>
<td>DEPD 1230 Transformative Thinking for Product Design 3 Credits</td>
</tr>
</tbody>
</table>

First Year already approved by Senate

## Year 2: Exploration & Divergence (September 2013)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Creativity &amp; Innovation Stream</th>
<th>Technology Stream</th>
<th>Interdisciplinary &amp; Leadership Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DEPD 2310 Design Explorations 1: Materials &amp; Fasteners 6 Credits</td>
<td>DEPD 2320 Material Technology 3 Credits</td>
<td>GDMA 2140 Com. Design: Consumerism &amp; Popular Culture 3 Credits</td>
</tr>
<tr>
<td></td>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DEPD 2410 Design Explorations 2: Materials in Context 6 Credits</td>
<td>DEPD 2420 Production Technology 3 Credits</td>
<td>DEPD 2430 Socio-Cultural Issues in Design 3 Credits</td>
</tr>
</tbody>
</table>
# Bachelor of Design (Product Design) Program

## Year 3: Engagement & Practice (September 2014)

<table>
<thead>
<tr>
<th>Semester</th>
<th>CREATIVITY &amp; INNOVATION STREAM</th>
<th>TECHNOLOGY STREAM</th>
<th>INTERDISCIPLINARY &amp; LEADERSHIP STREAM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>DEPD 3510</strong> Design Engagement 1: Leisure &amp; Sports Gear 6 Credits</td>
<td><strong>DEPD 3520</strong> Production Technology-Sourcing 3 Credits</td>
<td><strong>DEPD 3530</strong> Semiotics for Product Design 3 Credits</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>DEPD 3610</strong> Design Engagement 2: Special Protective Gear 6 Credits</td>
<td><strong>DEPD 3620</strong> Product Manufacturing 3 Credits</td>
<td><strong>DEPD 3630</strong> Industry Experience 3 Credits</td>
</tr>
</tbody>
</table>

## Year 4: Convergence & Realization (September 2015)

<table>
<thead>
<tr>
<th>Semester</th>
<th>CREATIVITY &amp; INNOVATION STREAM</th>
<th>TECHNOLOGY STREAM</th>
<th>INTERDISCIPLINARY &amp; LEADERSHIP STREAM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>DEPD 4710</strong> Design Convergence 1: Research &amp; Ideation 6 Credits</td>
<td><strong>DEPD 4720</strong> Products &amp; Business Scenarios 3 Credits</td>
<td><strong>MRKT 4177</strong> Contemporary Issues in Marketing 3 Credits</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td><strong>DEPD 4810</strong> Design Convergence 2: Realization &amp; Praxis 9 Credits</td>
<td><strong>DEPD 4831</strong> The Business of Product Design 3 Credits</td>
<td><strong>Elective 3 Credits</strong></td>
</tr>
</tbody>
</table>
Issue: Program Revision: Bachelor of Design in Product Design Progression Requirements

For approval: THAT Senate approve the program revision for the Bachelor of Design in Product Design progression and passing grades.
TO: Senate#

CC: Sandy Fraser

FROM: George Verghese

DATE: 22-May-12

SUBJECT: Bachelor of Interior Design – studio progression and passing grades

The Bachelor of Interior Design’s proposed change to studio progression and passing grades was approved at the April 2012 Senate Standing Committee on Curriculum (SSCC) meeting. The program hopes to implement this change in Fall 2012.

BACKGROUND
The progression and graduating grade for all studio courses is currently B- (68%). The program wishes to change it to:

- Year 1, 2, 3: Progression grade of C+ (64%) (from B-)
- Year 4: Progression grade: IDSN 4001 of C (60%) (from B-)
- Year 4: Graduating grade: IDSN 4002 of C+ (64%) (from B-)

RATIONALE
The program recognizes that students learn at different rates and may struggle one year and excel in the next. Lowering the progression and passing grade for studio courses provides flexibility and allows for greater integrity in assessments. It also recognizes that there is a place for everyone in the marketplace and not every graduate will practise interior design; some will work in design-related fields.

IDSN 4001 and 4002 in Year 4 are originally a full academic year course but written up as two courses for the Banner system. In IDSN 4001, students do a lot of writing (programming) and experiment (schematic design) at different levels/rates. A ‘C’ grade will allow students to catch up in IDSN 4002 when consolidation of project ideas occur.

Course grades acquired from year 1-3 will not affect Graduation requirements if students have been allowed to progress in the program.

Senate’s approval is requested.
Memorandum

Addendum

Memo to Senate dated 7-May-12
Re: Bachelor of Interior Design - studio progression and passing grades

Courses that will be affected by the change (as of Fall 2012) are:

Progression grade of C+ (64%) from B- in:
- IDS 1113 Studio 1
- IDS 1202 Studio 2
- IDS 2300 Studio 3
- IDS 2400 Studio 4
- IDS 3500 Studio 5
- IDS 3600 Studio 6

Progression grade of C (60%) from B- in:
- IDS 4001 Senior Studio 1

Graduating grade of C+ (64%) from B- in:
- IDS 4002 Senior Studio 2
Issue: Program Revision: Bachelor of Fine Arts Program Requirements

For approval: THAT Senate approve the revision to the Bachelor of Fine Arts program requirements.
TO: Senate

CC: Shelley Boyd, Chair, Humanities Standing Committee on Curriculum
    Nancy Duff, Chair, Fine Art Department

FROM: Farhad Dastur, Dean, Faculty of Arts

DATE: May 28th, 2012

SUBJECT: FINA Program Revision (upgrading from FINA 2111 to FINA 3111)

Please find attached the memo from the Fine Art Department, requesting Senate’s approval on the revision to the Bachelor of Fine Art’s program requirements. The FINA program revision has been approved by the Transitional Faculty Council (of Humanities and Social Sciences) on April 20th, 2012 and by the Senate Standing Committee on Curriculum on May 2nd.

The department seeks an implementation date of September 2012

Thank you for your consideration.

Sincerely,

[Signature]

Dr. Farhad Dastur
Dean, Faculty of Arts
TO: Senate Standing Committee on Curriculum

CC: Alison MacTaggart, faculty, FINA

FROM: Nancy Duff, Chair, FINA

DATE: April 2, 2012

SUBJECT: Change in BFA requirements

FINA 2111 Professional Practices is to be replaced by FINA 3111 Professional Practices in the Bachelor of Fine Arts program requirements. FINA 3111 is a new course and was passed by HSCC January 20th, 2012 and by SCC February 8th, 2012. The changes to our degree were discussed and agreed upon by the Fine Arts Department on December 14th, 2011.

Rationale for replacing FINA 2111 with FINA 3111 in the BFA program:
At other post-secondary institutions courses equivalent to FINA 2111 are only offered at advanced levels, for example: at Emily Carr University, SOSC 411 Professional Practice (for senior students but open to 3rd year students); University of the Fraser Valley, VA 360 Professional Practices and Development. Historically we have only offered FINA 2111 at 2nd year because we did not have a degree. It was designed to fit into our two-year diploma as our department believes that it is an essential component of a Fine Art program, ideally though it would have been offered at 3rd or 4th year. Now that we have a full degree it is important that this course be offered at the appropriate advanced level to be more in line with other institutions, to enable students to directly relate the content to professional issues that they will encounter beyond the institution, and to complement our third and fourth year offerings.

Implementation date for FINA 3111:
September 2012

Revisions to Calendar:
Bachelor of Fine Arts: Under “Content”, and within 1000 and 2000 level required courses, current requirements include FINA 2111 (3 credits) to be completed within the first 60 credits of the BFA. The revision to program requirements includes removing this course from the list of the required courses in this section. Under the 3000 and 4000 level required courses, which include 42 upper level FINA/ARTH courses, FINA 3111 Professional Practices (3 credits) needs to be added as a required course.

Fine Arts Certificate: under “Content”, FINA 2111 should be removed.
Fine Arts Diploma: the “Content” of the diploma is listed within the Fine Arts Certificate and removing FINA 2111 as above will take care of this issue.

Once FINA 3111 has been implemented, FINA 2111 will be discontinued.

The calendar description for the new course, FINA 3111 also requires a temporary note for a period of transition to the effect that: “Students may only receive credit for FINA 2111 or 3111, not both”. This notation was recommended by BA Advisor Naomi Ben-Yehuda and seconded by Zena Mitchell, Director, Office of the Registrar.

Impact on Students and BFA Graduation Requirements:
Students who have completed FINA 2111 will not be required to taken FINA 3111 to meet graduation requirements. When students apply to graduate from the BFA, the requirements when they entered the program and the requirements when they leave the program will both be reviewed to address the change in level from FINA 2111 to FINA 3111 and to ensure that they have the required course(s).

BA Advisor Naomi Ben-Yehuda has been consulted on this change to the BFA and is aware of it.

Nancy Duff, Chair
Fine Arts Department
**Issue:** Program Revision: Bachelor of Arts English Major

**For approval:** THAT Senate approve the revision to the Bachelor of Arts English Major.
TO: Senate

CC: Shelley Boyd, Chair, Humanities Standing Committee on Curriculum
    Romy Kozak, Chair, English Department

FROM: Farhad Dastur, Dean, Faculty of Humanities and Social Sciences

DATE: May 14th, 2012

SUBJECT: English Program Revision (ENGL 3321 and ENGL 4300)

Please find attached, for your review, the memo from Dr. Romy Kozak (Chair of English) requesting Senate’s approval of two English courses: ENGL 3321 (English Renaissance Drama) and ENGL 4300 (Writing and Persuasion Beyond the Classroom). The Dean’s Office supports the program changes as outlined in the memo, in particular, the placement of these courses within the structure of the BA Major. However, I wish to note that ENGL 4300, as currently proposed, has not yet received full approval from the Dean’s Office due to outstanding resourcing issues (i.e., class size). We anticipate that we will reach an understanding on this issue with the Department before the class is offered in Spring, 2013.

The above-mentioned program revision was approved by Senate Standing Committee on Curriculum on May 2nd.

Sincerely,

[Signature]

Dr. Farhad Dastur

Dean of Humanities & Social Sciences
To: Senate
From: Romy Kozak, Chair, English Department
Date: May 28, 2012
Subject: Changes to B.A. English program to be presented to Senate, May 28, 2012

To the members of SSCC:

Earlier this Spring 2012, the Subcommittee on Course Curriculum approved course outlines for two new upper-level English courses, ENGL 3321 – English Renaissance Drama, Excluding Shakespeare and ENGL 4300 – Writing and Persuasion Beyond the Classroom. The English Department now requests approval of the addition of these courses to designated areas in its B.A. English Major program, effective September, 2012. Specifically, we request that ENGL 3321 be added to Group A, and ENGL 4300 be added to Area 5.

Students completing an English major must fulfill distribution requirements by taking courses in a variety of groups and areas. The newly developed course ENGL 3321 – English Renaissance Drama, Excluding Shakespeare would be added to Group A, which in general terms comprises British literature prior to 1800. Currently, Group A consists of the following courses: ENGL 3315 – Studies in Chaucer; ENGL 3320 - Studies in Shakespeare; ENGL 3323 - Seventeenth-Century British Literature; and ENGL 3325 - Eighteenth-Century British Literature. As a course focusing mainly on English dramatists who were Shakespeare’s contemporaries, ENGL 3321 would be appropriately placed in this group.

The newly developed course ENGL 4300 – Writing and Persuasion Beyond the Classroom would be added to Area 5, which is at present a rather large area consisting of a variety of courses that do not fit elsewhere by virtue of specific era or national tradition. Some examples include ENGL 3330 – Children’s Literature; ENGL 3370 – Life Writing; ENGL 3380 – Popular Writing; and our film studies courses. Due to the popularity of these topics, students tend to take more than the single required course in this area. Most importantly, our other practicum course — ENGL 4400 – English Studies in the Classroom — on which ENGL 4300 is modelled, is also currently housed in Area 5. We believe it would make most sense to include ENGL 4300, which is in many respects a sister course to ENGL 4400, in the same area.

The placement of these courses in these areas was approved by the Humanities Standing Committee on Curriculum at the same time as that committee approved the course outlines that were submitted to SCC in March, 2012 (this was confirmed via email on May 1, 2012). As both ENGL 3321 and ENGL 4300 are currently scheduled to be offered in Spring, 2013, and we would like students to know that they are valid options for fulfilling their degree requirements for the B.A. Major in English, we are hoping that they may be approved for addition to the official University calendar prior to the deadline at the May, 2012. The implementation date of these changes would be September, 2012.

Thank you for your consideration of our request.

Romy Kozak, Ph.D.
Chair, English Department
Item: Election of the Vice Chair of Senate for a term of office from September 1, 2012 through August 31, 2013

Provisional Seat for the Library

For information: Please see the attached memo to Senate from the Senate Chair regarding these two positions.

As agreed at Senate on February 27, 2012 regarding the transition to the Faculty of Arts, the election of the vice chair of Senate will be held at the May 2012 Senate meeting for a term beginning September 1, 2012.
Following the April recess of Senate that accommodated the University’s establishment of a new Faculty of Arts, there will be an election of a Vice Chair of Senate at the May meeting.

In consideration of the evolving nature of Senate, it is important that the election of the Vice Chair conform to Part 7, Section 35.2 (5)(a) (ii) of The University Act.

The efficacy of following the terms of the Act as well as the spirit and intent have been underscored in recent workshops, including the potential consequences of departing from the legislation in Part 7. Similarly, the potential consequence of designating Senate membership on an ad hoc basis that is outside the tenants of the Act creates unnecessary complications in the functioning of Senate and its Standing Committees. This applies to the non-voting seat reserved for a library representative. The Library has Senate membership, i.e., the chief librarian, prescribed in Part 7, Section 35.2 (2)(e) of the legislation. This is a permanent Senate seat whose occupant must fulfill at Senate the duties associated with the office. In this regard, the additional seat serves without either term or vote and fails to comply with the Act.

**Ultra vires motion re extra Senate Seat:**

**Senate Minutes, March 29, 2010**

“David Atkinson also noted that Jan Penhorwood’s term as senator representing the Library lapses as of September. While librarians have been recognized by the institution as faculty, there is under the University Act no provision for them to have a seat on Senate beyond Jan Penhorwood’s current term. He further noted that he expects the new universities to approach the Ministry to make a number of changes to the Act, and expects that the issue of librarians having a seat on Senate will be included. For that reason, he suggested that Senate consider including a non-voting representative from the Library as part of the Senate body. Also at issue is the full intent of the motion in October 2008 to extend Jan Penhorwood’s seat from Education Council to Senate for a period of 24 months, in that her constituency on Education Council included Counselling, the Library, and Co-operative Education.

**Moved by Robert Wood, seconded by Kenneth Hughes, that Senate allow an elected, non-voting representative from the Library to continue to attend Senate and to participate in discussions.**

**Moved by Bob Davis, seconded by Joel Murray, that Senate postpone the motion to the next Senate meeting, with the understanding that background information be made available to all senators.**
MOTION CARRIED.”

Senate Minutes, April 26, 2010
“Transitional Senate Membership
Tabled from March 31, 2012 Senate Meeting
The term of office for the representative from the Library lapses as of August 31, 2010. Item from the March 31, 2010 Senate meeting to allow the Library to send a non-voting representative to Senate was tabled. Noted that originally the Library representative also represented Counselling and cooperative Education. This item was tabled in order to provide background information on the issue to Senate members.

Moved by Robert Wood, seconded by Kenneth Hughes, that Senate allow an elected, non-voting representative from the Library to continue to attend Senate and to participate in discussion. Motion Carried.”
Issue: Senate Standing Committee on Governance

For Information: The Senate Governance Committee did not meet for the month of April, and has not yet met this month. Governance business has been referred instead to the Senate Executive Committee to consider, with the participation of the remaining members of Governance (Lori Scanlan, and Chris Girodat).

On May 15, 2012, the Senate Executive Committee will have considered the following items of Governance business, for which I shall provide a verbal update to Senate:

- A motion passed by the Faculty Council of the School of Business that would encourage Senate and the Board of Governors to recommend to Government that senates of special purpose teaching universities be composed with the same structure as other universities

- Amendments passed by the Faculty of Academic and Career Advancement to its bylaws;

and

- Amendments passed by the Faculty of Community and Health Studies to its bylaws.
Item: Revised Bylaws – Faculty of Academic & Career Advancement

For information: A memo from Christine Crowe, Dean of the Faculty of Academic & Career Advancement (ACA), is attached, along with a “track changes” copy of the revised ACA Bylaws.

The combined Senate Governance and Executive Committees reviewed the revisions and recommended that Senate approve them.

For Approval: THAT Senate approve revisions to the Faculty of Academic & Career Advancement Bylaws.
Bylaws of the Faculty of Academic and Career Advancement
Powers and Duties of the Faculty

1. The powers and duties of the Faculty of Academic and Career Advancement are established in part by the University Act, which currently describes the Faculty as having the power and duty:
   a. to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business,
   b. to provide for student representation in the meetings and proceedings of the Faculty,
   c. subject to this Act and to the approval of the Senate, to make rules for the government, direction and management of the Faculty and its affairs and business
   d. to determine, subject to the approval of the Senate, the courses of instruction in the Faculty,
   e. subject to an order of the President to the contrary, to prohibit lecturing and teaching in the Faculty by persons other than appointed members of the teaching staff of the Faculty and persons authorized by the Faculty, and to prevent lecturing or teaching so prohibited,
   f. subject to the approval of the Senate, to appoint for the examinations in each Faculty examiners, who, subject to an appeal to the Senate, must conduct examinations and determine the results,
   g. to deal with and, subject to an appeal to the Senate, to decide on all applications and memorials by students and others in connection with their respective faculties,
   h. generally, to deal with all matters assigned to it by the Board or the Senate,
   i. to form committees, as it sees fit, for the conduct of its affairs and business, and to empower such committees, where advisable, to report directly to the appropriate committee(s) of Senate.

2. A general rule made by the Faculty is not effective or enforceable until a copy has been sent to the Senate and the Senate has given its approval.

Faculty Membership

3. Membership of the Faculty of Academic and Career Advancement consists of:
   a. All those employed within the Faculty of Academic and Career Advancement as an instructor, lecturer, assistant professor, associate professor, professor, or an equivalent position designated by the Senate,
   b. The Dean of the Faculty,
   c. Associate Dean(s) of the Faculty,
   d. The President of the University,
   e. The Registrar, who is non-voting.
4. The Faculty of Academic and Career Advancement endorses the principle of student participation in Faculty decision-making and will reflect this in the constitution of its Faculty Council and Standing Committees.

5. The Faculty of Academic and Career Advancement endorses the principle of instructional associate and non-teaching staff participation in Faculty decision-making and will reflect this in the constitution of its Faculty Council and Standing Committees.

6. The Dean is the Chair of the Faculty.

7. The Chair of Faculty Council shall hold the position of Vice-Chair of the Faculty ex officio.

**Conduct of Business of the Faculty**

8. The Faculty shall have at least two regular meetings per academic year.

9. In cases of urgency, extraordinary meetings of the Faculty may be called by the Chair or the Vice-Chair of the Faculty.

10. Notice of a meeting of the Faculty shall be sent to the members of the Faculty at least seven days in advance of a meeting.

11. The normal process of business at meetings of the Faculty shall be set by the Chair.

12. The quorum for meetings of the Faculty shall be twenty-five (25) voting members.

13. Robert’s Rules of Order shall govern the conduct of all Faculty meetings, subject to interpretation by the Chair. Such matters on which these Bylaws lay down specific procedures shall be excepted from the foregoing.

14. To pass a resolution, a vote from the majority of voting membership is required, except in the case of adoption of or amendments to these Bylaws, which requires a two-thirds majority vote.

15. Meetings of the Faculty shall normally be open to observers.

16. The Chair may recognize non-members on any matter of business.

17. The Faculty may decide at any time, by a majority vote of those present and voting, that a whole meeting or any part of a meeting be held in camera.

18. Minutes of open meetings of the Faculty shall be recorded and distributed to the University.

19. All documents presented to the Faculty shall normally be regarded as public. Nevertheless, the Chair may declare a document confidential, in which case the document shall be made available in advance only to members of the Faculty and, if appropriate, the Senate.

**Powers and Duties of Faculty Council**

20. The powers and duties of Council are delegated by the Faculty of Academic and Career Advancement. Unless otherwise addressed in these bylaws, Council shall have all the powers and duties ascribed to the Faculty by the University Act, and by the Board of Governors and Senate of the University.

21. Council shall make rules and regulations for the governance, direction, and management of ACA, including the creation of committees and the quorum necessary for conducting the business of its committees.

22. Council shall deal with all matters related to the business of Council that Faculty members bring forward to it.
23. Council shall deal with all matters related to the business of Council that the Senate, the Board of Governors, or the President assigns to it.
24. Appropriate representation of Faculty members shall be provided for in Council meetings and proceedings.
25. Council is responsible to ensure that appropriate student assessment practices and procedures (e.g., those related to entrance and placement) are maintained and followed.
26. Council shall make recommendations to Senate or other bodies within the University concerning the addition or deletion of courses of instruction, plans, and/or programs.
27. Council advises Senate in any matter—academic or otherwise—that affects the interests of ACA.
28. Council advises the President in any matter—academic or otherwise—that affects the interests of ACA.
29. Council nominates candidates for honorary credentials and awards.
30. Council may, by a two-thirds majority vote, recommend to the Dean that an extraordinary meeting of the Faculty be called to address a matter forwarded by Council to the Faculty for decision or advice.
31. Council may recommend changes to bylaws or those pertaining to Standing Committees of the Faculty. These recommendations must be approved by the Faculty of Academic and Career Advancement and by Senate as required.

**Faculty Council Membership**

32. Council shall operate as a representative council which reports annually to the Faculty as a whole.
33. All those appointed to positions within the Faculty (as of September each year) shall be eligible for election to Council.
34. Departmental representation on Council shall be as outlined in Appendix A.
35. Representation by members of the Faculty shall be distributed between departments based on the size and composition of the department.
36. APPD departmental representation shall include both faculty and instructional associates.
37. Each department shall determine the process for choosing, appointing, or electing its own Council representatives and inform Council of that process.
38. Composition of Council shall be reviewed annually in September, or as deemed necessary by Council or the Nominations and Governance Committee, in order to consider growth and other factors that may affect representation.
39. Each department shall nominate one student candidate. These nominations will go forward to the Nominations and Governance Committee, which shall recommend two representatives to the elected and ex-officio members of Council for endorsement. The student nominees must be current students or recent alumni of the nominating department.
Role and Term of Members of Faculty Council

40. Members of Council, in their function as members of this body, do not act as delegates of the bodies or constituencies from which they were drawn; rather, as members, all must serve the interest of the entire Faculty to the best of their ability.

41. Senate Bylaw on Conflict of Interest, applies.

42. Elections or recommendations for Council shall normally occur in the Spring semester each year.

43. The term of each elected member shall normally begin on September 1 and be two years. An elected member must have an appointment consistent with the length of term; however, term lengths may vary. Prior to any election, where applicable, a department may modify this term in order to ensure a staggering of terms and continuity of departmental representation. In no case may the term exceed three years. The member shall be permitted to serve a maximum of two consecutive terms.

44. Any member may resign from Council by giving the Chair written notice.

45. The seat of a member who leaves the Department from which that member has been elected/appointed to Council shall be declared vacant.

46. Any member who will be absent from a Council meeting shall notify the Chair prior to the meeting.

47. The use of alternates is not allowed.

48. The seat of any elected or appointed member who fails to attend three meetings of Council between August 1 and July 31 may be declared vacant by the Chair.

49. Replacements to fill vacant seats shall be elected or appointed according to the usual process and shall serve the remaining term of office of the incumbent, at which point the normal election or appointment process shall be followed.

50. Council members shall commit to serving on a minimum number of its committees, as set from time to time by Council. Members who do not serve on a minimum number of committees may have their seat on Council declared vacant by the Chair.

Faculty Council Chair and Vice-Chair Roles

51. Voting members of Council shall elect one Chair from within the Council’s voting membership. The election shall normally occur on or about September 1, and the normal term will be two years, or a shorter term corresponding with the Chair’s Council term. The Chair shall be permitted to serve a maximum of two consecutive terms.

52. As a voting member of Council, the Chair shall have the same voting rights as any other member; however, the Chair shall protect the impartiality of this position by exercising this right only when the vote would affect the outcome, in which case a vote may be cast by the Chair, or the Chair may abstain. If the Chair abstains the results of the vote are announced without mention of the Chair’s vote. In the case of a tie without the Chair’s vote, the Chair may vote in the affirmative, and adopt the motion, or abstain, by which the motion is lost.

53. Voting members of Council shall elect a Vice-Chair from within Council’s voting membership. The election shall normally occur on or about September 1, and the normal
term will be two years, or a shorter term corresponding to the Vice-Chair’s Council term. The Vice-Chair shall be permitted to serve a maximum of two consecutive terms.

54. The Vice-Chair will fulfill the duties of the Chair in the Chair’s vacancy or absence and will assist in the performance of the Chair’s duties.

55. The Chair or Vice-Chair may be removed by a two-thirds majority vote of voting Council members present and voting at a meeting of the Council called expressly for this purpose and at which a quorum has been achieved.

56. When necessary due to vacancy or absence of the Chair and Vice-Chair, the Dean shall serve as Chair pro-tem.

**Conduct of Business of Faculty Council**

57. Council shall normally have at least six (6) regular meetings per academic year. A schedule of meetings shall be set at the commencement of the academic year.

58. In cases of urgency, extraordinary meetings shall be called by the Chair of Council or upon written request of two-thirds of the voting members of Council.

59. Notice of meetings and proposed agendas shall normally be provided to the Faculty at least seven days prior to the meeting.

60. The quorum for meetings of Council shall be a majority of the voting membership.

61. Meetings where no quorum is formed may proceed but will be considered unofficial. Any proceedings will be subject to ratification at the next Council meeting which forms a quorum. Any communication resulting from a meeting where no quorum is formed shall be prefaced with a clear indication that the communication is subject to ratification. In the event that quorum is not met when a motion is time sensitive, voting on the motion may proceed via electronic means if calling an extraordinary meeting would not result in quorum.

62. Meetings shall normally be governed in conduct by Robert’s Rules of Order. Such matters on which these Bylaws lay down specific procedures shall be excepted from the foregoing.

63. Council shall proceed with Faculty business at regularly scheduled Council meetings where there is a quorum. Council shall have the right to delegate business to Standing Committees and Ad Hoc committees, which shall make any recommendations to Council for consideration.

64. Council’s agenda shall be set by the Chair (or Vice-Chair) in consultation with the members of Council.

65. To pass a resolution, meetings require a majority of the voting membership present at the meeting—except in the case of adoption of amendments to the Bylaws, for which a vote comprising two-thirds of the voting members of Council shall be required. Any Bylaw amendment will be subject to ratification by the voting members of the Faculty as a whole and Senate as required.

66. Meetings of Council will be open to all members of the Faculty and observers.

67. From time to time Council may invite guests to present at Council meetings and to answer questions related to their presentations.

68. Council may decide at any time, by majority vote of those present and voting, that an entire meeting or any part of the meeting be held *in camera*. 
69. All documents presented to Council shall normally be regarded as public. Council may by two-thirds vote declare a document to be confidential, in which case the document shall be made available only at the meeting and all copies retrieved.

70. Minutes of Council meetings shall be recorded and made available to the University.

71. Administrative support for Council and its Standing Committees shall be assigned as needed by the Business Manager, Faculty of Academic and Career Advancement.

**Committees of Faculty Council**

72. Committees of Council are restricted to making recommendations to Council, and may not assume any of the powers of Council unless they are expressly delegated within these bylaws. Committees may be standing or ad hoc committees. Only standing committees will be delegated Council authority.

73. Council shall establish such committees, consisting of members and/or non-members, as needed and may specify the duties to be performed by such committees.

74. The following standing committees shall report to and be governed by Council:
   a. Academic Planning and Priorities,
   b. Assessment and Testing,
   c. Communications,
   d. Curriculum,
   e. Nominations and Governance.

75. Standing committees shall determine their membership as warranted; however, members of standing committees may include
   a. faculty members from the Faculty as a whole,
   b. the Dean or designate,
   c. the Chair or the Vice-Chair of Council,
   d. the Business Manager or designate,
   e. two voting Council members, appointed by Council,
   f. one student representative, where possible, appointed by Council;
   g. additional membership from the Faculty, as deemed appropriate by Council or the standing committee (e.g., the ACA Educational Advisor for the Standing Committee on Curriculum).

76. Quorum for meetings of Faculty Council standing committees shall be a majority of the total number of voting members.

77. Meetings where no quorum is formed may proceed but will be considered unofficial. Any proceedings will be subject to ratification at the next meeting which forms a quorum. Any communication coming out of a meeting where no quorum was present shall be prefaced with a clear indication the communication is subject to ratification.

78. Any committee member may resign from a committee by giving the Chair of the committee written notice.

79. The committee seat of a member who leaves the constituency from which that member has been appointed shall be declared vacant.

80. All vacancies shall be reported to the Standing Committee on Nominations and Governance.
Standing Committee on Academic Planning and Priorities

The Standing Committee on Academic Planning and Priorities shall advise Council on the mission, educational goals, objectives, strategies, and priorities of the Faculty. To fulfill this mandate, the Committee will:

a. advise Council on whether the establishment, revision or discontinuance of educational programs and other curricular changes support the mission, educational goals, objectives, strategies and priorities of the Faculty;

b. advise Council on the priorities for implementation of new programs;

c. advise Council on the establishment or discontinuance of departments of the Faculty;

d. advise Council on whether the terms of affiliation, articulation, and other contractual agreements with other post-secondary institutions support the mission, educational goals, objectives, strategies and priorities of the Faculty;

e. advise Council on processes for the development, review, implementation and communication of educational plans that support the priorities of the Faculty;

f. advise Council on whether the Faculty budget proposal supports the academic priorities of the Faculty;

g. advise Council on how research and scholarship within the Faculty may be facilitated, in support of the Faculty’s mission, educational goals, objectives, strategies, and priorities;

h. advise Council on the establishment, revision or discontinuance of research centres or institutes; research chairs and professorships; and other research-related matters requiring Council approval;

i. review Program Reviews and action plans;

j. establish such subcommittees as needed to fulfill the Committee’s responsibilities; and

k. perform other duties as assigned by Council.

Membership:

The Standing Committee on Academic Planning and Priorities will comprise membership as outlined in Bylaw 76 and a minimum of one member from each department within the Faculty.

Standing Committee on Assessment and Testing

The mission and mandate of the Standing Committee on Assessment and testing is to ensure that students entering programs in Academic and Career Advancement and other areas of the University served by this Faculty are efficiently and effectively assessed and appropriately placed.

In addition, the Standing Committee on Assessment shall:

a. comprise membership as outlined in Bylaw 75.
Standing Committee on Communications

Mandate

Kwantlen's Faculty of Academic and Career Advancement is central to the University's role in providing accessible pathways and supportive preparatory programs for people in its region. Therefore the mandate of this Standing Committee is to help ensure that those pathways and programs are well-known, so that potential students who need our programs can become aware of them and find them.

The Committee will work with the ACA Dean's Office and with Kwantlen's Marketing & Communications Department to ensure that information about ACA's programs, and the pathways into them, are promoted to all relevant internal and external audiences.

The Committee reports to the Council. The Committee chair, or his or her designate, shall attend Council meetings for this purpose.

Membership

The Committee shall have the following voting members:

a. One member from each department within the Faculty and
b. The Dean of the Faculty or designate.

The Committee chair shall be elected from among the members of the Committee. Other Kwantlen employees, from within the ACA Faculty or from other areas of the University, may join the Committee in a non-voting capacity, if they are willing and if the voting members of the Committee agree. The Committee may ask such other employees to join.

Standing Committee on Curriculum

The Standing Committee on Curriculum shall:

a. comprise membership as outlined in Bylaw 75 and a minimum of one member from each department within the Faculty;
b. exercise the delegated authority of Council to receive, review, and approve all curricula offered for credit by the departments, and to recommend curricula to Senate and its appropriate Standing Committees for approval;
c. periodically review curricular and program components including, but not limited to, prerequisite structures, class format, credit assignment, learning outcomes, learning activities, assessment models, and prior learning assessment processes, and make such recommendations to Council as may be appropriate;
d. ensure that all curricula developed within the Faculty conform to University policies and procedures;
e. ensure appropriate consultation for courses;
f. receive and review Program Concepts and Full Program Proposals (or such equivalent submissions as come to stand in their place) for new programs, consult with the Standing Committee on Academic Planning and Priorities, and report with recommendations to Council;

g. review the implementation of new programs as required by Senate or its appropriate Standing Committee(s), and report with recommendations to Council;

h. receive and review program revisions, and report with recommendations to Council;

i. ensure that all curriculum materials are properly documented for approval and for use by other University departments (Registrar’s Office, Admissions, Counselling, etc.);

j. provide detailed minutes, including a list of curricula approved at each meeting of the Curriculum Committee, for information, to the next scheduled meeting of Council;

k. attend/ensure attendance by each department at provincial articulation meetings and bring reports back to Council;

l. periodically review the Committee’s mandate, composition, processes, and approval criteria and make such recommendations to the Nominations and Governance Committee as may be appropriate;

m. establish such subcommittees as required to fulfill the Committee’s responsibilities; and

n. perform other related duties as assigned by Council.

Standing Committee on Nominations and Governance

The Standing Committee on Nominations and Governance shall:

a. advise Council on matters related to elections, including timelines for nominations, elections, and appointments as required to meet the needs of the Faculty, Council, and Standing Committees;

b. advise Council on matters related to awards and recognitions, including timelines for nominations and selection;

c. receive calls for nominations and ensure that nominations are made for all elections for the Faculty, Council, Senate, or other Kwantlen committees, where necessary;

d. appoint or recommend members to serve on Council and Committees as outlined in these bylaws;

e. advise Council on procedures for the recommendation and selection of Faculty representatives for University committees, and oversee these processes as requested by Council;

f. advise Council on all matters related to the conduct of its business, its meetings, and its proceedings;

g. advise Council on matters related to duties of members and conflict of interest;

h. coordinate the work of Council Committees, especially where consultation between Committees is required;

i. regularly review the Bylaws of the Faculty of Academic and Career Advancement, and provide advice to Council, which will make any recommendations to the Faculty for approval;
j. review at least once every three years the configuration of Standing Committees, their membership, terms of reference, and their consultation and reporting relationships, and propose to Council any recommendations for change;

k. establish such subcommittees as required to fulfill the Committee's responsibilities; and

l. perform other duties as assigned by Council.

Membership

The Committee shall have the following voting members:

a. The Chair or Vice Chair of Council and

b. Other members as consistent with Bylaw 75.
## Appendix A - Membership Composition

<table>
<thead>
<tr>
<th>REPRESENTATION</th>
<th>NUMBER OF COUNCIL MEMBERS</th>
<th>Voting or Non-voting</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic and Career Preparation</td>
<td>5</td>
<td>Voting</td>
<td>2 years</td>
</tr>
<tr>
<td>English Language Studies</td>
<td>5</td>
<td>Voting</td>
<td>2 years</td>
</tr>
<tr>
<td>Access Programs for People with Disabilities</td>
<td>3</td>
<td>Voting</td>
<td>2 years</td>
</tr>
<tr>
<td>Educational Studies</td>
<td>2</td>
<td>Voting</td>
<td>2 years</td>
</tr>
<tr>
<td>Career Choices and Life Success</td>
<td>1</td>
<td>Voting</td>
<td>2 years</td>
</tr>
<tr>
<td>Instructional Member at Large</td>
<td>1</td>
<td>Voting</td>
<td>2 years</td>
</tr>
<tr>
<td>Students</td>
<td>2</td>
<td>Voting</td>
<td>1 year</td>
</tr>
<tr>
<td>Dean</td>
<td>1</td>
<td>Voting</td>
<td>Continuous</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>1</td>
<td>Voting</td>
<td>Continuous</td>
</tr>
<tr>
<td>Business Manager</td>
<td>1</td>
<td>Voting</td>
<td>Continuous</td>
</tr>
<tr>
<td>Professional Support Staff</td>
<td>1</td>
<td>Voting</td>
<td>2 years</td>
</tr>
<tr>
<td>President or designate</td>
<td>1</td>
<td>Voting</td>
<td>Continuous</td>
</tr>
<tr>
<td><strong>TOTAL VOTING MEMBERS</strong></td>
<td><strong>24</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACA Sitting Senator (if not already elected as a departmental representative)</th>
<th>2</th>
<th>Non-voting</th>
<th>Term of Senator appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA Educational Advisor (if not already elected as the PSS representative above)</td>
<td>1</td>
<td>Non-voting</td>
<td>Continuous</td>
</tr>
<tr>
<td>Registrar or designate</td>
<td>1</td>
<td>Non-voting</td>
<td>Continuous</td>
</tr>
</tbody>
</table>
Bylaws of the Faculty of Academic and Career Advancement
Bylaws of the
Faculty of Academic and Career Advancement
(Review by N&G Jan 2012)

Powers and Duties of the Faculty

1. The powers and duties of the Faculty of Academic and Career Advancement are established in part by the University Act, which currently describes the Faculty as having the power and duty:
   a. to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business,
   b. to provide for student representation in the meetings and proceedings of the Faculty,
   c. subject to this Act and to the approval of the Senate, to make rules for the government, direction and management of the Faculty and its affairs and business
   d. to determine, subject to the approval of the Senate, the courses of instruction in the Faculty,
   e. subject to an order of the President to the contrary, to prohibit lecturing and teaching in the Faculty by persons other than appointed members of the teaching staff of the Faculty and persons authorized by the Faculty, and to prevent lecturing or teaching so prohibited,
   f. subject to the approval of the Senate, to appoint for the examinations in each Faculty examiners, who, subject to an appeal to the Senate, must conduct examinations and determine the results,
   g. to deal with and, subject to an appeal to the Senate, to decide on all applications and memorials by students and others in connection with their respective faculties,
   h. generally, to deal with all matters assigned to it by the Board or the Senate, and
   i. to form committees, as it sees fit, for the conduct of its affairs and business, and to empower such committees, where advisable, to report directly to the appropriate committee(s) of Senate.

2. A general rule made by the Faculty is not effective or enforceable until a copy has been sent to the Senate and the Senate has given its approval.

Faculty Membership

3. Membership of the Faculty of Academic and Career Advancement consists of:
   a. All those employed within the Faculty of Academic and Career Advancement as an instructor, lecturer, assistant professor, associate professor, professor, or an equivalent position designated by the Senate [as of September 1 each year],
   b. The Dean of the Faculty,
   c. Associate Dean(s) of the Faculty,
   d. The President of the University,
   e. The Registrar, who is non-voting.
Bylaws of The Faculty of Academic and Career Advancement

4. The Faculty of Academic and Career Advancement endorses the principle of student participation in Faculty decision-making and will reflect this in the constitution of its Faculty Council and Standing Committees.

5. The Faculty of Academic and Career Advancement endorses the principle of instructional associate and non-teaching staff participation in Faculty decision-making and will reflect this in the constitution of its Faculty Council and Standing Committees.

6. The Dean is the Chair of the Faculty.

7. The Chair of Faculty Council shall hold the position of Vice-Chair of the Faculty ex officio.

Conduct of Business of the Faculty

8. The Faculty shall have at least two regular meetings per academic year.

9. In cases of urgency, extraordinary meetings of the Faculty may be called by the Chair or the Vice-Chair of the Faculty.

10. Notice of a meeting of the Faculty shall be sent to the members of the Faculty at least seven days in advance of a meeting.

11. The normal process of business at meetings of the Faculty shall be set by the Chair.

12. The quorum for meetings of the Faculty shall be twenty-five (25) voting members.

13. Robert’s Rules of Order shall govern the conduct of all Faculty meetings, subject to interpretation by the Chair. Such matters on which these Bylaws lay down specific procedures shall be excepted from the foregoing.

14. To pass a resolution, a vote from the majority of voting membership is required, except in the case of adoption of or amendments to these Bylaws, which requires a two-thirds majority vote. The majority required to pass a resolution shall be 50 percent of the voting membership plus one, except in the case of adoption of or amendments to these Bylaws, when the majority required shall be two-thirds of the members voting.

15. Meetings of the Faculty shall normally be open to observers.

16. The Chair may recognize non-members on any matter of business.

17. The Faculty may decide at any time, by a majority vote of those present and voting, that a whole meeting or any part of a meeting be held in camera.

18. Minutes of open meetings of the Faculty shall be recorded and distributed to the University.

19. All documents presented to the Faculty shall normally be regarded as public. Nevertheless, the Chair may declare a document confidential, in which case the document shall be made available in advance only to members of the Faculty and, if appropriate, the Senate.

Powers and Duties of Faculty Council

20. The powers and duties of Council are delegated by the Faculty of Academic and Career Advancement. Unless otherwise addressed in these bylaws, Council shall have all the powers and duties ascribed to the Faculty by the University Act, and by the Board of Governors and Senate of the University.

21. Council shall make rules and regulations for the governance, direction, and management of ACA, including the creation of committees and the quorum necessary for conducting the business of its committees.
22. Council shall deal with all matters related to the business of Council that Faculty members bring forward to it.
23. Council shall deal with all matters related to the business of Council that the Senate, the Board of Governors, or the President assigns to it.
24. Appropriate representation of Faculty members shall be provided for in Council meetings and proceedings.
25. Council is responsible to ensure that appropriate student assessment practices and procedures (e.g., those related to entrance and placement) are maintained and followed.
26. Council shall make recommendations to Senate or other bodies within the University concerning the addition or deletion of courses of instruction, plans, and/or programs, the deletion of courses of instruction, plans, and/or programs.
27. Council advises Senate in any matter—academic or otherwise—that affects the interests of ACA.
28. Council advises the President in any matter—academic or otherwise—that affects the interests of ACA.
29. Council nominates candidates for honorary credentials and awards.
30. Council may, by a two-thirds majority vote, recommend to the Dean that an extraordinary meeting of the Faculty be called to address a matter forwarded by Council to the Faculty for decision or advice.
31. Council may recommend changes to Council bylaws or those pertaining to Standing Committees of the Faculty. These recommendations must be approved by the Faculty of Academic and Career Advancement and by Senate as required.

**Faculty Council Membership**

32. Council shall operate as a representative council which reports annually to the Faculty as a whole.
33. All those appointed to positions within the Faculty (as of September each year) shall be eligible for election to Council.
34. Departmental representation on Council shall be as outlined in Appendix A.
35. Representation by members of the Faculty shall be distributed between departments based on the size and composition of the department.
36. APPD departmental representation shall include both faculty and instructional associates.
37. Each department shall determine the process for choosing, appointing, or electing its own Council representatives and inform Council of that process.
38. Composition of Council shall be reviewed annually in September, or as deemed necessary by Council or the Nominations and Governance Committee, in order to consider growth and other factors that may affect representation.
39. Each department shall nominate one student candidate. These nominations will go forward to the Nominations and Governance Committee, which shall recommend two representatives to the elected and ex-officio members of Council for endorsement. The student nominees must be current students or recent alumni of the nominating department.

Comment [TO6]: Housekeeping changes. Other bodies may include, for example, Senior Administration.

Comment [TO7]: Council removed as these bylaws pertain to the Faculty as well as Council.
Role and Term of Members of Faculty Council

40. Members of Council, in their function as members of this body, do not act as delegates of the bodies or constituencies from which they were drawn; rather, as members, all must serve the interest of the entire Faculty to the best of their ability.

41. Senate Bylaw No. 3, on Conflict of Interest, applies.

42. Elections or recommendations for Council shall normally occur in the Spring semester each year.

43. The term of each elected member shall normally begin on September 1 and be two years. An elected member must have an appointment consistent with the length of term; however, term lengths may vary. Prior to any election, where applicable, a department may modify this term in order to ensure a staggering of terms and continuity of departmental representation. In no case may the term exceed three years. The member shall be permitted to serve a maximum of two consecutive terms.

44. Any member may resign from Council by giving the Chair written notice.

45. The seat of a member who leaves the Department from which that member has been elected/appointed to Council shall be declared vacant.

46. Any member who will be absent from a Council meeting shall notify the Chair prior to the meeting.

47. The use of alternates is not allowed.

48. Any member who fails to attend three meetings of Council between August 1 and July 31 may have their seat declared vacant by the Chair.

49. Replacements to fill vacant seats shall be elected or appointed according to the usual process and shall serve the remaining term of office of the incumbent, at which point the normal election or appointment process shall be followed.

50. Council members shall commit to serving on a minimum number of its committees, as set time to time by Council. Members who do not serve on a minimum number of committees may have their seat on Council declared vacant by the Chair.

Faculty Council Chair and Vice-Chair Roles

51. Voting members of Council shall elect one Chair from within the Council’s voting membership. The election shall normally occur on or about September 1, and the normal term will be two years, or a shorter term corresponding with the Chair’s Council term. The Chair shall be permitted to serve a maximum of two consecutive terms.

52. As a voting member of Council, the Chair shall have the same voting rights as any other member; however, the Chair shall protect the impartiality of this position by exercising this right only when the vote would affect the outcome, in which case a vote may be cast by the Chair, or the Chair may abstain. If the Chair abstains the results of the vote are announced without mention of the Chair’s vote. In the case of a tie without the Chair’s vote, the Chair may vote in the affirmative, and adopt the motion, or abstain, by which the motion is lost.
53. Voting members of Council shall elect a Vice-Chair from within Council’s voting membership. The election shall normally occur on or about September 1, and the normal term will be two years, or a shorter term corresponding to the Vice-Chair’s Council term. The Vice-Chair shall be permitted to serve a maximum of two consecutive terms.

54. The Vice-Chair will fulfill the duties of the Chair in the Chair’s vacancy or absence and will assist in the performance of the Chair’s duties.

55. The Chair or Vice-Chair may be removed by a two-thirds majority vote of voting Council members present and voting at a meeting of the Council called expressly for this purpose and at which a quorum has been achieved.

56. When necessary due to vacancy or absence of the Chair and Vice-Chair, the Dean shall serve as Chair pro-temp.

**Conduct of Business of Faculty Council**

57. Council shall normally have at least six (6) regular meetings per academic year. A schedule of meetings shall be set at the commencement of the academic year.

58. In cases of urgency, extraordinary meetings shall be called by the Chair of Council or upon written request of two-thirds of the voting members of Council.

59. Notice of meetings and proposed agendas shall normally be provided to the Faculty at least seven days prior to the meeting.

60. The quorum for meetings of Council shall be at least 50 percent of the voting membership plus one.

61. Meetings where no quorum is formed may proceed but will be considered unofficial. Any proceedings will be subject to ratification at the next Council meeting which forms a quorum. Any communication resulting from a meeting where no quorum is formed shall be prefaced with a clear indication that the communication is subject to ratification. In the event that quorum is not met when a motion is time sensitive, voting on the motion may proceed via electronic means if calling an extraordinary meeting would not result in quorum.

62. Meetings shall normally be governed in conduct by Robert’s Rules of Order. Such matters on which these Bylaws lay down specific procedures shall be excepted from the foregoing.

63. Council shall proceed with Faculty business at regularly scheduled Council meetings where there is a quorum. Council shall have the right to delegate business to Standing Committees and Ad Hoc committees, which shall make any recommendations to Council for consideration.

64. Council’s agenda shall be set by the Chair (or Vice-Chair) in consultation with the members of Council.

65. To pass a resolution, meetings require a majority comprising 50 percent of the voting membership plus one present at the meeting—except in the case of adoption of amendments to the Bylaws, for which a majority vote comprising two-thirds of the voting members of Council shall be required. Any Bylaw amendment will be subject to ratification by the voting members of the Faculty as a whole, and Senate as required.

66. Meetings of Council will be open to all members of the Faculty and observers.
67. From time to time Council may invite guests to [make presentation/present] at Council meetings and to answer questions related to their presentations.

68. Council may decide at any time, by majority vote of those present and voting, that an entire meeting or any part of the meeting be held in camera.

69. All documents presented to Council shall normally be regarded as public. Nevertheless, Council may, in certain circumstances, by two-thirds vote declare a document to be confidential, in which case the document shall be made available only at the meeting and all copies retrieved. All documents deemed confidential are, however, subject to Freedom of Information requests.

70. Minutes of Council meetings shall be recorded and be made available to the University.

71. Administrative support for Council and its Standing Committees shall be assigned as needed by the Divisional Business Manager, Faculty of Academic and Career Advancement.

Committees of Faculty Council

72. Committees of Council are restricted to making recommendations to Council, and may not assume any of the powers of Council unless they are expressly delegated within these bylaws. Committees may be Standing standing or ad hoc Committees [committees]. Only Standing-standing Committees committees will be delegated Council authority.

73. Council shall establish such committees, consisting of members and/or non-members, as needed and may specify the duties to be performed by such committees.

74. The following Standing-standing Committees committees shall report to and be governed by Council:
   a. Academic Planning and Priorities
   b. Assessment and Testing
   c. Communications
   d. Curriculum
   e. Nominations and Governance.

75. Standing Committees committees shall determine their membership as warranted; however, members of Standing-standing Committees committees may include:
   a. faculty members from the Faculty as a whole
   b. the Dean or designate
   c. the Chair or the Vice-Chair of Council
   d. the Divisional Business Manager or designate
   e. two voting Council members, appointed by Council
   f. one student representative, where possible, appointed by Council
   g. additional membership from the Faculty, as deemed appropriate by Council or the Standing-standing Committee committee (e.g., the Assessment & TestingACA Educational Advisor for the Standing Committee on Curriculum).

76. Quorum for meetings of Faculty Council Standing-standing Committees committees shall be a simple majority of the total number of voting members.
77. Meetings where no quorum is formed may proceed but will be considered unofficial. Any proceedings will be subject to ratification at the next meeting which forms a quorum. Any communication coming out of a meeting where no quorum was present shall be prefaced with a clear indication the communication is subject to ratification.

78. Any committee member may resign from a committee by giving the Chair of the committee written notice.

79. The committee seat of a member who leaves the constituency from which that member has been appointed shall be declared vacant.

77-80. All vacancies shall be reported to the Standing Committee on Nominations and Governance.

Comment [TO29]: New bylaws 79 – 81 were added to provide for departures from committees.
Standing Committee on Academic Planning and Priorities

The Standing Committee on Academic Planning and Priorities shall advise Council on the mission, educational goals, objectives, strategies, and priorities of the Faculty. To fulfill this mandate, the Committee will:

a. advise Council on whether the establishment, revision or discontinuance of educational programs and other curricular changes support the mission, educational goals, objectives, strategies and priorities of the Faculty; and a minimum of one member from each department within the Faculty.

b. advise Council on the priorities for implementation of new programs.

c. advise Council on the establishment or discontinuance of departments of the Faculty; advise Council on whether the establishment, revision or discontinuance of educational programs and other curricular changes support the mission, educational goals, objectives, strategies and priorities of the Faculty.

d. advise Council on whether the terms of affiliation, articulation, and other contractual agreements with other post-secondary institutions support the mission, educational goals, objectives, strategies and priorities of the Faculty; advise Council on the priorities for implementation of new programs.

e. advise Council on processes for the development, review, implementation and communication of educational plans that support the priorities of the Faculty; advise Council on the establishment or discontinuance of departments of the Faculty.

f. advise Council on whether the Faculty budget proposal supports the academic priorities of the Faculty; advise Council on how research and scholarship within the Faculty may be facilitated, in support of the Faculty's mission, educational goals, objectives, strategies, and priorities.

g. advise Council on how research and scholarship within the Faculty may be facilitated, in support of the Faculty's mission, educational goals, objectives, strategies, and priorities; advise Council on processes for the development, review, implementation and communication of educational plans that support the priorities of the Faculty.

h. advise Council on the establishment, revision or discontinuance of research centres or institutes; research chairs and professorships; and other research-related matters requiring Council approval; advise Council on whether the Faculty budget proposal supports the academic priorities of the Faculty; review Program Reviews and action plans; review Program Reviews and action plans; establish such subcommittees as needed to fulfill the Committee's responsibilities; and make recommendations to Council on how research and scholarship within the Faculty may be facilitated, in support of the Faculty's mission, educational goals, objectives, strategies, and priorities.

i. advise Council on the establishment, revision or discontinuance of research centres or institutes; research chairs and professorships; and other research-related matters requiring Council approval.

j. advise Council on the establishment, revision or discontinuance of research centres or institutes; research chairs and professorships; and other research-related matters requiring Council approval.

k. advise Council on the establishment, revision or discontinuance of research centres or institutes; research chairs and professorships; and other research-related matters requiring Council approval.

l. advise Council on the establishment, revision or discontinuance of research centres or institutes; research chairs and professorships; and other research-related matters requiring Council approval.

m. perform other duties as assigned by Council.

Membership:
The Standing Committee on Academic Planning and Priorities will comprise membership as outlined in Bylaw 76 and a minimum of one member from each department within the Faculty.

Standing Committee on Assessment and Testing

The mission and mandate of the Standing Committee on Assessment and testing is to ensure that students entering programs in Academic and Career Advancement programs and other areas of the University served by this Faculty are efficiently and effectively assessed and appropriately placed.

In addition, the Standing Committee on Assessment shall:

a. comprise membership as outlined in Bylaw 7475.
Standing Committee on Communications

Mandate

Kwantlen’s Faculty of Academic and Career Advancement is central to the university’s role in providing accessible pathways and supportive preparatory programs for people in its region. Therefore the mandate of this Standing Committee is to help ensure that those pathways and programs are well-known, so that potential students who need our programs can become aware of them and find them.

The Committee will work with the ACA Dean’s Office and with Kwantlen’s Marketing & Communications Department to ensure that information about ACA’s programs, and the pathways into them, are promoted to all relevant internal and external audiences.

The Committee reports to the Council. The Committee chair, or his or her designate, shall attend Council meetings for this purpose.

Membership

The Committee shall have the following voting members:

a. One member from each department within the Faculty and
b. The Dean of the Faculty or designate.

The Committee chair shall be elected from among the faculty members of the Committee. Other Kwantlen employees, from within the ACA Faculty or from other areas of the University, may join the Committee in a non-voting capacity, if they are willing and if the voting members of the Committee agree. The Committee may ask such other employees to join.

Standing Committee on Curriculum

The Standing Committee on Curriculum shall:

a. comprise membership as outlined in Bylaw 24.75 and a minimum of one member from each department within the Faculty;

b. exercise the delegated authority of Council to receive, review, and approve all curricula offered for credit by the departments, and to recommend curricula to Senate and its appropriate Standing Committees for approval;

c. periodically review curricular and program components including, but not limited to, prerequisite structures, class format, credit assignment, learning outcomes, learning activities, assessment models, and prior learning assessment processes, and make such recommendations to Council as may be appropriate;

d. ensure that all curricula developed within the Faculty conforms to University policies and procedures;

e. ensure appropriate consultation for courses.
f. receive and review Program Concepts and Full Program Proposals (or such equivalent submissions as come to stand in their place) for new programs, consult with the Standing Committee on Academic Planning and Priorities, and report with recommendations to Council;

g. review the implementation of new programs as required by Senate or its appropriate Standing Committee(s), and report with recommendations to Council;

h. receive and review program revisions, and report with recommendations to Council;

i. ensure that all curriculum materials are properly documented for approval and for use by other University departments (Registrar's Office, Admissions, Counselling, etc.);

j. provide detailed minutes, including a list of curriculum approved at each meeting of the Curriculum Committee, for information, to the next scheduled meeting of Council;

k. attend/ensure attendance by each department at provincial articulation meetings and bring reports back to Council;

l. periodically review the Committee's mandate, composition, processes, and approval criteria and make such recommendations to the Nominations and Governance Committee as may be appropriate;

m. establish such subcommittees as required to fulfill the Committee's responsibilities and

n. perform other related duties as assigned by Council.

Standing Committee on Nominations and Governance

The Standing Committee on Nominations and Governance shall:

a. advise Council on matters related to elections, including timelines for nominations, elections, and appointments as required to meet the needs of the Faculty, Faculty Council, and Standing Committees;

b. advise Council on matters related to awards and recognitions, including timelines for nominations and selection;

c. receive calls for nominations and ensure that nominations are made for all elections for the Faculty, Faculty Council, and Senate, or other Kwantlen committees, where necessary;

d. appoint or recommend members to serve on Council and Committees as outlined in these bylaws;

e. advise Council on procedures for the recommendation and selection of Faculty representatives for university committees, and oversee these processes as requested by Council;

f. advise Council on all matters related to the conduct of its business, its meetings, and its proceedings;

g. advise Council on matters related to duties of members and conflict of interest;

h. coordinate the work of Council Committees, especially where consultation between Committees is required;

i. regularly review the bylaws of the Faculty of Academic and Career Advancement, and provide advice to Council, which will make any recommendations to the Faculty for approval.
j. review at least once every three years the configuration of Standing Committees, their membership, terms of reference, and their consultation and reporting relationships, and propose to Council any recommendations for change;

k. establish such subcommittees as required to fulfill the Committee's responsibilities; and

l. perform other duties as assigned by Council.

**Membership**

The Committee shall have the following voting members:

a. The Chair or Vice Chair of Council and

b. Other members as consistent with Bylaw 75.

*Comment [TO34]: Added to codify N&G membership.*
# Appendix A - Membership Composition

<table>
<thead>
<tr>
<th>REPRESENTATION</th>
<th>NUMBER OF COUNCIL MEMBERS</th>
<th>Voting or Non-voting</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic and Career Preparation</td>
<td>5</td>
<td>Voting</td>
<td>2 years</td>
</tr>
<tr>
<td>English Language Studies</td>
<td>5</td>
<td>Voting</td>
<td>2 years</td>
</tr>
<tr>
<td>Access Programs for People with Disabilities</td>
<td>3</td>
<td>Voting</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Educational Studies</strong></td>
<td><strong>2</strong></td>
<td><strong>Voting</strong></td>
<td><strong>2 years</strong></td>
</tr>
<tr>
<td>Career Choices and Life Success</td>
<td>1</td>
<td>Voting</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Educational Studies</strong></td>
<td><strong>2</strong></td>
<td><strong>Voting</strong></td>
<td><strong>2 years</strong></td>
</tr>
<tr>
<td>Instructional Member at Large</td>
<td>1</td>
<td>Voting</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td><strong>2</strong></td>
<td><strong>Voting</strong></td>
<td><strong>1 year</strong></td>
</tr>
<tr>
<td>Dean</td>
<td>1</td>
<td>Voting</td>
<td>Continuous</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>1</td>
<td>Voting</td>
<td>Continuous</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td><strong>2</strong></td>
<td><strong>Voting</strong></td>
<td><strong>1 year</strong></td>
</tr>
<tr>
<td><strong>Divisional Business Manager</strong></td>
<td><strong>1</strong></td>
<td><strong>Voting</strong></td>
<td><strong>Continuous</strong></td>
</tr>
<tr>
<td>Professional Support Staff</td>
<td>1</td>
<td>Voting</td>
<td>2 years</td>
</tr>
<tr>
<td>President or designate</td>
<td>1</td>
<td>Voting</td>
<td>Continuous</td>
</tr>
<tr>
<td><strong>TOTAL VOTING MEMBERS</strong></td>
<td><strong>24</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACA Educational Advisor (if not already elected as the PSS representative above)</strong></td>
<td><strong>1</strong></td>
<td><strong>Non-voting</strong></td>
<td><strong>Continuous</strong></td>
</tr>
<tr>
<td><strong>ACA Sitting Senator (if not already elected as a departmental representative)</strong></td>
<td><strong>2</strong></td>
<td><strong>Non-voting</strong></td>
<td><strong>Term of Senator appointment</strong></td>
</tr>
<tr>
<td><strong>ACA Educational Advisor (if not already elected as the PSS representative above)</strong></td>
<td><strong>1</strong></td>
<td><strong>Non-voting</strong></td>
<td><strong>Continuous</strong></td>
</tr>
<tr>
<td>Registrar or designate</td>
<td>1</td>
<td>Non-voting</td>
<td>Continuous</td>
</tr>
<tr>
<td><strong>TOTAL VOTING MEMBERS</strong></td>
<td><strong>24</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment [TO35]: Table re-sorted numerically by weight.

Comment [TO36]: Deleted for consistency.
Items regarding land, labour, and law are usually dealt with at an in camera meeting. It should be noted that minutes and notes from in camera meetings are subject to Freedom of Information requests and it is advisable to only record the motion (passed or defeated) that results from the discussion. For instance, issues of student discipline might be discussed in camera.
Item: Revised Bylaws – Faculty of Community & Health Studies

For information:
"Faculty Council reviewed and considered the feedback that Governance provided back in February. Faculty Council returned to our Faculty of the whole for advice on how best to integrate the feedback. At an extra ordinary meeting of the Faculty held March 30, 2012, the Bylaws were amended and then approved as amended by the Faculty."

Many thanks
Debbie Dunn
Chair Faculty Council
Community and Health Studies

For Approval: THAT Senate approve revisions to the Faculty of Community & Health Studies Bylaws.
Powers and Duties of the Faculty

1. The powers and duties of the Faculty of Community and Health Studies are established in part by the University Act which currently describes the Faculty as having the power and duty:
   1.1. to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business,
   1.2. to provide for student representation in the meetings and proceedings of the faculty,
   1.3. subject to this Act and to the approval of the Senate, to make rules for the government, direction and management of the faculty and its affairs and business
   1.4. to determine, subject to the approval of the Senate, the courses of instruction in the faculty,
   1.5. subject to an order of the president to the contrary, to prohibit lecturing and teaching in the faculty by persons other than appointed members of the teaching staff of the faculty and persons authorized by the faculty, and to prevent lecturing or teaching so prohibited,
   1.6. subject to the approval of the Senate, to appoint for the examinations in each faculty examiners, who, subject to an appeal to the Senate, must conduct examinations and determine the results,
   1.7. to deal with, and subject to an appeal to the Senate, to decide on all applications and memorials by students and others in connection with their respective faculties,
   1.8. generally, to deal with all matters assigned to it by the board or the Senate, and
   1.9. to form committees, as it sees fit, for the conduct of its affairs and business, and to empower such committees, where advisable, to report directly to the appropriate committee(s) of Senate.

2. A general rule made by the Faculty is not effective or enforceable until a copy has been sent to the Senate and the Senate has given its approval.

Faculty Membership

1. Membership of the Faculty of Community and Health Studies consists of:
   1.1. All those employed within the Faculty of Community and Health Studies as an instructor, lecturer, assistant professor, associate professor, professor, or an equivalent position designated by the Senate,
   1.2. The Dean of the Faculty,
   1.3. Associate Dean(s) of the Faculty,
   1.4. The President of the University,
   1.5. And the Registrar, who is non-voting
2. The Faculty of Community and Health Studies endorses the principle of student participation in Faculty decision-making and will reflect this in the constitution of its Faculty Council and Standing Committees.

3. The Dean is the Chair of the Faculty

4. The Vice-Chair of Faculty Council shall be assumed to be the Vice-Chair of the Faculty and will be from among those employed within the Faculty of Community and Health Studies as an instructor, lecturer, assistant professor, associate professor, or professor, or an equivalent position for a two-year term. Vice-Chairs may serve a maximum of three consecutive terms.

**Conduct of Faculty Business**

1. The Faculty shall have at least two regular meetings per academic year.

2. Extra Faculty meetings may be called for the discussion of Faculty related issues of interest to Faculty members.

3. In cases of urgency, extraordinary meetings of the Faculty may be called by the Chair or the Vice-Chair of the Faculty.

4. Extraordinary meetings may be called into session by: the Faculty Council Chair, a petition to Council from five percent (5%) of the eligible faculty as defined by Senate, or a petition to Council from any combination of at least three program areas through their program coordinators.
   4.1. Faculty meetings will be announced by the Chair of Faculty and will be held between two (2) and four (4) weeks after the request.
   4.2. Distribution to the faculty of motions for consideration and appropriate information concerning the meeting’s agenda will be the responsibility of the individual or group recommending the meeting and will be provided with the announcement of the meeting date.
   4.3. Main motions for consideration during Faculty meetings may be put forth by the Council, five percent of the eligible voting faculty as defined by Senate or by any combination of at least three program areas through their program coordinators.
   4.4. If further review and discussion of a main motion are needed prior to vote, a second Faculty meeting will be held within one (1) to three (3) weeks following the first meeting. Determination of the need for a second meeting will be made by the Executive Committee of Council (Chair and Vice-Chair, FoW).
   4.5. Main motions may be withdrawn only by those persons or groups that presented the original motions.
   4.6. Voting will be a show of hands at the meeting.
   4.7. A decision made by Faculty vote will override decisions made by individual programs.
5. Notice of a meeting of the Faculty, with supporting information, shall be sent to the members of the Faculty at least seven days in advance of a meeting.

6. The normal process of business at meetings of the Faculty shall be set by the Faculty Chair.

7. The quorum for meetings of the Faculty shall be 25 voting members with 80% of programs represented.

8. Robert’s Rules of Order shall govern the conduct of all Faculty meetings, subject to interpretation by the Chair. Such matters on which these Bylaws lay down specific procedures shall be excepted from the foregoing.

9. The majority required to pass a resolution shall be 50% plus one of the members voting, except in the case of adoption or amendment to these Bylaws, when the majority required shall be two-thirds of the members voting.

10. Meetings of the Faculty shall normally be open to observers.

11. The Chair may recognize non-members on any matter of business.

12. The Faculty may decide at any time, by a 2/3 vote of those present and voting, that a whole meeting or any part of a meeting be held in camera.

13. Minutes of open meetings of the Faculty shall be recorded and made available to the University.

14. All documents presented to the Faculty shall normally be regarded as public. Nevertheless, the Chair may declare a document confidential, in which case the document shall be made available in advance only to members of the Faculty and, if appropriate, the Senate.

15. Regular faculty members shall be expected to serve on Faculty Standing and/or Subcommittees, with no more than a three year absence from Faculty committee membership.

Faculty Council
Rules Governing Faculty Council Proceedings

A. Powers and Duties of the Faculty Council
1. The Faculty Council shall be responsible for the following:
   1.1. Academic programs
   1.2. Development, delivery and evaluation of academic programs
   1.3. Academic procedures
   1.4. Academic awards to students
   1.5. Calendar entries
1.6. Relations with professional organizations
1.7. Fiscally informed decision-making
1.8. Academic planning

2. The powers and duties of the Faculty Council are delegated by the Faculty of Community and Health Studies. Unless otherwise addressed in these bylaws, the Faculty Council shall have all the powers and duties ascribed to the Faculty by the University Act, and by Board of Governors and Senate of the University.

3. Any recommendation to delete a program shall be sent, with a recommendation from the Faculty Council, to the Faculty, which will provide advice to the Senate, the Board, or other bodies within the University as required.

4. Any proposed changes to these Bylaws must be approved by the Faculty by a 2/3 vote of a quorum.

5. Faculty Council may, by a 2/3 vote, send any other matter to the Faculty for decision or advice.

6. Faculty Council may, by a 2/3 vote, recommend to the Chair of the Faculty that an extraordinary meeting be called to address a matter forwarded by the Faculty Council to the Faculty for decision or advice. Without a recommendation from Faculty Council, the Chair of the Faculty will determine whether a matter warrants an extraordinary meeting, or whether it shall be added to the agenda of the next regular meeting of the Faculty.

B. Faculty Council Membership

1. Membership of the Community and Health Studies Faculty Council consists of:
   1.1. A representative elected from each of the program areas in Community and Health Studies. Each of these representatives shall be a faculty member as defined by the University Act,
   1.2. The Dean of the Faculty,
   1.3. One representative from the Professional Support Staff of the Faculty of Community and Health Studies,
   1.4. One student currently registered in a Faculty of Community and Health Studies program,
   1.5. The Associate Dean(s) of the Faculty (Non-voting)
   1.6. Two senators representing Faculty of Community and Health Studies (Non-voting)

2. Members of Faculty Council, in their function as members of this body, do not act as delegates of the bodies or constituencies from which they were drawn; rather, as members, all must endeavour to serve the interest of the entire Faculty to the best of their ability.

3. Senate Bylaw No. 3, Conflict of Interest, applies.
4. One third of the membership will be elected each year. This will be an agenda item at the April meeting of Council.

5. Elections or recommendations for Faculty Council will normally occur in the Spring (January to April) semester each year.

6. The term of each elected Councilor shall normally begin on September 1.

7. The term of each elected member of Faculty Council shall normally be three years. Prior to any election, a department may modify this term in order to ensure continuity of departmental representation.

8. It is an expectation that a member will fulfill their term of office, however under extraordinary circumstances their written resignation must be submitted to the Chair of the committee for further consideration.

9. The seat of a member who leaves the constituency from which that member has been elected shall be declared vacant.

10. Each retiring member is responsible for initiating the election of a new member from within the program area so they have a replacement, and reporting this to the Vice-Chair of Council no later than May 1.

11. A member may provide for a non-voting substitute from the unit represented if unable to attend meetings.

12. Any member who will be absent from a meeting will notify the Chair prior to the meeting.

13. The seat of any elected or appointed member who is absent from three meetings of Faculty Council between September 1 and August 31 may be declared vacant by the Chair.

14. In the event that a seat of a member becomes vacant, a replacement shall be elected or appointed according to the usual process. Members so elected or appointed shall serve the remaining term of office of the incumbent, at which point the normal election or appointment process will be followed.

15. Chair and Vice-Chair of Faculty Council
   15.1. Voting members of the Faculty Council will elect one Chair from within the Faculty Council’s voting membership. The election will normally occur on or about September 1, and the normal term will be at least two years, or a shorter term corresponding to the Chair’s Faculty Council term.
   15.2. The Chair is a voting member of the Faculty Council.
   15.3. In the event of a tie, it is at the discretion of the Chair to determine how to bring resolution to the issue.
15.4. The Chair may be removed by a majority vote of councilors present and voting at any duly called meeting of the Faculty Council.
15.5. The Chair keeps the work of the Council directed toward its purpose and functions.
15.6. The Chair conducts Council meetings and carries out such activities as voted upon by members of Council.
15.7. The Chair calls special meetings when requested by the Senate or when requested by forty percent (40%) of the members of Faculty Council.
15.8. The Chair communicates with the faculty and professional staff as appropriate.
15.9. Voting members of the Faculty Council will elect one Vice-Chair from within the Faculty Council’s voting membership. The election will normally occur on or about September 1, and the normal term will be at least two years.
15.10. The Vice-Chair will fulfill the duties of the Chair in the Chair’s vacancy or absence and will assist in the performance of the Chair’s duties and the Vice-Chair will serve as the Vice-Chair of the Faculty.
15.11. The Vice-Chair will support the work of the Standing Committees.
15.12. The Chair will be a member of the Standing Committee of Academic Priorities and Planning/Budget and the Vice-Chair will be a member of the Standing Committee on Nominations.
15.13. When necessary due to vacancy or absence of the Chair and Vice-Chair, the Dean shall serve as Chair pro-tem.

C. Conduct of Faculty Council Business

1. The Faculty Council shall normally have at least six (6) regular meetings per academic year.

2. In cases of urgency, extraordinary meetings of the Faculty Council may be called by the Chair of the Faculty Council.

3. Notice of a meeting of the Faculty Council shall be sent to the members of the Faculty Council at least 5 working days in advance of a meeting.

4. The normal process of business at meetings of the Faculty Council will be set by the Chair in collaboration with Faculty Council members.

5. Robert’s Rules of Order shall normally govern the conduct of all Faculty Council meetings. Such matters on which these Bylaws lay down specific procedures shall be excepted from the foregoing.

6. The quorum for meetings of the Faculty Council shall be 50% of the voting members.

7. The majority required to pass a resolution shall be 50% plus one of the voting membership present except where these Bylaws specify otherwise.

8. Meetings of the Faculty Council shall normally be open to observers.
9. The Chair may recognize non-members on any matter of business.

10. The Faculty Council may decide at any time, by a majority vote of those present and voting, that a whole meeting or any part of the meeting be held in camera.

11. Minutes of the Faculty Council shall be recorded and made available to the University.

12. Any business conducted at a meeting where there is no quorum present will be considered as unofficial and subject to ratification at the next meeting held where a quorum is present. Any communication coming out of a meeting where no quorum was present shall be prefaced with a clear indication the communication is subject to ratification.

13. From time to time the Faculty Council may invite guests to make presentations to Faculty Council meetings and to answer questions related to their presentations.

Standing and Sub-Committees to Faculty Council
Rules Governing Committee Proceedings

The following Standing Committees shall report to and be governed by Faculty Council:
A. Nominations
B. Curriculum
C. Academic Planning and Priorities/Budget
D. International/Global Education
E. Research and Scholarship
F. Learning and Innovation in Teaching Education (under development)

Conduct of Business for Standing and Sub-Committees of Faculty Council

1. Faculty Council shall establish such committees as the Faculty Council from time to time may think fit and may specify the duties to be performed by such committees.

2. The Dean (or designated Associate Dean) and the Chair and Vice-Chair of Faculty Council are recognized as voting members of committees, as designated.

3. Committees of the Faculty Council are restricted to making recommendations to the Faculty Council, and may not assume any of the powers of the Council unless they are expressly delegated within these Bylaws. Only Standing Committees will be delegated Faculty Council authority.

4. When recommending the establishment or elimination of a Standing Committee, or altering its membership or mandate, Faculty Council will seek the advice of the Standing Committee on Nominations, and make a recommendation to Faculty for endorsement.
5. Terms of office for Standing Committee members shall normally be three years.

6. Terms of office for student representatives shall normally be one year.

7. Members are eligible for re-election or reappointment.

8. Regular faculty members shall be expected to serve on a Faculty committee, with no more than a three year absence from Faculty committee membership.

9. Terms of office may be adjusted by the Standing Committee on Nominations to ensure continuity of membership, and to correspond to terms on Faculty Council.

10. Quorum for each Committee shall be 50% of the total number of voting members unless otherwise specified.

11. It is an expectation that a member will fulfill their term of office, however under extraordinary circumstances, their written resignation must be submitted to the Chair of the committee for further consideration.

12. The committee seat of a member who leaves the constituency from which that member has been appointed shall be declared vacant.

13. Each exiting member is responsible for recommending names from within the program area to forward to the Chair, Standing Committee on Nominations no later than May 1.

14. The use of alternates for voting committee members is not permitted.

15. The seat of any committee member who fails to attend three committee meetings between August 1 and July 31 may be declared vacant by the Chair.

16. Each committee is chaired by a member of Faculty Council elected by the Committee for a term specified by the Committee. Until such time as a Chair is elected, the Dean or designated Associate Dean shall chair the Committee.

17. The Chair of each Committee shall be responsible for establishing the agenda, and for distributing it at least two days prior to any meeting to the members of the Committee.

18. Committee members shall ensure work of the committee will be continuous throughout the year and meet the responsibilities.

19. Review periodically the mandate, composition, processes and approval criteria and make such recommendations to the Standing Committee on Nominations as may be appropriate.
20. Administrative support for each Committee shall be assigned by the Divisional Business Manager, Faculty of Community and Health Studies.
Mandate
The CAHS Standing Committee on Nominations serves to support, promote and coordinate the population of CAHS standing and sub-committees.

Responsibilities
1. Advise Faculty Council (FC) on matters related to elections, including timelines for nominations, elections and appointments as required to meet the needs of the FoW, FC and standing and sub-committees
2. Ensure nominations are made for all elections for FC
3. Conduct and oversee elections for vacancies on FC and standing and sub-committees
4. Appoint or recommend members to serve on FC and committees as needed
5. Advise FC on procedures for the recommendation and selection of FoW representatives for university committees, and oversee processes as requested by FC
6. Establish such sub-committees as required to meet the committee’s requirements
7. Establish and maintain database of membership (including non-teaching semester)
8. Consult with KPU committees and standing committees of CAHS
9. Provide a semi-annual written report to Faculty Council on the work, operations and decisions

Membership
Voting Members
- 4 members of the FoW
- the representative from Faculty of Community and Health Studies to the Senate Nominating Committee
- Dean or Associate Dean
- Vice-Chair, FC
- 1 student representative, approved by Standing Committee on Nominations

Terms of Office
- Faculty: 3 years
- Students: 1 year

Quorum
- Minimum of three voting committee members

Meetings
- Minimum of 6 per year or at the call of the chair
Faculty of Community & Health Studies
Standing Committee on Curriculum

Mandate
The CAHS Standing Committee on Curriculum serves to support, promote and coordinate the curriculum of all CAHS programs.

Responsibilities
1. Exercise the delegated authority of FC to receive, review and approve all curriculum offered for credit by the programs, and to recommend curriculum to Senate and its appropriate Standing Committees for approval
2. Review periodically curricular and program components, including, but not limited to, prerequisite structures, class format, credit assignment, learning outcomes, learning activities, assessment models, prior learning assessment processes, and may make recommendations to FC as may be appropriate
3. Ensure that all curriculum developed within the department conforms to University policies and procedures
4. Ensure appropriate consultation for courses that will be seeking articulation
5. Receive and review Program Concepts and Full Program Proposals (or such equivalent submissions as come to stand in their place) for degree and non-degree programs (such as post-baccalaureate credentials, associate degrees, diplomas, certificates and citations), in conjunction with FC and Standing Committee on Academic Planning and Priorities/Budget (AP&P/B), and report outcome to FC
6. Receive and review program revisions for degree and non-degree programs, and report to FC
7. Ensure that all external requirements for licensing, certification and accreditation arising from degree and non-degree programs within the Faculty are met
8. Ensure that all curriculum materials are properly documented for approval.
9. Provide detailed minutes including a list of curriculum approved at each meeting, for information, to the next scheduled meeting of the FC
10. Attend/ensure attendance by each department, where applicable, at provincial articulation meetings and bring reports back to FC (to be considered by AP&P/B for FC)
11. Consult with KPU committees and standing committees of CAHS
12. Provide an annual written report to Faculty Council on the work, operations and decisions

Membership
Voting Members
- 1 representative faculty from each program in the Faculty including at least one FC member
- Dean or Associate Dean
- the representative from Faculty of Community and Health Studies to the Senate Standing Committee on Curriculum
- 1 student representative, approved by Standing Committee on Nominations

Ex Officio Non-Voting Members
- Registrar (or designate)
- Educational Advisor

Terms of Office
- Faculty: 3 years
- Students: 1 year

Quorum
- Minimum 50% of current voting membership
Meetings

- Minimum of 6 per year or at the call of the chair
Mandate
The Standing Committee on Academic Planning and Priorities/Budget (AP&P/B) serves to support CAHS on matters relating to vision, support and development of CAHS programs, fiscal policy, processes, allocations and implications.

Responsibilities
1. Advise in regards to the mission statement and the educational goals, objectives, strategies and priorities of CAHS
2. Recommend the establishment, revision or discontinuance of educational programs and other curricular changes
3. Recommend priorities for implementation of new programs leading to certificates, diplomas and degrees
4. Provide information and evidence for Faculty Council’s role in fiscal decision making
5. Identify potential implications for various initiatives and budgetary decisions
6. Identify and suggest funding opportunities for new initiatives and community partnerships
7. Review and develop academic budget priorities, major capital plans, and recommends funding allocations to Faculty Council
8. Develop consultation and communication strategies related to budgetary matters
9. Suggest policies and processes for the development, review, implementation and communication of educational plans that support the priorities of CAHS
10. Review internal and external recommendations and Action Plans pertaining to CAHS program reviews
11. Establish such subcommittees as needed to fulfill the Committee’s responsibilities
12. Other duties as assigned by Faculty Council
13. Consult with KPU committees and standing committees of CAHS
14. Provide an annual written report to Faculty Council on the work, operations and decisions

Membership
Voting Members
- 2 degree program representatives from different programs
- 2 non-degree program representatives from different programs
- 2 additional members FoW
- 1 student representative approved by the Standing Committee on Nominations
- the representative from CAHS to the Senate Standing Committee on Budget
- the representative from CAHS to the Senate Standing Committee on Academic Planning & Priorities
- Chair of Faculty Council
- Dean or Associate Dean
- Divisional Business Manager

Ex Officio Non-Voting Members
- One of the elected Senators representing CAHS

Terms of Office
- Faculty: 3 years
- Students: 1 year

Quorum
- Minimum of half of current voting committee members
Meetings

- Minimum of 6 per year or at the call of the chair
Faculty of Community & Health Studies
Standing Committee on International/Global Education

Mandate
The CAHS Standing Committee on International/Global Education serves to support, promote and coordinate opportunities for international and global education by:
1. facilitating mobility of faculty/students
2. globalizing the curriculum by integrating international knowledge and scholarship
3. evaluating requests for international travel and placements
4. aligning CAHS international activities with the overall KPU direction

Responsibilities
1. Promote reciprocal learning opportunities that foster the growth of the global community
2. Develop and sustain international/global learning opportunities
3. Support, promote and guide the globalization (international knowledge and scholarship integration) of curriculum
4. Foster and develop partnerships in conjunction with the Office of International Students and Scholars (OISS)
5. Establish guidelines to examine, prioritize and ensure appropriate resources for international travel and placement requests
6. Promote experiences to share expertise and knowledge
7. Develop expertise in relation to global health
8. Explore funding opportunities
9. Create a database for past, current, and future international activities
10. Consult and engage with community stakeholders as needed
11. Consult with KPU committees and standing committees of CAHS
12. Provide an annual written report to Faculty Council on the work, operations and decisions

Membership
Voting Members
- 5 program representatives from different programs
- 2 members FoW
- Associate Dean
- 1 student representative approved by the Standing Committee on Nominations

Ex Officio Non-Voting Members
- Director, Office of International Students and Scholars (OISS)
- CAHS Placement Facilitator

Terms of Office
- Faculty: 3 years
- Students: 1 year

Quorum
- Minimum of three voting committee members

Meetings
- Minimum of 6 per year or at the call of the chair
Mandate

The Community and Health Studies (CAHS) Standing Committee on Research and Scholarship serves to support, promote and coordinate research and scholarship* in all CAHS programs.

Responsibilities

1. **Encourage the establishment of a culture that supports scholarly activities**
   - 1.1. Provide opportunities for faculty members to develop a Research and Scholarship career plan
   - 1.2. Provide notification of conferences, research opportunities and funding possibilities to faculty
   - 1.3. Support development of Aboriginal and International research and scholarship at the institution
   - 1.4. Develop and maintain a database of CAHS research activities/involvement (past, present and future)

2. **Support the development of internal and external research and scholarship networks**
   - **External:**
     - 2.1. Facilitate opportunities for faculty to meet with external researchers to encourage collaborative research and scholarly projects
     - 2.2. Support faculty sponsors for visiting scholars
     - 2.3. Contribute to and edit CAHS newsletter to share activities with community
     - 2.4. Encourage dissemination of research and scholarship
   - **Internal:**
     - 2.5. Foster interdisciplinary research and scholarship throughout the institution
     - 2.6. Promote evidence-based teaching and learning
     - 2.7. Promote student engagement in research and scholarship
     - 2.8. Ensure alignment between institutional and CAHS research and scholarship goals
     - 2.9. Review and provide strategic direction on research programming

3. **Provide support for successful grant applications**
   - 3.1. Advocate for access to professional grant writers
   - 3.2. Facilitate the provision of educational sessions
   - 3.3. Provide internal peer review to support application development

4. **Provide guidance and support for CAHS for research and scholarship activities, for example, but not limited to:**
   - ORS applications
   - .6 PD funds
   - Faculty Education Leave requests
   - Research Ethics Board (REB) applications
   - Requests for external funding
   - Requests for CAHS funding (R&S Committee)

5. **Provide an annual written report to Faculty Council on the work, operations and decisions**

6. **Celebrate research and scholarship**
   - 6.1. Provide opportunities for faculty and students to present their research and scholarship

7. **As necessary, consult with KPU committees (ORS) and standing committees of CAHS**
Members

Voting Members
- 3 degree program representatives
- 3 non-degree program representatives
- 1 representative from the Faculty of the Whole
- 1 student representative, approved by the Standing Committee on Nominations
- Dean or Associate Dean

Ex Officio Non-voting Members
- 1 representative from the Office of Research & Scholarship (ORS)

Term of Office
- Faculty: 3 years
- Students: 1 year

Quorum
- Minimum of half of current committee members

Meetings
- Minimum of 6 per year or at the call of the chair

* Boyer Model of Scholarship: discovery, integration, application and teaching
Issue: Senate Standing Committee on Academic Planning and Priorities

For information: This report summarizes the April 20, 2012 SSC AP&P meeting. The May 18th meeting was cancelled because quorum was not met.

Enrollment Planning
The Provost gave a presentation on enrollment planning, outlining the background and current outlook of enrollment at Kwantlen. Section 27(2)(r) of the University Act will be used to set enrollment limits for all programs at Kwantlen. The strategic enrollment planning process is underway with the Deans making the first cut. The results will be disseminated to the University community with open discussion forums, where the Faculties and Faculty Councils will collectively and collaboratively determine the size of all programs at Kwantlen. The results will feed into the strategic planning process, which will begin in September with the arrival of the new president.

Development of Interim Academic Priorities for the 2013-2014 Budget Year
The Senate Standing Committee on the University Budget (SSCUB) passed the following motion at its April 13, 2012 meeting:

THAT SSC AP&P provides a concise list of priorities for academic planning, including a definition of research and polytechnic, and criteria for program prioritization to help the SSC University Budget evaluate budget requests.

This motion was in response to the current set of academic priorities being too broad and unworkable for ranking and allocating budgetary requests. SSC AP&P discussed the motion and proposed a timeline to have this information ready for SSCUB in time for the budget presentations in early November 2012. The committee agreed to develop interim academic priorities for the 2013-2014 budgetary process. Budget allocations for 2014-2015 and beyond will be informed by the University’s strategic plan.

To assist with defining interim academic priorities for 2013-2014, SSC AP&P developed the following three questions that have been sent to Deans and Faculty Council Chairs for feedback. The feedback from all Faculties will be collated at the June 15, 2012 SSC AP&P meeting.

1. What does your Faculty (area) believe should be the 3 highest priorities for your Faculty (area) to allocate budget within the Faculty (area) for the 2013-14 budget year?
   - Choose these priorities from the attached list of “Academic Priorities” (or if you think some other priorities are most important, please specify what these are).

2. What does your Faculty (area) believe should be the 3 highest priorities for the University to allocate budget to Faculties (areas) for the 2013-14 budget year?
Choose these priorities from the attached list of “Academic Priorities” (or if you think some other priorities are most important, please specify what these are).

3. Rank the 3 university priorities from #2 above, in terms of your understanding of how they fit within our polytechnic university mandate.

### Timeline for meeting SSCUB’s request

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 30</td>
<td>Joint e-mail sent by Chair of SSC AP&amp;P and Provost to Deans and Faculty Council Chairs</td>
</tr>
<tr>
<td>June 1</td>
<td>Response to Robert Wood from Deans and Faculty Council Chairs for distribution to SSC AP&amp;P for the June 15th meeting</td>
</tr>
<tr>
<td>June 15</td>
<td>SSC AP&amp;P reviews feedback and collates information into interim academic priorities. SSC AP&amp;P reviews and finalizes the program prioritization criteria developed earlier by the committee (dated February 28, 2011). The interim academic priorities and program prioritization criteria will be sent to Deans and Faculty Council Chairs for feedback in time for the SSC AP&amp;P meeting on September 14th.</td>
</tr>
<tr>
<td>June 22</td>
<td>SSCUB meets to discuss the interim academic priorities and program prioritization criteria from SSC AP&amp;P</td>
</tr>
<tr>
<td>September 14</td>
<td>SSC AP&amp;P meeting to discuss feedback from SSCUB, Deans and Faculty Councils</td>
</tr>
<tr>
<td>October 12</td>
<td>Joint meeting of SSC AP&amp;P and SSCUB to approve interim academic priorities and program prioritization criteria for recommendation to Senate</td>
</tr>
<tr>
<td>October 29</td>
<td>Senate meeting to approve motion from SSC AP&amp;P and SSCUB</td>
</tr>
<tr>
<td>November 5, 6, 7</td>
<td>Budget presentations</td>
</tr>
</tbody>
</table>

**Interim Chair of SSC AP&P for June 2012**

Robert Wood has agreed to replace Jennifer Au as interim Chair of SSC AP&P for the month of June when Jane Hobson returns to the committee. An e-mail ratification vote is currently underway.
**Issue:** Senate Standing Committee on Academic Planning & Priorities Interim Chair

**For Information:** The current interim Chair of the Senate Standing Committee on Academic Planning & Priorities, Jennifer Au, is standing down at the end of May to allow for the return to the committee of Jane Hobson. As a result, the committee has elected Robert Wood as the interim Chair of the Committee for the month of June 2012.

The Senate Standing Committee on Academic Planning & Priorities recommends that Senate approve Robert Wood as the Interim Chair of the committee for the month of June 2012.

**For approval:** THAT Senate approve Robert Wood as the Interim Chair of the Senate Standing Committee for the month of June 2012.
Issue: Report from the Senate Standing Committee on Program Review

The Standing Committee for Program Review (SSCPR) was able to continue meeting during April (April 25, 2012), and with a quorum for most of the meeting. Items included in the agenda were as follows:

- **Program Review Tracking Grid**
  The Committee reviewed the monthly Program Review Tracking Grid (progress report) presented by Facilitator, Colleen McGoff Dean and Kathleen Bigsby.

- **Presentation of Self-Study by Criminology**
  SSCPR received a formal and thorough presentation by Criminology (CRIM) of its Self-Study, given by Farhad Dastur (Dean), Wade Deisman, and Dave Lyon (Faculty).

  The Self-Study was well received by SSCPR and was approved as having met the requirements for this stage of Criminology’s Program Review.

- **External Reviewers**
  SSCPR discussed and is assessing the credentials of suggested members of External Reviewers for the Creative Writing (CRWR) program.

- **Report on Horticulture**
  Associate Vice-President, Academic, Jane Fee updated SSCPR about the status of Horticulture’s Self-Study, which began in October 2009. Their completed report was originally due March 2011. Numerous attempts to restart the process have been unsuccessful. SSCPR still awaits news of a commitment date from Horticulture about when their Self-Study will be presented.

- **Action Plan Report**
  SSCPR received an Action Plan Report from Modern Languages. In the absence of a quorum at this stage of the SSCPR meeting, the report was only discussed. Suggestions were being sent back to the Program so that a final draft could be ready for the May SSCPR meeting.

- **New Chair for SSCPR Imminent**
  Due to completion of his three-year term on Senate, the Chair of SSCPR will be changing in August.
• **New Vice-Chair of SSCPR Imminent**
  Due to the amalgamation of two Faculties into the Faculty of Arts, the Vice-Chair of SSCPR will be elected at the May SSCPR meeting.

• **Program Review Orientation Workshop**
  On May 23, the Facilitator for Program Review and the Chair of SSCPR will host the annual orientation workshop for those programs due for program review over the next few months. In previous years this has been extremely successful. Representatives from other programs who have recently completed their program review have attended share their experiences of the process.

*For Information:* Next SSCPR meeting June 20, 3-5pm, room G2110 – the last SSCPR meeting for this academic year.
**Issue:** Senate Standing Committee on Tributes

**For Information:** The Senate Standing Committee on Tributes met on April 3, 2012 to refine procedures related to Emeritus.

A meeting between the Senate Standing Committee on Tributes, Senate and the President’s Office occurred to clarify procedures regarding communication with nominees and nominations in relation to SSCT and Senate decisions.

New deadline dates have also been established for submission of nominations for Outstanding Teaching and Service Awards. The deadline date for submission is now October 1st of each year to be awarded at the Spring Convocation. The Call for Nominations will be approximately May 1st of every year.

Ongoing calls for nominations will be made on a monthly basis for Emeritus and Honorary Doctorates.
Issue: Approval of graduates to May 28, 2012

For approval: That Senate approve the graduates to May 28, 2012
Graduates for Senate Approval

SENATE MEETING: Monday, 28-May-2012

Graduates from the Faculty of Academic and Career Advancement

Diploma

Diploma in English Language Proficiency
Ahmad Ali Aljaafar Amal Mahmoud Malkawi
Vishnu Arora Vahideh Mashhadi-Hossein-Kah
Tsz Tung Tim Cheung Amandeep Kaur Sidhu
Varinderjeet Kaur Chung Man Wu
Yue Chang Lai Wen Long Jason Zhang

Citation

Citation in Career Choices and Life Success
Regina Adjoa Awotwi-Pratt Kyoung Ran Lee
Shu Lin Eng

Certificate of Completion

Certificate of Completion in Access Programs for People with Disabilities - Job Preparation

Luciana Carolina Bermudez Stephen Christopher Ogilvie
Meghan Patricia Burns Cameron O'Neil
Jacqueline Lili Chow Brayden Simon Pawer
Christina Louise Conlin Miriah Kimberly Reitmeier
Gina Gursharon Hoonjan Jasmine Kaur Sandhu
David Stephen Huffman Vernon Alan Schieck
Ketan Kumar Karia Jennifer Lynn Sparrow
Robert Lino Craig Robert Stanton-Linder
Ashley Leanne Martin Jesse Stoppler
Megan Rose Mawhinney Luke Benjamin Vandenberg
Roderick Kenneth Mcleod Chloe Ho-Yee Wong
Dillan Jude Peter Nazareth

Certificate of Completion in Access Programs for People with Disabilities - Work Exploration

Jagdeep Banga Joshua Daniel Low
Samantha Danielle Burgess Vanessa Brittany Mendoza
Rose Yu-Wan Chang Danielle Metcalfe
Cristian Thomas Crowe John Van Nguyen
Benjamin Falcon Dixon Raphael San-Luis
Erica Stephanie Dosa Sara Styles
Allyn Renee Hillery Michael James Varley
Ashley Christal Jensen Jaspreet Singh Warach
Priscilla Sachiko Kawai

Certificate of Completion in Vocational Skills Training - Childcare Aide Option - Access Programs for People with Disabilities

Krista Nicole Ashdown Salima Karim Kara
Gagandeep Kaur Dhillon Ka Yin Yau

Certificate of Completion in Vocational Skills Training - Clerical Assistant Option - Access Programs for People with Disabilities

Artisia So Wong

Certificate of Completion in Vocational Skills Training - Food Services Assistant Option - Access Programs for People with Disabilities

Yan Lam Tung
Andrew Jonathan Weale
Graduates from the Faculty of Arts

Baccalaureate Degree

**Bachelor of Applied Arts in Psychology**
- Hang Ying Lee With Distinction

**Bachelor of Applied Arts in Psychology - Honours**
- Danielle Keelie Raymond With Distinction

**Bachelor of Applied Journalism**
- Sarah Elisabeth Jackson With Distinction
- Leslie Mitchell Thompson With Distinction
- Abby Lynne Wiseman

**Bachelor of Arts - Double Minor in Anthropology and Geography**
- Aisha Danielle McMillan

**Bachelor of Arts - Double Minor in Creative Writing and English**
- Jonathan James Turner

**Bachelor of Arts - Double Minor in Criminology and Geography**
- Chantelle Doerksen

**Bachelor of Arts - Double Minor in History and Political Science**
- Luthfi Dhofier

**Bachelor of Arts - Double Minor in Philosophy and Psychology**
- Leeta K Gill

**Bachelor of Arts - Double Minor in Psychology and Sociology**
- Natalie Ann Chessa

**Bachelor of Arts - General Studies**
- Marion Miguel Buan
- Chelsey Dora Gedak
- Ka Chun Lee
- Paul Dolan Mullen
- Julina Louise Murphy

**Bachelor of Arts - General Studies, Minor in Anthropology**
- Haley Anne Sotola

**Bachelor of Arts - General Studies, Minor in Geography**
- Danielle Christine Strohan

**Bachelor of Arts - General Studies, Minor in Psychology**
- Amanda Emily Cizik
- Punreet Kaur Nijjar

**Bachelor of Arts - Major in Anthropology**
- Andrea Carol Froese
- Beverley Jane Harris
- Lenore Frances Hughes
- Stacey Ann Lynden
- Marta Anna Musiala
- Nicole Melanie Whitford

**Bachelor of Arts - Major in Criminology**
- Christian Paolo Tumangday Aguilar
- Lucas Alexander Ataide
- Heather Lynn Atkinson
- Daniel Singh Badesha
- Kalbir Singh Birk
- Carol Stephanie Coto
- Sukhvir Kaur Dhaliwal
- Hardip Singh Dosanjh
- Moses Andre Dubien
- With Distinction
- Azarria Asween Khan
- Vimol Khera
- Sundeep Kaur Sandhu
- Rajdeep Kaur Sangha
- Amritpal Singh Sekhon
- Jenny Wong
- Yat Heng Wong
Bachelor of Arts - Major in English
William Michael Fast
Kristina Tracey Fraser
Kiranjoth Kaur Heer
Jagroop Kaur Nagra
Trevor Patrick Wilson
Jillian Victoria Jane Yuen

Bachelor of Arts - Major in History
Ronald Laszlo Charles Bencze
Nicole Kara Van Vliet
Mika Severn Yamamoto
Andrew Reed McCullough
Kylie Elizabeth Morrison

Bachelor of Arts - Major in History, Minor in Creative Writing
Claire Elizabeth Matthews

Bachelor of Arts - Major in History, Minor in English

Bachelor of Arts - Major in History, Minor in Philosophy

Bachelor of Arts - Major in History, Minor in Political Science
Lisa Dianne Klassen

Bachelor of Arts - Major in Psychology
Monica Bhandari
Allison Jessica Brock
With Distinction
Jessica Elizabeth Catto
Gurpreet Kaur Chahal
Montanna Coe Chambers
Ying-Yu Chen
Caitlin Jean Cossar
Stephanie Rae Davidson
Leslie May Deck
Herman Singh Janjua
Michelle Jewel Kanavaros
Charisse Mariko Knowlan
Vera Lee
Jade Miriam Lewis
Lily Li
Chelsea Lynn Makison
Ann Fusae Ooka
Kaitlyn May Rogers
Robeena Erim Sahib
Heather Lynn Sinclair
Courtney Josephine Wood

Bachelor of Arts - Major in Psychology, Minor in Counselling
Pascale Daniella Jendral
Suad Hassan Mohamed

Bachelor of Arts - Major in Psychology, Minor in Criminology
Cheryl Emily Anderson
Ravmeet Kaur Bains
Danielle Nicole Vallee

Bachelor of Arts - Major in Psychology, Minor in History
Samantha Luangphixay
Nicole Joy Sherlock
With Distinction

Bachelor of Arts - Major in Sociology
Nadine Patricia Lewis

Bachelor of Arts in Community Criminal Justice
Janelle Suzanne Janzen
Colin Andrew Rachel
Mary Wilma Veronica Raquepo

Bachelor of Fine Arts, Visual Arts
Elizabeth Bonnie Anderson
Kenny Ho Bong Chui
Debbie Louise Langtry
With Distinction
Chelsea Christine Lawrick

Bachelor of Journalism
Cindy Gisselle Hugo Mendoza
Kristi Alexandra Jut
Katelynn Anne Lawrence
Associate Degree

Associate of Arts Degree in Anthropology
Jo-Anne Louise Scott Dearden Bosche
Ravine Kaur Mahil
Armileen Naypes

Associate of Arts Degree in Asian Studies
Sanjeev Kaur Bains

Associate of Arts Degree in Criminology
Rachael Dana Doherty
James Andrew Grange
Christina Faith Petersen
With Distinction
Megen Hansen
Maliha Huda
Bhally Masyana
Yuliya Petrova
Muhammad Ishaq Safi
Barinder Kaur Seehra
Gagandeep Sharma
Matthew Joel Veitch

Associate of Arts Degree in English
Sophia Katharina Kreuzkamp

Associate of Arts Degree in General Studies
Bryan Leslie Foster

Associate of Arts Degree in Geography
Taylor Ken McInnes
Jerome Teo

Associate of Arts Degree in History
Bianca Monique Czihaly
Evan Douglas Park
Pavanpreet Singh Sodhan

Associate of Arts Degree in Music
Kevin Elliott Young
With Distinction

Associate of Arts Degree in Political Science
Efstathia Psiharis

Associate of Arts Degree in Psychology
Nousha Bayrami
Chelsea Jean Correia
Brittany Marie Fera
Maria Goldin
Stephanie Ruth Greenwood
Salisha Ibrahim
Claudia Ivy Li
Taamisah Salim Mitha
Javiera Valentina Valdes

Diploma

Diploma in Arts
Stacey Marie Bennett

Diploma in Criminology
Melissa Karen Anderson
Emma Louise Bowen
Gurbir Singh Johal

Diploma in Fine Arts
Tao Tang
Chung Man Wu

Diploma in General Studies
Baljinder Kaur Dhillon
Thomas Feliks Dobranowski
Karin Jen-Yuen Kuo
Lilian Lam
Herbert Omar Magana
Heera Christopher Mattu

Efstathia Psiharis
Diploma in Journalism
Matthew Robert Bossons
Alexander Oppong Nkrumah
Bianca Erika Pencz
With Distinction
Vivian Maria Pencz
With Distinction
Ka Hei Yap
Diploma in Music - General Studies
Matthew James Ceaser
Terra Claybrook
Shanti Nicole Dias
Kyle Benjamin Hawkes
Dylan Aaron Hohm
Elisa Margareta Hunter
Nolan Krell
With Distinction
Gloria Larsen
Aimee Marie Oliverio
Aaron Yao-Lang Pang
Kathleen Mary Stanyer
With Distinction
Gillian Rose White
Nicholas Jordan Wilson
Diploma in Music - Vocal Performance
Karin Adriana Deddens
Certificate
Certificate in Arts
Navneet Nav Hehar
Karandeep Singh Kullar
Sisi Zhang
Certificate in Criminology
Stephen Alan Adams
Aaron Gordon Coombes
Omar Elwan
Jeremy Scott McDonald
Hilary Anne Steinbach
Certificate in Fine Arts
Stacey Marie Bennett
Andrew William Haugo
Mark Jovillar
Karin Jen-Yuen Kuo
Siddha Alden Bondoc Lagutan
With Distinction
Shannon Taylor Maxwell
Sarah Hannah Turton
Certificate in Music
Joen Katrina Timtim Alfaro-Mina
Lucas Alexander Fultz-Zentner
Kevin Francis Hrankowski
Jason Peter Ratzlaff
Eric Sadowski
Chrysta Wallin
Graduates from the Faculty of Business
Post Baccalaureate Diploma
Post Baccalaureate Diploma in Human Resources Management
Daniela Brie
Layne Bruin
Kristine Louise Curtis
Rachitagam Kumar Jain
Rajdeep Kaur Mander
Anubhav Monga
Naveed Nadeem
Laura Jaclyn Nagamatsu
Huong Thi Thu Ngo
Rabeen Kunwar Purewall
Oliver Chunpon Tam
Baccalaureate Degree

Bachelor of Business Administration in Accounting

Gurpreet Singh Bajwa
Nikhil Bhagwan
Sandip Joseph Bhardwaj
Harleen Kaur Boparai
Wesley Jourdan Canete
Ravinder Singh Dhaliwal
Samnit Kaur Dhaliwal
Phu Thanh Diep
Angela Do
Jonathan Espley-Jones
Karen Philippa Jean Gillespie

With Distinction
Amanda Higo
Tejpal Singh Kaila
Kritika Kanotra
Maryam Khan
Jin Woon Kim

Bachelor of Business Administration in Accounting, Cooperative Education Option

Monika Manjot Brar
Ravinder Singh Dhaliwal
Henry Dinh

Bachelor of Business Administration in Entrepreneurial Leadership

Ryan Edward Cardoz
Robert Alexander Chiang
Bryan Donald Fisher
Allen Hewitt
Christine Mary Howell
Sydney Brockton Jones
Kirandeep Khaira
Sabreena Ladak

Bachelor of Business Administration in Entrepreneurial Leadership, Cooperative Education Option

Min Young Son
Larry Raymond Turner

Bachelor of Business Administration in Human Resources Management

Ekaterina Antonova
Jaspaul Brar
Soninder Kaur Chana
Alexander Gilles Courville
Puneet Kaur Dadiala
Manjit Kaur Dulay
Rheanna Lee Faedo
Gurinder Gill
Shruti Bala Goswami
Huma Hamid
Bobby Bavinder Heer
Marie Susanne Katherine Hiebert

With Distinction
Erzsebet Institorisz
Karen Ann Kaczmar
Gina Marie Kastanis
Argiro Erika Katsamakis

Kenny Konowalchuk
Matthew John Krieger
Ganna Kyrylyuk
Sam Carlos Wong Lee
Jaskirat Singh Lehal
Yong Jian Lin
Lili Ma
Namreet Singh Mann
Brenda Diane McWilliams
Paul Jonathan Pelzer
Alexandre Sergueevitch Semine
Komalpreet Kaur Sran
Jonathan Scott Street
Sukhdeep Kaur Toor
Andrew John Wallwork
Jaichuan Zhang
Fengmei Zhou

Amanpreet Kaur Jawanda
Janna Rudetsky
Elton Wong
Sundip Minhas
Michael Paula Jean Park
Navjot Pawar
Michael Rubinic
Melanie Dolores Stoltz
Jennifer Camille Torres
Derek William Woo
Stephanie Marjorie May Kelly
Sameh Youssef Khattab
Siwan Lang
Jaspreet Kaur Mander
Cherise Dawn McGee
Scott Patrick McLeod
Anastasia Maria Pittakidis
Rupinder Rattan
Stuart Patrick Graeme Rife
Carlyn Tracy Rumohr
John Brett Samson
Remina Sidhu
Alison Michelle Sung
Mohit Suri
Leanne Michelle Thiessen
Christina Thomas
Matthew Roman Williams
Bachelor of Business Administration in Human Resources Management Co-operative Education Option
Domenique Busto Rachael Laura Nitschke
Jasdeep Dhaliwal Erika Mun Yee Young

Bachelor of Business Administration in Marketing Management
Anthony James Brown Britney Lauren Newbigging
Ruby I Ping Chang With Distinction
Kyle Daniel Darvasi Elena Kathleen Ten Haaf
Taryn Jane Gordon Mark James Wilson
Ngan Melissa La

Bachelor of Business Admin in Marketing Management, Cooperative Education Option
Siu Kwan Leung

Bachelor of Technology in Information Technology
David Chalissary Andy Ying-Chi Liao
With Distinction Klaudia Katarzyna Sheepwash
Sapna Prerana Chand With Distinction
He Jun Chen Sukhmandeep Singh Sodhi
Shaheryar Muhammad Khan

Bachelor of Technology in Information Technology, Cooperative Education Option
Farhana Asif Mohammad Ali Malik
Casandra Ann Grundstrom Stephen David Powell

Associate Degree
Associate of Arts Degree in Economics
Hafeez Nadir Walji

Diploma
Diploma in Accounting
Rafik Ahmed Harminder Singh Kahlon
Ama Baldorj Florian Kammacher
Kunal Bhatia Wenjin Li
With Distinction
Mei Fung Chow Xuan Li
Rawandeep Kaur Dhadda Shaoyun Liu
Gurveen Kaur Dhadian Xian Ming Long
Inderjit Singh Dhaliwal Alicia Kaitlin MacDonald
Julian Verde Feijo Jason Richard Mathews
Maisie Lauren D Ferrer Princess Rheez Ringor Pilaspilas
Kelly Lianne Finlay YiYi Qi
Tara Lee Geisthardt
Amardeep Singh Gill Amritpal Singh Randhawa
Permjeet Singh Gill Jaclyn Dawn Mary Redlick
Prabhjot Kaur Gill Pawandeep Kaur Sandhu
Jaskirandeep Singh Grewal Richard Valdez Sequeira
Bing Guan
Qianli Shi
With Distinction Ryan David Stevens
Talha Muhammad Hafeez Haoyi Su
Ali Haq Yat Sing Tin
Adam James Hill Jing Hua Yu
With Distinction
Catherine Eileen Jarvis Xiaoying Zhan
Jasmine Johar Rui Zhang
Diploma in Business Administration
Enrique Mariano Angulo
Navdeep Kaur Brar
Brent David Costa
Matin Ghavifekr
Tracy Christine James
Myung Je Jun
Heejin Kim
Yen-Chen Lin
Enrique Mariano Angulo
Navdeep Kaur Brar
Brent David Costa
Matin Ghavifekr
Tracy Christine James
Myung Je Jun
Heejin Kim
Yen-Chen Lin
Tong Liu
Razan Kamel Nasrawi
Gurdeep Kaur Sibia
Chanda Tum
Ryan Wong
Saima Asad Zaidi
Hong Zhu

Diploma in Business Management
Semin Arif
Sara Lynn Carlyle
Harpreet Singh Channa
Toan Chi Chau
Zheng Cui
Manjeet Dabur
Sonia Kaur Dhalwal
Karamveer Dhillon
Micheal Burton Estey
Ervin Claude Estrada
Christina Gill
Navnit Gill
Sandep Gill
Sukhmander Singh Gill
Kaan Gormus
Baljinder Heer
Ayesha Badruoin Lakha
Darren Dave Lal
Jessica Sai Wah Lo
Michael Anthony Lourdes
Andre Mario Miller
Vishal Mohan
Jamil Kamel Nasrawi
Thomas Owen Protheroe
Rosalia Anna Teresa Baldoza
Divya Rawat
Erinveer Rehal
Mithun Singh Sandhu
Jason Mangal Sanghera
Sara Anne Smith
Alex Stutz
Felicia Thai
Mandep Kaur Thandi
Navneet Kaur Thind
Shang-Lung Tsai
Karnvir Singh Tumber
Alexander Frederick Akio
With Distinction

Diploma in General Business Studies
Huma Hamid
Tzu Yang Huang
Zainab Roxanne Jaafar
Alexander Mykola Melvin Pinkewycz
Won Ye Shim

Diploma in Marketing Management
Colin C Chiu
Kelsey Amanda Coleman
Laura Jane Davis
With Distinction
Tyler Galen Ezzy
Gurneesh Kaur Gill
Anna Ho
Jason William Hoogenraad
Faraaz Hussain
Leslie Jones
Madeline Yee Mon Ng
Bijan Raiszadeh
Shelby Seip
Tu Trinh Thi Son

Diploma in Marketing Management, Cooperative Education Option
Rudolf Ciccia
Arun Kumar Guglani
Di Ya Li

Diploma in Public Relations
Tiffany Roxanne Bell
Sarah Jolene Cruickshank
With Distinction
Nomfundo Dlamini
Stephanie Escalante
Leanna Christine Garnett
With Distinction
Lana Elaine Gordin
Jordan Kas Henderson
Shakeira Maria Icasas
With Distinction
Carly Rae Jensen
Kayla Ann Neville
Patricia Ranah Oco
Alicia Cassandra Olive
With Distinction
Stephanie Elizabeth Ringham
With Distinction
Andrea Nicole Robertson
Kevin Alexander Skrepnek
With Distinction
Heidi Gillian Turner
With Distinction
Danielle Lore Werner
With Distinction

Certificate
Certificate in Accounting
Alan Lee Harder-Toews
Michael Shih-Hao Shen
Yilei Wang

Certificate in Business Management
Gerardo Antonio Murillo
Jaswinder Singh Virk
Erin Lee Whitford

Certificate in Computer Information Systems
Katie Condon
Baljinder Kaur Dhillon
Balraj Kahlon
With Distinction
Judhbir Singh

Certificate in General Business Studies
Lyndsey Barton
Leanne Marie Ducharme
Edward Thanh Khuong Huynh

Certificate in Legal Administrative Studies
Ansherina Babilonia
With Distinction
Anureeth Kaur Berar
Amrinder Kaur Bola
Samantha Louise Bracconier
Rupinder Kaur Brar
Volha Cecoi
With Distinction
Chantelle Choy
Jessica Chumber
Claire Julia Cornish
Kamaljit Kaur Deol
With Distinction
Jean-Paul Christien DesRosiers
With Distinction

With Distinction
Daryl Robert Oberg
Geoffrey Michael James Onusko
Christian Retureta
With Distinction
Yuen Fong Lolitta Lau
Jordan Rodriguez
Amanpreet Singh Takhi

With Distinction
Kylie Marie Ellis
Melissa Marie Fabick
Amy Jolene Friesen
Amandeep Gill
Robynn Ashley Guenther
Chelsea Victoria Haverty
Josephine Elizabeth Iaci
Ashley Nicole Irving
Morgan Hailey Jones
Sarah Louise Kelly
Danielle Alida Kraan
With Distinction
Gina Kumar
Certificate in Legal Administrative Studies

Anissa Georgina Nandan Lal
Lisa Maria Larson
Amy Lau
Sarah Nicole Mackay
Amanda Catherine Maldeis
Kristine Laurie McCallum
Jennifer Lee McDonald
Breanne Germaine Palik
Jasmine Kaur Rai

With Distinction

Lisa Rene Plummer
Jordan Lee Ponuick
Emelie Elizabeth
Patenaude Roy
Gaganjot Sangha
Nishu Sanghera
Kimberley Scott
Danica Barbara Shoults
Valerie Siu
Amanda Lynn Werner
Emily Larissa Williams

Graduates from the Faculty of Community and Health Studies

Post Baccalaureate Certificate

Post Baccalaureate Certificate in Critical Care Nursing

Sonia Holat
Tuyet Bich Huynh
Mark Francis McDonald
Liza Sebastian Mittappilly

With Distinction

Annabelle Gisela Nicoletti-Carriere
Kamaljeet Kaur Shergill
Augustina Roxana Tutuian

Nghia Huu Vu With Distinction

Baccalaureate Degree

Bachelor of Science in Nursing

Hajra Nawaz Bajwa
Valerie Anne Bernal
Patricia Cruz
Shauna Lee Dodge
Marie Thea Ferrer Domingo
Kristen Melissa Foley
Sheena Ghai
Jaswinder Kaur Gill
Taranjot Kaur Gill
Sarah Joan Greenfield
Melanie Lyne Guindon
Katherine Elizabeth Hanna
Jodi Lynn Harris
Ramanjit Kaur Heran
Jennifer Laurie Koch

With Distinction

Krystel Madlangbayan
Sheena Marit Main
Cassandra Kelsy Marshall
Erica Nakui
Lesley Elizabeth Anne Newlands
Megan Clare Poznikoff
Harkiran Kaur Rehal
Hardeep Sahota
Sachpreet Kaur Srah
Colleen Elizabeth Tims
Manpreet Kaur Uppal
Rosevina Gurpreat Uppal

Rosienni Ninia Velasco
Megan Colleen Wiebe
Jillian Ann Wilks
Certificate

Certificate in Graduate Nurse, Internationally Educated Re-entry
Solly Abraham
Jacqueline Jane Alcantara
Amandeep Kaur Bajaj
David-Shai Ben Haim
Kristoffer Bryan Vital Caranoo
Joanne Roguin Castillo
Jison Matamis Conales
Ionela Cristina Damian
With Distinction
Olga Demina
Jhoane Reganit Dyni
Rae Angeli Penera Galpo
Preeti Gill
Ronica Cecilia Junio Intalan
Saritha Kunjukrishnannar Saradamma
With Distinction
Emilie Lapprend
With Distinction
Cristina Ninalga Ledesma
Romana Miranda Lucas
Glenn Michael Castro Magtoto
With Distinction
Maninder Pal Kaur Malhi
Seema Rani Malhotra
Hyde Maria Teresa McMillan
Lucille Ochuwa Ohio
Rose Nightingale Ohio
Kirnjit Kaur Pandher
Kirpal Kaur Rai
Edith Calabtin Reyes
Kamaldeep Kaur Sandhu
Engelbert Macalino Soliva
Louie Surio Tapia
Olajumoke Eyitayo Tokode
Krissana Trairatana
Charlotte Anne Ungson

Certificate in Health Care Assistant
Angela Susan Bonk
Megan Alexis Daugherty
With Distinction
Natalie De Burriatte
With Distinction
Simarpreet Kaur Dhaliwal
Aldous Lorbis Esperanza
With Distinction
Jashanpreet Kaur Gill
Nicole Lindsay Hartley
Sarina Hawkins
With Distinction
Tanya Horton
Navdeep Kaur
With Distinction
Katelyn Michelle Lamont
Alysha Cherise Leenstra
With Distinction
Jessica Careen Mouat
With Distinction
Desiree Lynne Otteson
With Distinction
Hongying Peng
Allysa Ann Reid
Kelsey Alisha Ruyer
With Distinction
Sumeet Kaur Sidhu
Sabrina Anne Zawila
With Distinction
Yu Xiu Zhang
With Distinction

Certificate in Special Education Teacher Assistant
James Callum Lynch
With Distinction

Citation

Citation in Graduate Nurse Re-Entry
Tracy Lee Ferrero
Emma Kathleen Hoffmann
With Distinction
Geoffrey A Kleine-Deters
With Distinction
Karen Maureen Lundgren
With Distinction
Graduates from the Faculty of Design

Baccalaureate Degree

Bachelor of Applied Design in Graphic Design for Marketing
Esther Olivia Batycki
Paul Philip Wittal
    With Distinction

Bachelor of Design, Fashion and Technology
Maria Ansay
Camille Christine Calvert
Jamie Yukie Carlson
Allison Andrea Chandler
Grace Choi
Kristy Emma Sophie Coghill
Leora Stephanie Elischer
Christina Ferrante
Jagraj Gill
Nicole Angela Guzzo
Emily Jo Heaps
    With Distinction
Joanne Hu
Andee Karleen Jasper
Jamie Yin Kan
Nam Hee Kim
Cheryl Angela LeBarr

Bachelor of Design, Graphic Design for Marketing
Silky See Kei Chan
Yu Shih Chang
    With Distinction
Jennifer Anne Courtemanche
    With Distinction
Johanna Caitlin Devitt
    With Distinction
Rhonda Hall
Jonathan Walter Janzen
Shannon Taylor Maxwell
    With Distinction

Bachelor of Interior Design
Santiago Arcila
Carolyn Ashley Cuthbert
Jillian Margaret Danis
Amelie d'Anjou
Dessislava Dimitrova
Julia Kathleen Gillis
Adrianna Gabrielle Golinsky
Amy Hagedorn
    With Distinction

Diploma

Diploma in Fashion Design and Technology
Katrine Elander Rasmussen
Diploma in Fashion Marketing
Maria Florencia Caula
Shelby Rae Clerkhue
Melissa Kate Dewhirst
Yi-Lun Feng
Brianna Lynn Hellevang
Krysta Louise Keys
Hoai Anh Nguyen
Jia Yu Ran
Natalie Candida Reid
Thuy-Ni Tran
Jennifer Alexandra Woudzia

Certificate
Certificate of Foundations in Design
Melanie Luise Bland
Sarah Kathleen Nickel
Melanie Luise Bland
Sarah Kathleen Nickel

Graduates from the Faculty of Science and Horticulture

Associate Degree
Associate of Science Degree in Biology
Ryan Anthony Calasin
With Distinction
Amanda Christine Chamberlain
Samina Jammohamed
Bridgette Lynn Knowlan
Simon Eric Plath
Chanelle Samuel

Associate of Science Degree in Chemistry
Yingshi Yang

Associate of Science Degree in General Science
Souad McIntosh
Brandon Andrew Morton
Amanda Christine Chamberlain
5
Samina Jammohamed

Associate of Science Degree in Mathematics
Russell Isaac Dornian

Diploma

Diploma in Horticulture Technology - Greenhouse/Nursery Production
Heidi Rose Balla
Sheri Janelle Bergen
Cynthia Ann Colligan
Heidi Rose Balla
Sheri Janelle Bergen
Cynthia Ann Colligan
Jason Lloyd Crandall
Justin Albert Vanderploeg
With Distinction
With Distinction
With Distinction

Diploma in Horticulture Technology - Landscape Design and Installation
Boe Whitfield Baldock
Ashley Anne Foster
Stephan Krop
Sarah Maria Longridge
Elizabeth Gayle Newbigging
Frances Ruth Palmer
Boe Whitfield Baldock
Ashley Anne Foster
Stephan Krop
Sarah Maria Longridge
Elizabeth Gayle Newbigging
Frances Ruth Palmer
Mathew Simon Pocock
With Distinction
With Distinction
Kirah Kristina Straathof
Dawna Tilbury
With Distinction

Diploma in Horticulture Technology - Turf Management
Miodrag Jankovic

Diploma of Technology in Environmental Protection, Cooperative Education Option
Laura Michelle Haebler
Yan Han
Yvonne Fung Yue Lam
Laura Michelle Haebler
Yan Han
Yvonne Fung Yue Lam
With Distinction
With Distinction
With Distinction
Certificate
Certificate in Engineering
Zahid Dilawar Baji
Ehssan Ghahremani

Citation
Citation in Horticulture Technology, Horticultural Science
Steve Edward Haldane
Lance Keashly
With Distinction

Graduates from the Faculty of Trades and Technology

Diploma
Diploma in Computer Aided Design and Drafting
William Dean Gambicourt

Advanced Certificate
Advanced Certificate in Computer Aided Design and Drafting
Cristian Hernan Duenas

Certificate
Certificate in Advanced Farrier Training
Terril G Braun
With Distinction
Shannon Alexandra Gibson
Tanya Nikiforuk
Austin D Unruh

Certificate in Computer Aided Design and Drafting - Architectural
Nicole Justine Broughton
With Distinction
Emilio Andrew Gonzalez
With Distinction
Vanessa Joy Licerio

Certificate in Public Safety Communications
Krysten Michelle Anderson
With Distinction
Risa Leigh-ann Barkman
With Distinction
Renee Anne Bedard
With Distinction
Sarah Rachelle Blewett
With Distinction
Joshua Wayne Fortin
With Distinction
Billie Ann Gordon
With Distinction

Certificate in Welding - Level C
Jamie Brandon Abbott
With Distinction
Brodie James Cole Binding
With Distinction
Michael Ross Burns
With Distinction
Cameron Andrew Cooke
With Distinction
Anthony Takahiro Gunstone
With Distinction
Katlin Micheal Houghland
With Distinction

Gurjinder Singh Khosa
With Distinction
Martin Perseus Kline
With Distinction
Harjot Singh Longia
With Distinction
Nathan Neil MacLeod
With Distinction
Christopher Robert Nicholls

Jo Delynn Jacobsen
Catherine Anne Ker
With Distinction
Kirsten Elizabeth Anne Mckinlay
With Distinction
Ryan Rex Resurreccion
With Distinction
Anita Kaur Sanghera
With Distinction
Jennifer Naomi Solomon
With Distinction
Certificate in Welding - Level C
Nicholas Michael Brenick Sears  
With Distinction  
Mike Jude Seligman  
John James Sleeth  
With Distinction

Citation
Citation in Carpentry/Building Construction
Amandeep Singh Biln  
Steven Robert Boros  
Christopher Leigh Chalmers  
Russell Jay De Boersap  
Nicholas Mervin Gudmundson  
Steven Hann  
Rory Allen Lumsden  
Paul Maitland Maidens
With Distinction

Citation in Construction Electrician
Christopher Michael James Houghton  
Kyle Daniel Bahnmann  
Juan Antonio Contreras Zarate  
Eric Scott Dobray  
Dallas Hugh Timothy Green  
Darrell Evan Hanratty  
Chung-Li Hung  
Cortlan Jacobson  
David Vincent Laurino  
With Distinction

Citation in Plumbing
Mahyar Bahramzadeh  
Daniel Douglas Butt  
Adam Peter DeCrom  
Russell Evan Halliday  
Devon Hendy  
Mitchell David Layton  
Yong Jun Lee  
With Distinction

Citation in Welding - Level B
Stanislav Bebek  
James Wayne Cunningham  
Curtis Matthew Palmer  
Corey Blake Sargent  
With Distinction

Suveen Kaur Thandi  
Kristjan Mackenzie Whitford  
Wesley James Yungen

With Distinction

Michael Matthew Mans  
Dylan Peter McKay  
Kody Steven McLennan  
Thanh Tung Nguyen  
Taylor Cameron Carl Raiche  
James Paul Reimer  
Jose Franchino DeGuzman Santiago  
Brendan Albert Summerskill  
Daniel Michael Wicks  
Scott Sutton Wood

With Distinction

Richard Thomas Markham  
Raymond Matte  
Russell Michael Norris  
Alexander Samuels  
Hien Vinh Truong  
Cameron Imai Valliquette

With Distinction

Mark Andrew McDonald  
Douglas Richard McMaster  
Bradley James Melville  
David William Mortimer  
Ramjeet Randhawa  
Tyrone Thomas Sattler  
Wesley David Zillich

With Distinction