

1. Call to Order David Atkinson
2. Confirmation of Agenda
3. Approval of Minutes (December 13, 2010)
4. Chair's Report..... David Atkinson
 - 4.1. Kwantlen Vision and Commitments Statement (to be distributed)
5. Senate Executive Committee David Atkinson
 - 5.1. Faculty of Academic & Career Advancement Department Name Change
6. Senate Governance Committee Dana Cserepes
 - 6.1. Faculty of Design Bylaws
 - 6.2. Senate Standing Committee on Academic Appeals
7. Senate Nominating Committee..... Mary Androsiuk
 - 7.1. Approval of Membership of Senate Standing Committees
8. Senate Standing Committee on Academic Planning & Priorities (No Report) Wade Deisman
9. Senate Standing Committee on Curriculum..... Dana Cserepes
 - 9.1. Full Program Proposal – Bachelor of Applied Science in Sustainable Agriculture
 - 9.2. Bachelor of Science Framework Revision
 - 9.3. Program Revision – Public Relations Diploma
10. Senate Standing Committee on the Library (No Report)Romy Kozak
11. Senate Standing Committee on Policy Articulation (No Report).....Ann Marie Davison
12. Senate Standing Committee on Program Review Kenneth Hughes
13. Senate Standing Committee on Tributes (No Report)
14. Senate Standing Committee on the University Budget (No Report).....Harj Dhaliwal
15. Senate Task Force on Academic Rank & Advancement Dana Cserepes
 - 15.1. Don Reddick, Chair's Report (to be distributed)
16. Approval of Graduates Robert Hensley
17. Dean's Honour Roll Faculty of Trades and Technology.....Robert Hensley

Senate Agenda

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18. Items for Discussion

19. Next Meeting: February 28, 2011, Surrey Campus, Cedar 2110 4:00pm – 7:00pm

20. Adjournment

SENATE

MEETING DATE: *January 31, 2011*

AGENDA #: *3*

PREPARED BY: *Kerry Thompson*

Issue: Approval of the Minutes of the December 13, 2010 Regular Senate meeting.

For approval: That Senate approve the Minutes of the December 13, 2010 Regular Senate meeting.

Present

Adamoski, Robert	Deisman, Wade	Robertson, Carolyn
Ash, Kristan	Duggan, Barbara	Robertson, Derek
Atkinson, David (Chair)	Freeman, Tru	Royal, Wendy
Coren, Arthur	Fung, Maggie	Sandhu, Jaswinder
Crowe, Christine	Guirguis, Mazen	Scanlan, Lori
Cserepes, Dana (Vice Chair)	Hensley, Robert	Stadnyk, Pamela
Cunnin, Betty	Hughes, Kenneth	Tebb, Wayne
Daniels, Caroline	Kozak, Romy	Velasco, Mae
Davis, Bob	MacDonald, Cathy	Wade, Tally
Davison, Ann Marie	McKendry, John	Wood, Robert
Geoff Dean	Petrillo, Larissa	

University Secretariat

Klassen, Sandi
Merritt, Elizabeth

Regrets:

Androsiuk, Mary
Bubber, Arvinder
Dhaliwal, Harj
Knight, Vanessa
McIntyre, Ken
Rankin, Graham

1. Call to Order

The meeting was called to order at 4:30pm.

2. Confirmation of Agenda

**Moved by Betty Cunnin; seconded by Wayne Tebb THAT the agenda be approved.
MOTION CARRIED**

3. Minutes of November 22, 2010

**Moved by Barbara Duggan; seconded by Ken Hughes THAT the minutes of November 22, 2010
be approved, as amended.
MOTION CARRIED**

4. Chair's Report

The Chair announced that Barbara Duggan, Dean of Design, is retiring in August 2011. He noted that the Ministry of Science and Universities has approved two new Kwantlen degrees, Bachelor of Arts, Philosophy Major and Bachelor of Horticulture Science in Urban Ecosystems Major or Plant Health Major.

5. Kwantlen Vision and Commitments

Feedback was received on the draft Vision and Commitments document. Revisions will be incorporated and the document will be posted online for comment. The Board of Governors provided input at its December 8, 2010 meeting.

6. Senate Executive Committee (no report)

7. Senate Governance Committee

7.1 Faculty of Community and Health Studies Bylaws

MOVED by Dana Cserepes; seconded by Carolyn Robertson THAT Senate approve the Faculty of Community and Health Studies Bylaws.

MOTION CARRIED

8. Senate Nominating Committee

MOVED by Larissa Petrillo; seconded by Wendy Royal THAT the Senate Nominating Committee approve the addition of the following as members of the committees listed below:

Jakob Derjowed (Student)	SSC Curriculum
Leslie Gordon (Student)	SSC Academic Planning & Priorities
Reese Motzek (Student)	SSC Curriculum
Linda Woodcock (Librarian)	SSC Library

MOTION CARRIED

9. Senate Standing Committee on Academic Planning & Priorities

The Chair of SSCAPP circulated a copy of his report providing information on the Education Technology Subcommittee, the SSCAPP Mandate and Membership Review, the SSCAPP retreat, and the World Congress on Polytechnics.

10. Senate Standing Committee on Curriculum

MOVED by Dana Cserepes; seconded by Rob Adamoski THAT Senate approve the revision to the BA Minor in Anthropology program.

MOTION CARRIED

MOVED by Dana Cserepes; seconded by Ken Hughes THAT Senate approve the revision to the Bachelor of Interior Design program.

MOTION CARRIED

11. Senate Standing Committee on the Library (SSC Library)

11.1 Election of Chair

MOVED by Dana Cserepes; seconded by Mazen Guirguis THAT Senate approve Romy Kozak as Chair of the Senate Standing Committee on the Library.

MOTION CARRIED

11.2 Library Impact Statement

MOVED by Romy Kozak; seconded by Derek Robertson THAT Senate require the inclusion of the Library Impact Assessment Summary in full program proposals when they are presented to Senate.

MOTION CARRIED

11.3 Cloverdale Library

The Chair of the SSC Library distributed a brochure about the Cloverdale campus Library and a document from the committee concerning the value of maintaining the current configuration of the Cloverdale campus Library.

12. Senate Standing Committee on Policy Articulation (no report)

13. Senate Standing Committee on Program Review

Ken Hughes, Chair of the Committee, provided a report from the November 17, 2010 meeting. The December meeting is postponed until January 2011.

14. Senate Standing Committee on Tributes (no report)

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

16. Senate Task Force on Rank and Advancement

The committee will be meeting the day after Senate and its report will come to the January Senate meeting.

17. Approval of Graduates

MOVED by Dana Cserepes; seconded by Tru Freeman THAT Senate approve the graduates to December 13, 2010.

MOTION CARRIED

18. The meeting adjourned at 5:40pm.

SENATE

MEETING DATE: *January 31, 2011*

AGENDA #: *4.1*

PRESENTED BY: *David Atkinson*

Issue: **Vision and Commitments Statement**

For information: The Board of Governors made a final review of the Vision and Commitments at its January 19, 2011 meeting. They determined that it was in its final state. The Board are now seeking an endorsement for the Vision and Commitments from Senate.

For Approval: **THAT Senate endorse the Vision and Commitments as requested by the Board of Governors.**

SENATE

MEETING DATE: *January 31, 2011*

AGENDA #: *5.1*

PRESENTED BY: *David Atkinson*

Issue: **Faculty of Academic and Career Advancement Department Name Change**

For information: The President recently approved a departmental name change in the Faculty of Academic and Career Advancement under the “Naming, Academic Units” Policy and Procedures, changing the Department of Learning Communities to the Department of Educational Studies. The result of this is a change of course acronyms from LCOM to EDST.

SENATE

MEETING DATE: *January 31, 2011*

AGENDA #: *6.1*

PRESENTED BY: *Dana Cserepes*

Issue: Faculty of Design Bylaws

For information: The Senate Governance Committee has reviewed the Faculty of Design Bylaws and recommends them to Senate for approval.
The Faculty of Design ratified the Bylaws at its January 14, 2011 meeting.

For Approval: **THAT Senate approve the Faculty of Design Bylaws.**

Faculty of Design BYLAWS

1. POWERS AND DUTIES OF THE FACULTY

The powers and duties of the Faculty of Design 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.

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.

2. MEMBERSHIP OF THE FACULTY

The Membership of the Faculty of Design shall consist of:

- 2.1 The Dean of the Faculty
- 2.2 All those employed within the Faculty of Design as an instructor, lecturer, assistant professor, associate professor, professor or in an equivalent position designated by the Senate
- 2.3 The President of the University
- 2.4 The Registrar or designate who is non-voting

The faculty of Design 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 CHAIR OF THE FACULTY

3.1 Chair

In accordance with the University Act, the Dean is the Chair of the Faculty.

4 MEETINGS OF THE FACULTY

4.1 General Rules

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.

4.2 Frequency

The Faculty shall have at least two regular meetings per academic year; (e.g. first week in January and last week in August).

4.3 Notice of Meetings

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.

4.4 Special Meetings

In special circumstances, extraordinary meetings may be called by the Chair.

4.5 The Process of Business

The agenda at regular meetings of the Faculty shall be set by the Chair.

4.6 Quorum

The quorum for meetings of the Faculty shall be 30% of the members entitled to vote.

4.7 Majority

The majority required to pass a resolution shall be 50% plus one of the members voting, except in the case of adoption of or amendments to these Bylaws, when the majority required shall be two-thirds of the members voting.

4.8 Open Meetings

Meetings of the Faculty shall normally be open to observers. The Chair may recognize non-members on any matter of business.

4.9 In Camera Meetings

The Faculty may decide at any time, by majority vote of those present and voting, that a whole meeting or any part of a meeting be held *in camera*.

5 REPORTING REQUIREMENT

Minutes of open meetings of the Faculty will be recorded and will be distributed to the University.

6 MEMBERSHIP OF THE FACULTY COUNCIL

The Membership of the Faculty Council shall consist of:

6.1 The Dean (voting member)

6.2 Department Coordinators and/or Chairs. The term of each department Coordinator or Chair on Faculty Council shall normally begin on August 1st and shall be typically three years. (In the case of Co-coordinator or Co-chair, each program has one vote.)

6.3 System's Support Supervisor of the Faculty (non-voting member)

6.4 Faculty Operations Manager (non-voting member)

6.5 One student representative elected by Faculty Council from department nominations, elected for a maximum of three, one year terms (voting member)

6.6 The two Faculty Senators, as elected to Senate by the Faculty (non-voting)

- 6.7 One representative from Curriculum Committee (non-voting) who may already be a Faculty Council member
- 6.8 Registrar or designate
- 6.9 There may be additional members of the Faculty Council as approved by Senate for the purpose of governance

Senate Bylaw No. 3, *Conflict of Interest*, applies.

7 POWERS AND DUTIES OF THE FACULTY COUNCIL

The powers and duties of the Faculty Council are delegated by the Faculty of Design. 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.

- 7.1 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.
- 7.2 Any proposed changes to these Bylaws must be approved by the Faculty of Design and, as required, by Senate.
- 7.3 Faculty Council may, by a 2/3 vote; send any other matter to the Faculty for decision or advice.
- 7.4 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. Barring such a recommendation, the Chair of the Faculty will determine whether the matter warrants an extraordinary meeting or whether it shall be added to the agenda of the next regular meeting of the Faculty.

8 CHAIR AND VICE-CHAIR OF THE FACULTY COUNCIL

8.1 Chair

The Chair of the Faculty Council shall be elected annually by the Faculty from among those members who have voting rights. They shall hold the position for a maximum of three consecutive terms. Elections will normally occur at the beginning of September and a term shall be two years.

Duties of the Chair:

The Chair is a voting member of the Faculty Council. In the event of a tie, the Chair casts the deciding vote.

8.2 Vice-Chair

A Vice-Chair of the Faculty Council shall be elected annually by the Faculty from among those members who have voting rights. They shall hold the position for a maximum of three consecutive terms.

Duties of the Vice-Chair:

The Vice-Chair is a voting member of the Faculty council and 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.

9 MEETINGS OF THE FACULTY COUNCIL

9.1 General Rules

Robert's Rules of Order shall govern the conduct of all Faculty Council meetings, subject to interpretation by the Chair. Such matters on which these Bylaws lay down specific procedures shall be excepted from the foregoing.

9.2 **Frequency**

The Faculty Council shall normally have at least six (6) regular meetings per academic year.

9.3 **Notice of Meetings**

Notice of a meeting shall be sent to the members of the Faculty Council at least five business days in advance of a meeting.

For urgent cases extraordinary meetings of the Faculty Council may be called by the Chair of the Faculty Council.

Any member who will be absent from a meeting will notify the Chair prior to the meeting. The use of alternates for voting members is permitted.

9.4 **Special Meetings**

In special circumstances, extraordinary meetings may be called by the Chair.

Special meetings of may be called by the Dean or the Chair.

9.5 **The Process of Business**

The agenda at regular meetings of the Faculty Council shall be set by the Chair.

Faculty Council may by a two-thirds (2/3) vote send any matter to the Faculty for a decision or advice.

9.6 **Quorum**

The quorum for meetings of the Faculty Council shall be 50% of the members entitled to vote.

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 when 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.

9.7 **Majority**

The majority required to pass a resolution shall be 50% plus one of the members voting, except in the case of adoption of or amendments to these Bylaws, when the majority required shall be two-thirds of the members voting

9.8 **Open Meetings**

Meetings of the Faculty Council shall normally be open to observers. The Chair may recognize non-members on any matter of business.

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.

9.9 **In Camera Meetings**

The Faculty Council may decide at any time, by majority vote of those present and voting, that a whole meeting or any part of a meeting be held *in camera*.

10 REPORTING REQUIREMENT

Minutes of open meetings of the Faculty Council shall be recorded and distributed to the

University.

11 CONFIDENTIAL DOCUMENTS

All documents presented to the Faculty Council shall normally be regarded as public. Nevertheless, the Faculty Council may declare a document confidential, in which case the document shall be made available in advance only to members of the Faculty Council and, if appropriate, to the Senate. All documents deemed confidential are subject to Freedom of Information requests.

12 STANDING COMMITTEES and *Ad Hoc* COMMITTEES of FACULTY COUNCIL

Members of Faculty shall commit to serving on a minimum number of Faculty Council committees, as set from time to time by Faculty.

- 12.1 The Faculty may make recommendations to Faculty Council for consideration regarding the delegation of business to Standing Committees and *Ad Hoc* Committees.
- 12.2 The Faculty Council may empower such committees to report directly to the appropriate committee(s) of Senate.
- 12.3 The Faculty Council will determine the mandate for Standing Committees and *Ad Hoc* Committees.
- 12.4 Standing Committees and *Ad Hoc* Committees will report to the Faculty Council and will consist of members approved by the Faculty Council. Committee members need not be members of the Faculty.
- 12.5 Each Standing Committee and *Ad Hoc* Committee is to establish operating principles to be approved by Faculty Council.
- 12.6 The Dean or designate may be a member of each Standing Committee and *Ad Hoc* Committee.

13 STANDING COMMITTEES for FACULTY COUNCIL:

- A. Curriculum Committee**
- B. Academic Planning and Priorities**
- C. Budget**
- D. Institutional Partnerships**
- E. Design Marketing**
- F. Students Experience**

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 designate) and the 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. Terms of office for Standing Committee members shall normally be two years for Faculty Councilors who do not sit on the Standing Committee ex-officio.
5. Terms of office for student representatives, and for Standing Committee members who are not Faculty Councilors shall normally be one year.
6. Members are eligible for re-election or reappointment.

7. Quorum for each committee shall be 50% of the total number of voting members.
8. 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 designate shall chair the committee.
9. 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.

The Faculty Council Standing Committees shall consist of:

13.1 Curriculum Committee

The Standing Committee on Curriculum shall report directly to the Senate Subcommittee on Curriculum (SSC).

The voting members of the Standing Committee on Curriculum shall consist of:

- The Dean or designate
- Chair, Faculty Council
- One representative faculty from each department in the Faculty including at least one Faculty Council member
- The representative from Faculty of Design to the Senate Sub-Committee on Curriculum

The Standing Committee on Curriculum shall:

- a. Review and approve long-range curriculum and future program endeavors.
- b. Address issues relating to Admissions, Articulation, and PLA.
- c. Exercise the delegated authority of the Faculty of Design's Faculty Council to receive, review and approve all curriculum offered for credit by the departments, and to recommend curriculum to Senate and its appropriate Standing Committees for approval.
- d. 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 such recommendations to Faculty Council as may be appropriate.
- e. Ensure that all curriculum developed within the department conforms to University policies and procedures.
- f. Ensure appropriate consultation for courses that will be seeking articulation.
- g. 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), collaborates with the Standing Committee on Academic Planning and Priorities, and report with recommendations to Faculty Council.
- h. Review the implementation of new degree and non-degree programs as required by Senate or its appropriate Standing Committee(s). Report with recommendations to Faculty Council.
- i. Receive and review program revisions for degree and non-degree programs, and report with recommendations to Faculty Council.
- j. Ensure that all curriculum materials are properly documented for approval and for use by other University departments (Registrar's Office, Admissions, Counseling, etc.).
- k. Provide detailed minutes including a list of curriculum approved at each

meeting of the Standing Committee on Curriculum, for information, to the next scheduled meeting of the Faculty Council.

- I. Review periodically the committee's mandate, composition, processes, and approval criteria and make such recommendations to Faculty Council as may be appropriate.

13.2 Academic Planning and Priorities (under development)

The Standing Committee on Academic Planning and Priorities shall report directly to Faculty Council.

Voting members of the committee shall consist of:

- The Dean or designate
- Chair, Faculty Council
- One faculty representative from each department

The Standing Committee on Academic Planning and Priorities shall:

- a. Advise Faculty Council on the mission, educational goals, objectives, strategies and priorities of the Faculty.
- b. Advise Faculty 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.
- c. Advise Faculty Council on the priorities for implementation of new programs leading to certificates, diplomas and degrees.
- d. Advise Faculty Council on the establishment or discontinuance of departments of the Faculty.
- e. Advise Faculty 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.
- f. Advise Faculty Council on processes for the development, review, implementation and communication of educational plans that support the priorities of the Faculty.
- g. Advise the Faculty Council on whether the Faculty budget proposal supports the academic priorities of the Faculty
- h. Make recommendations to Faculty Council on program reviews and action plans.
- i. Make recommendations to Faculty 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.
- j. Advise Faculty Council on the establishment, revision or discontinuance of research centres, institutes, and research chairs and professorships, and other matters related to scholarship and research requiring Faculty Council approval.
- k. Establish such sub-committees as needed to fulfill the committee's responsibilities.

13.3 Budget: (under development)

The Standing Committee on Budget shall report directly to Faculty Council.

The voting members of the Standing Committee on Budget shall consist of :

- The Dean or designate
- Chair, Faculty Council
- Operations Manager for the Faculty of Design
- One representative from each department (may be a Faculty Council member)
- Systems Support Supervisor

The Standing Committee on Budget shall:

- a. Report to Faculty Council.
- b. Review submissions from each program regarding Capital Budget, Operational Budget, and Special requests.

- c. Review budget submissions to VP Academic.

13.4 Institutional Partnerships: (under development)

The Standing Committee Institutional Partnerships shall report directly to Faculty Council.

Voting members of the committee shall consist of:

- The Dean or designate
- Chair, Faculty Council
- One faculty representative from each department engaged in international experiences

The Standing Committee on Institutional Partnerships shall:

- a. Explore opportunities for student exchanges, international recruitment and national and international partnerships.
- b. Participate in the development of funding proposals related to national and international exchanges (e.g. Mobility grants).
- c. Work with the office of International Programs and Exchanges as required.
- d. Advise departments regarding articulation agreements and partnerships prior to submission to Senate for approval.

13.5 Design Marketing

The Standing Committee on Design Marketing shall report directly to Faculty Council.

The voting members of the committee shall consist of:

- Operations Manager for the Faculty of Design
- One staff or faculty representative from each department
- One staff representative from the Office of the Dean
- One faculty representative of the Faculty
- Chair, Faculty Council

The Standing Committee on Marketing shall:

- a. Review requirements and determine needs and participation in events at Kwantlen and within the Faculty of Design (e.g. Grad Shows, Portfolio Review Day, Open House, etc.).
- b. Develop and coordinate publicity and advertising requirements for each program as well as the Faculty of Design.
- c. Develop and coordinate marketing (public information) needs in consultation with Kwantlen's Marketing department.
- d. Develop and coordinate opportunities to enhance the student experience and campus life for the Faculty of Design.

13.6 Student Experience: (under development)

The Standing Committee Student Experience shall report directly to Faculty Council.

Voting members of the committee shall consist of:

- The Dean or designate
- Chair, Faculty Council
- The student representative from Faculty Council

- One student representative from each program

The Standing Committee on Student Experience shall:

- a. Develop opportunities for interaction between students in the Faculty of Design.
- b. Provide recommendations that will enhance student retention and success.
- c. Provide recommendations regarding the registration and admission experience.
- d. Develop and coordinate opportunities to enhance the student experience and campus life for the Faculty of Design.

SENATE

MEETING DATE: *January 31, 2011*

AGENDA #: *6.2*

PRESENTED BY: *Dana Cserepes*

Issue: **Senate Standing Committee on Academic Appeals**

For information: A revised Membership and Mandate document regarding the Senate Standing Committee on Academic Appeals is attached. Revisions are in *underlined italics*.

At Senate's October 25, 2010 meeting Senate made suggestions regarding the Membership and Mandate presented to them and referred the document back to the Senate Governance Committee. Subsequently, the Chair of the Senate Governance Committee reviewed the suggestions and incorporated many of them into the document. Since the revisions spoke to clarity of wording, it comes directly back to Senate.

For Approval **THAT Senate approve the Membership and Mandate of the Senate Standing Committee on Academic Appeals.**

Senate Standing Committee on Academic Appeals

Membership

Voting Members

- 1 faculty representative from each Faculty, who may be a dean or associate dean
- 1 faculty member who is not a member of a Faculty
- 1 professional support staff
- 1 student from each Faculty

Ex Officio Non-Voting Members*

Registrar
Chancellor

Chair

A senator who sits on the Committee, nominated by the Committee

- Term Limits - 2 years
- Members can serve more than one term. The terms will be staggered so that half of the members are new each year.
- A minimum of 2 senators must serve on this committee.

Mandate

The Committee is the second and final stage for all grade appeal and non-grade academic appeals. The Hearing Panel determines whether the process was fair and that no unfairness or bias occurred in the First Stage Grade or First Stage Non-Grade Academic Appeal process. See Policy and Procedures for Student Appeals of Academic Decisions.

Hearing Panel

The Hearing Panel will consist of 5 voting members selected from the membership of the committee.

The Hearing Panel may resemble the following:

- 1 student drawn at random by the Chair from the student membership of the Appeals committee
- 2 faculty drawn at random by the Chair from the faculty membership of the Appeals committee
- 2 unspecified drawn at random by the Chair from the remaining members of the Appeals committee

Quorum – All members of the Hearing Panel must be in attendance.

A chair for the Hearing Panel will be selected from among the five members. The chair of the individual Hearing Panels does not need to be a senator.

All reasonable attempts must be made to ensure that at least one of the individuals serving is a student. If this is not achievable the lack of a student cannot prevent the panel from hearing the appeal.

Student and faculty members are unable to serve on a Hearing Panel if they are from the department with which the appeal is concerned.

Report to Senate

The Committee will report to Senate regarding its regular business once a year. The report should include any patterns that arise. The committee may wish to make recommendations regarding policy changes that pertain to appeals *or changes to its terms of reference or composition.*

*President and Vice Chancellor (according to the University Act, Offices of the President 63 (c) *the president is not a member of this senate standing committee*)

Administrative Support: University Secretariat

SENATE

MEETING DATE: *January 31, 2011*

AGENDA #: *7.1*

PREPARED BY: *Mary Androsiuk*

Issue: Approval of Membership of the Senate Standing Committees.

For approval: The Senate Nominating Committee recommends that Senate approve the addition of the following as members of the committees listed below:

Frances Chiang	SSC Curriculum
Tru Freeman	SSC University Budget
Sarah Szendrai (Student)	SSC Library

MEETING DATE: *January 31, 2011*

AGENDA #: *9*

PREPARED BY: *Dana Cserepes*

Issue: **Senate Standing Committee on Curriculum**

**For
Information:** **The Senate Standing Committee on Curriculum met on January 5, 2011**

The committee approved the Full Program Proposal for the Bachelor of Applied Science in Sustainable Agriculture

The committee approved revisions to

Public Relations Diploma
Bachelor of Science Framework

SENATE

MEETING DATE: *January 31, 2011*

AGENDA #: *9.1*

PRESENTED BY: *Dana Cserepes*

Issue: Approval of a full program proposal for a Bachelor of Applied Science in Sustainable Agriculture.

For approval: THAT Senate approve the full program proposal for a Bachelor of Applied Science in Sustainable Agriculture.

Full Program Proposal

*Bachelor of Applied Science in
Sustainable Agriculture*

Faculty of Science & Horticulture

Kwantlen Polytechnic University

January 2011

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Part 1 - Executive Summary

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 Applied Science (B.A.Sc.) in Sustainable Agriculture.

c) Location

The B.A.Sc. in Sustainable Agriculture program will be offered on Kwantlen's Langley campus.

d) Faculty offering the proposed new degree program

The Faculty of Science and Horticulture will be offering the proposed B.A.Sc. in Sustainable Agriculture degree.

e) Anticipated program start date

The anticipated start date of the program is September 2011.

f) Anticipated completion time in years or semesters

Students engaged in full-time study will be able to complete the B.A.Sc. in Sustainable Agriculture program in 4 years or eight semesters.

g) A summary of the proposed program

The B.A.Sc. in Sustainable Agriculture program embraces and manifests the five core attributes of Kwantlen's Mission and Mandate: Access, Scholarship, Community, Mentorship and Stewardship. It is an applied multi-disciplinary degree with a unique focus – integrating the practice and business of small scale, human intensive, sustainable urban and peri-urban agriculture.

This degree is unique to Canada. It is distinguished from other agriculture degree programs by providing a broad scope which encompasses environmental, social and economic parameters related to sustainable food production. This program represents an ambitious endeavour to achieve the following goals:

- Address community needs identified by the provincial govt. and municipal councils in relation to local-regional, agri-food systems and food security.
- Address institutional priorities embedded in Kwantlen's polytechnic mission and mandate.
- To model innovative agricultural practices that will prepare knowledgeable, skilled graduates to engage in the business and practice of sustainable food production and post-production functions.
- To inspire a new generation of leaders in forging the advancement of a sustainable society.

The curriculum structure is designed to facilitate the achievement of the program's key learning outcomes by the inclusion of:

- Innovative methods of teaching and learning to more effectively engage students in integrated and applied learning experiences associated with a living laboratory.

- Agro-ecosystem management courses which follow a full-year cycle.
- Courses which span a range of disciplines to provide a holistic approach to the agri-food system business.
- Community-based research and workplace internship intended to extend and strengthen Kwantlen's ties with community businesses, organizations and local councils while promoting understanding of regional agriculture practice, knowledge gaps and employment opportunities.

Widespread support for this program has been received from post-secondary institutions, agricultural associations and municipal councils. It recognizes the increasing demand for graduates possessing a broad range of skills and capacities for analytical problem solving and leadership related to sustainability issues and agri-food systems in particular. Graduates can expect employment opportunities in fields such as government policy and regulation of food production and food security, non-government business operations, resource management, agricultural food production and management.

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

Kent Mullinix, Ph.D.
Director, Sustainable Agriculture and Food Security
Institute for Sustainable Horticulture
Faculty of Science and Horticulture
Kent.Mullinix@kwantlen.ca
604-612-1252 or 604-599-3470

Part 2 – Degree Content

Aims, goals, and or objectives of the proposed program

Sustainability is a global issue that figures prominently at all levels of government. The provincial government has introduced policies to address climate change and the Ministry of Agriculture's *Strategic Plan*, identifies food security and agricultural sustainability as key concerns which require urgent attention. On a local scale, Surrey City Council adopted a *Sustainability Charter* in 2008 that defined the City's goals for sustainable urban development. The Institute for Sustainable Horticulture is currently engaged with several lower mainland municipalities (Richmond, Surrey, Whistler, Langley, Port Coquitlam, and Maple Ridge) to conceptualize, plan and model various elements of local agri-food systems. These municipalities recognize the value (socially, economically, and environmentally) of advancing local-regional agri-food systems for community adaptability, resilience and sustainability.

Through this degree program, Kwantlen will provide our communities with an educational interface through which students can address fundamental social, economic, and environmental issues. It will serve as a powerful educational tool to motivate and equip graduates with the necessary knowledge, skills, attitudes and values that will empower them to contribute to the sustainable development of our society by achieving one or more of the following:

- Fulfill positions of leadership and management in both government and non-government sectors which inform, educate, and guide the community on issues relating to sustainability, agri-food systems and production agriculture.
- Research, develop and implement new initiatives in food production/food security that are sustainable, commercially viable and socially enriching.
- Engage in innovative practices of food production and provision that are sustainable.
- Establish and/or manage enterprises which focus on the sustainable production and supply of food to the community.
- Become involved in community work projects that develop and promote a sustainable society.

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

The B.A.Sc. in Sustainable Agriculture program will serve to exemplify and enhance Kwantlen's role as a polytechnic university. In doing so, it will address key institutional priorities and bring to life Kwantlen's Mission and Mandate by:

- Offering a comprehensive program of study designed to appeal, and be accessible, to a broad range of students and which also provides opportunities for workplace experience and potential for an international component.
- Supporting current programs of study through the utilization of existing courses in science and other disciplines while simultaneously enhancing enrolments.

- Offering a unique, innovative and coherent program of study which promotes excellence in learning by the synergy that is created from the development, integration, and application of concepts and skills across a range of disciplines.

This multi-disciplinary approach combined with experiential learning, provides opportunities for students to develop an understanding of social, economic, and environmental issues which are inextricably linked. Such a conceptual understanding is crucial to effectively inform and transform attitudes and practices relevant to sustainable food production and agro-ecosystem management techniques appropriate for the twenty-first century.

- Promoting the development and application of problem-solving and leadership skills to conceive of and pursue sustainable practices and initiatives through self-directed, applied research opportunities and the establishment of community based partnerships.

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.Sc. in Sustainable Agriculture has three major learning outcomes for graduates:

- The ability to grow fruit and vegetable crops within a sustainable ecological context.

A full spectrum of experiential field-based agricultural courses is offered in Year 3 which, by necessity, follows a complete crop cycle beginning in the spring and extending through summer into the fall. These applied courses function as a mechanism to bring the theoretical concepts and principles of sustainable agro-ecosystem design, function and management to practical realization.

The resulting offset in curriculum structure also provides a broad window of opportunity for students wishing to pursue an international exchange program. Students will be encouraged to explore such options because no other experience can substitute for the benefits gained from obtaining a global perspective on world agricultural systems that may be applied to local agri-food system issues.

- Develop the business, sales and marketing skills necessary to manage a sustainable agricultural farming business.

The development of these skills is facilitated by the inclusion of a broad base of foundational courses supplemented by a multidisciplinary business management course in Year 4.

- Develop practical, problem solving and research skills as well as an understanding of government economic and business policies needed to address issues of sustainable

agri-food systems as they relate to employment in government and non-government organizations.

The inclusion of a 3 month workplace internship and Research Project in the curriculum, are central and defining features of this program that will focus on community-based partnerships. It is expected that partners will be engaged in many aspects of the program and contribute to both theoretical and experiential teaching/ learning in order to foster the development of autonomous research skills and to prepare graduates for employment in the workforce. Such learning opportunities are anticipated to occur on farms, in agricultural businesses, with community NGOs and government agencies (at various levels). Examples of partners include; The Richmond Fruit Tree Sharing Project Society, Glen Valley Organics, Natures Path (national organic foods company based in Vancouver), Farm Folk/ City Folk, Earthwise Society, Annie's Orchard, Richmond Food Security Society, Langley Farmers Market, Steveston Farmers Market, Langley Environmental Partners Society, municipal governments/ staff (e.g. Richmond, Surrey, Langley, Township of Langley), British Columbia Ministry of Agriculture, Agriculture and Agrifood Canada, BC Poultry Fanciers Association, Loutet Park Farm and Certified Organic Associations of British Columbia.

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

Sustainable Urban Development, food security and local-regional/ urban food production are rapidly emerging elements of sustainability relating to increasingly prominent government strategic policies. This is generating a demand for people skilled in:

- Small scale, ecologically sound food production and management.
- Agrology.
- Policy analysis and community planning.

Students graduating with a B.A.Sc. in Sustainable Agriculture will comprise a new class of agricultural entrepreneurs and leaders. They will be sought after in fields as diverse as urban development and planning, resource management, politics, government and non-government agencies, business operations, food security and production agriculture. More specifically, graduates can expect employment with municipal staffs, community service utilities, environmental and urban planning consultants, alternate (Community Supported Agriculture, farmer's markets) and traditional food distribution companies and most importantly, as urban and peri-urban food producers through new urban food initiatives developed by municipalities.

According to the Degree Proposal Review Report (Office of Institutional Analysis and Planning, Kwantlen Polytechnic University, April 2010), "The job market in sustainable agriculture is likely to experience growth as people become more aware of the benefits of organic farming and its significance for their own health as well as the health of the environment. The provincial government's Agriculture Plan emphasizes the importance of bringing new entrants into the industry for the future success of the agriculture industry." The report also cites WorkBC, The Government of British Columbia's source for labour market information, saying it lists Farmers

and Farm Managers among occupations that will experience high demand in B.C. in the coming decade. Additionally cited is ECO Canada's 2007 study of labour shortages in Canada's environmental sector, where Agricultural Representatives, Consultants, and Specialists, and Urban and Land Use Planners were identified amongst the 11 (out of 529) environmental industry occupations as the ones that are and will be in short supply.

The report acknowledges that "Labour Market data usually lag behind activity in new occupations and industries like sustainable agriculture. However, there is enough evidence to suggest that the demand for sustainable development experts is growing across a wide range of industry sectors, one of which is agriculture. Labour market trends in related occupations and industries together with policy initiatives in B.C. and Canada as a whole, suggest a strong likelihood that there will be labour market demand for graduates of the proposed degree program."

Qualified graduates will be able to avail themselves of opportunities for further study in universities that provide postgraduate programs in such fields as Agriculture, Geography, Natural Resource Management, or Urban Design and Planning.

Delivery methods

The program structure accommodates for students wishing to engage in either part-time or full-time study and includes courses which cover a range of teaching/ learning modalities. Some core and elective courses are currently available at both Surrey and Richmond campuses and will serve to make the program more accessible to students over a broader geographic region. To further maximize accessibility, it is expected that some courses will also be available as evening and/or weekend classes, thus affording students the opportunity to flexibly schedule their required fieldwork.

Many lower level courses will be delivered in a standard classroom format or, in the case of existing 4-credit science courses, will follow a lecture/lab format which focuses on the development of practical and problem solving skills.

A range of innovative delivery methods are envisaged for the new courses which are to be developed for this degree and may include on-line, mixed-mode and field-based learning environments. Examples include:

- A 1-credit Agri-food Tour, which is an intensive 40-hour course comprised of lectures and field studies to survey a spectrum of local and regional agricultural farm systems.
- Three Agro-Ecosystem Management courses, which are field-based and apply conceptual theory to hands-on agricultural practice, knowledge and skill development.
- A Research Project and workplace Internship designed to foster community-based partnerships and to enhance prospective employment opportunities.

Program strengths

Kwantlen has already established the Institute for Sustainable Horticulture and the National Institute for Research in Sustainable Community Development (now called CIR:CLE). This proposed multi-disciplinary degree offers an innovative curriculum that addresses a critical social/environmental issue and serves to complement Kwantlen's agricultural research and community engagement initiatives.

The proposed degree program will share land, laboratory and human resources with existing programs of study (Associate of Science Degree, Environmental Protection Technology program) as well as other approved programs including the B. of Horticulture Science, the B.A. in Policy Analysis and the BSc. in Biology. This will improve efficiencies in resource use by minimizing duplication, while simultaneously reducing establishment and operating costs.

The B.A.Sc. in Sustainable Agriculture degree is a curricular manifestation of Kwantlen's polytechnic mandate. It represents a comprehensive integration of theoretical and applied studies that incorporates experiential classes in crop production environs, studies in basic and applied science, the social sciences and business as well as undergraduate research opportunities and workplace experience with community-based partners. Further, the program is structured in such a way as to facilitate international exchanges through the opening of two consecutive non-academic semesters. These features constitute key elements of Kwantlen's vision and combine to distinguish this agriculture degree from all others in Canada.

The program also provides opportunities for students to develop an intimate understanding of the interdependent relationship between humans, the environment and food. In doing so, it fulfills a recognized need for graduates who are in possession of the knowledge and expertise to secure a sustainable supply of food crops to satisfy the demands of our society in the 21st century. It thus prepares graduates to engage in a life-long learning endeavour to make a positive contribution to a sustainable society.

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

Developers of this degree have received a high level of support and encouragement from other post-secondary institutions, municipal councils/ staff persons and from farming affiliated associations. For example, it has been indicated that graduates will qualify for membership to the BC Institute of Agrologists. See Appendix C – Letters of Support.

This degree is intended to attract students at 1st year level and retain enrolments for the duration of the program. Students may transfer into the program at any time (see Kwantlen Policy B.15) provided that they are assessed as meeting all program admission requirements. Alternately, students may request a Prior Learning Assessment (see Kwantlen Policy B.14)

through the program coordinator. In addition, students must also satisfy Kwantlen's residency requirements to receive a B.A.Sc. in Sustainable Agriculture degree.

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

This degree is not only unique to BC but to all of Canada. The program complements Kwantlen's existing Horticulture Technology and Environmental Protection Technology programs, the Associate of Science degree and the approved B. of Horticulture Science and BSc. in Biology degrees. It will attract new students by offering an applied multi-disciplinary degree that fills an academic void in a growing field which has relevance to people's lives.

Curriculum Design

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

Bachelor of Applied Science in Sustainable Agriculture - Program Outline

	Year 1	Year 2	Year 3	Year 4
Fall	BIOL 1110 Biology I (4) ENVI 1106 Env Chem I (4) GEOG 1101 Intro Geog (3) MATH 1117 Env Math (3) AGRI 1150 Sust Ag ¹ (3) (17)	BIOL 2322 Ecology (4) PHYS 1500 Physics of Env. (4) GEOG 2250 Urban Geog (3) AGRI 2190 Plant Science ² (3) POST 2100 Environmentalism and Canadian Politics (3) (17)		AGRI 3135 Business of Agriculture (6) AGRI 4190 Agro-ecosyst. Management III (3) Elective (3) Elective (3) (15)
Spr	BIOL 1210 Biology II (4) ENVI 1206 Env Chem II (4) ENGL 1100 Writing (3) AGRI 1299 Agri-food Tour (1) POST 1100 Sustainability: Analysis and Ethics (3) (15)	MATH 1115 Statistics (3) AGRI 2220 Soil Science (4) AGRI 2240 Ecological Pest Management (3) AGRI 2250 Agriculture and Food Systems (3) AGRI 2230 Sust. Human Economy (3) (16)	AGRI 3260 Animal Agriculture (3) AGRI 3280 Pomology (3) AGRI 3270 Olericulture (3) AGRI 3225 Exp. Design and Analysis (3) AGRI 3290 Agro-ecosyst. Management ³ I (3) (15)	AGRI 4298 World Trends in Agriculture (3) AGRI 4299 Research Project II (3) AGRI 4295 Internship ⁴ (3) Elective (3) (12)
Su			AGRI 3390 Agro-ecosyst. Management II (6) AGRI 3398 Crop Physiology and Ecology (3) AGRI 3399 Research Project I (3) Elective ⁵ (3) (15)	(Total credits:122)

Note: New courses are in italics. Number of credits, per course and per semester, are in brackets.

b) In an appendix, list the courses along with their calendar description and prerequisites.

See Appendix A – Calendar Descriptions of Courses.

¹ Cross-listed with HORT 1110 Introduction to Sustainable Agriculture.

² AGRI 2190 & HORT 1102 and AGRI 2240 & HORT 1217 will have common elements of delivery to increase functional efficiency while meeting individual program objectives.

³ Agro-ecosystem Management and other agriculture specific courses necessarily follow the agricultural season and progression of agricultural practices.

⁴ To be completed before graduation – not necessarily in the last semester.

⁵ One of the elective courses must be an ENGL course or a course meeting writing-intensive guidelines.

Program Delivery

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

The program centres around a multi-disciplinary pedagogy that represents a harmonized interweaving of disciplines both within and between courses. It is comprised of a sequential set of integrated courses forming a truly innovative and cohesive program of study which culminates in a functionality that transcends the sum of its parts. Collectively, the curriculum effectively and uniquely integrates basic science, agricultural science, application of agricultural theory, scientific research and liberal/ social studies.

A broad multi-disciplinary educational foundation is essential for students to develop a conceptual understanding of the fundamental social, economic and environmental issues confronting today's society. A successful farmer in the 21st century needs to know not only about practical farming techniques and how to grow crops (the art and science) but also have an understanding of the principles of sustainability, ecology, economics, sales, marketing, business planning and management.

The B.A.Sc. in Sustainable Agriculture degree is an ambitious program which crosses traditional disciplinary boundaries to bring together the necessary suite of knowledge and skills to address this challenge.

The program adopts an experiential and thematic approach to learning where the first 2 years of study form a broad-based platform of knowledge and skills that span the disciplines of science, economics and humanities. The hands-on components are integrated into the program from the very start, both through science laboratories and practical field work in the Sustainable Agriculture and Agri-food Tour courses. Upper level courses then supplement and extend upon the core themes of scientific investigation, sustainability, crop production and agro-ecosystem management.

At the heart of the program in 3rd Year, is a living laboratory; a full-year cycle of field-based crop production and management. This is complemented by a unique and intensive 6-credit Business of Agriculture course which delivers a combination of applied business development and management concepts viewed through an integrated, inter-disciplinary lens.

The program culminates with an applied community-based research project and a capstone World Trends in Agriculture course designed to draw together and crystallize student conceptual understanding of the core themes developed over the 4 year program.

In summary, the program encompasses the development and synthesis of the conceptual, practical, problem solving and leadership skills that are necessary to effectively manage a sustainable farming business and also to engage in policy and planning initiatives related to food security and agri-food systems.

Admission Requirements

a) *Describe the admission requirements for this program.*

In addition to the University entrance requirements, students entering this program must possess the following (or their equivalent) as minimum requirements:

- English 12 with a B
- Principles of Mathematics 11 with a C
- Chemistry 11 with a C+

It is also highly recommended that students have achieved a passing grade in Biology 11 or 12 but this is not a requirement.

Qualifying courses are available at Kwantlen for those students who do not meet the entry requirements of the program.

Faculty

a) *List the faculty and their areas of specialization.*

Carol Barnett, Ph.D., P.Ag., specializes in horticulture science, nursery production, botany, soils and growing media.

Warren Bourgeois, Ph.D., specializes in philosophy, ethics, and sustainability issues.

Bill Burgess, Ph.D., specializes in urban planning, environmental footprint, globalization, and economic geography.

Arthur Fallick, Ph.D., specializes in urban planning, sustainable human settlements, and community focused agri-food systems.

Greg Harris, M.Sc., specializes in biology and ecology, and the use of historical, cultural and environmental resources as sites for education.

Heather Harrison, M.A., specializes in epistemology and ethics, and the teaching of critical thinking and moral reasoning.

Deborah Henderson, Ph.D., specializes in research on biocontrol and bioproducts, green energy, new cropping systems and their place in sustainable practices.

Gary Jones, M.Sc., P.Ag., specializes in organic agriculture production, alternative crops, and the potential for new edible crops for greenhouse growers in BC.

Don Mathewson, M.Sc., specializes in physics education specifically the design of curriculum and the design of engaging classroom activities.

James A. Matteoni, Ph.D., specializes in plant pathology, entomology, integrated pest management, pollination, and botany.

Bruce McTavish, M.B.A., P.Ag., specializes in agriculture business planning and financial management.

Kent Mullinix, Ph.D., A.Ag., specializes in Pomology, local-regional agri-food systems and environmentally sound agro-ecosystem design and management as integral and critical elements of sustainable human settlement.

Paul Richard, Ph.D., P.Ag., specializes in environmental protection and the environmental aspects of agriculture.

John Rose, Ph.D., specializes in the connections between socio-cultural, urban, and political geography.

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

See Appendix B – Faculty Curriculum Vitae

Program Resources

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

- *Library resources*

A Library Impact Assessment has been completed to determine budgetary and purchasing priorities that will be met in order to support new courses in development. A modest list of materials required by the program has been compiled and recent acquisitions by the School of Horticulture will provide a welcome addition to the resources. Necessary databases such as the Science Citation Index and Science Direct are already part of the existing library resources.

- *Computers and computer access*

Instruction will be based on classroom and field work, without the requirements of specialized software platforms. Current resources (site licenses for Office Suite, MathLab, SPSS, etc.; Moodle platform; computerized classrooms; internet access, including wireless, etc.) are sufficient for the needs of this program.

- *Classrooms, laboratories and equipment*

Laboratory facilities required include standard science laboratories (biology, chemistry, and physics) as well as a lab suitable for agriculture. Science and agriculture/horticulture labs are currently under development to accommodate the transfer of the Environmental Protection Technology program to the Langley campus as well as the expansion of the School of Horticulture; as planned, these new facilities will also be capable of accommodating the new B.A.Sc. in Sustainable Agriculture program. The current Horticulture and ISH facilities will be shared for the soil science course, as well as some aspects of plant science and crop physiology. The sharing of such facilities will maximize the efficient use of resources while simultaneously minimizing costs.

Land, equipment and facilities will be needed for the field-based courses. Efforts to identify and secure an appropriate land site are currently underway and while a number of options are feasible, the utilization of Kwantlen owned land on or with easy access to the Langley campus is the most preferable. Field equipment (small tractor, disc harrow, tiller, cultivator, seeder, miscellaneous hand tools) and a storage and maintenance shed for this equipment will also be required. Portable yard sheds may be needed at some of the partnering facilities (such as those described in Part 2 under Linkages). Some of this equipment may be shared with the School of Horticulture.

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

The laboratory facilities will not be dedicated solely to this program but will be shared with others (Environmental Protection Technology, Horticulture and the approved BSc. in Biology programs in particular). The laboratory facilities include a biology lab, a chemistry lab, a physics lab, and a horticulture lab (for soils and plants). Special research projects can be conducted in the facilities of the Institute for Sustainable Horticulture or in the Horticulture greenhouses or field-lab as appropriate.

- *Additional resources that will be required to offer this program*

Kwantlen currently possesses the expertise required to mount this degree program. Existing faculty and staff possess specific knowledge and experience in field/ orchard production of fruit and vegetable crops, general agriculture methodology, soil science,

plant science, agro-ecology, sustainable agriculture, and farm planning and management. An additional 3 faculty FTE will be required to deliver the new course program and 1.5 faculty FTE needed to provide for service courses.

- 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 initial intake of students for this program is proposed for September 2011. Roll-out of year one is relatively straightforward. One new course (AGRI 1299) will need to be developed for implementation in the second semester. This course is a one-week study tour of agri-food system case study sites. It will occur at the end of the spring semester (late April or May 2012), for which there will be ample time for course planning and development. New courses required for year two will be developed during 2011, ready for implementation in 2012.

Years three and four (year three commencing January 2014) include the majority of the field-based, experiential learning courses. This affords ample time (27 months from the fall 2011 startup) to develop the courses and secure facilities, equipment and personnel for successful upper-level course implementation.

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.*

The curriculum development team conducted meetings and focus groups with faculty representing various disciplines including Biology, Physics, Geography, Academic and Career Advancement, Philosophy/Humanities, Communications, Business, Science and Horticulture. Suggestions presented were duly noted and are reflected in the current iteration of the proposed curriculum.

On October 9, 2009, the curriculum development team conducted an external consultation to ascertain the perspective of agriculture sector/interests regarding the proposed degree.

Participating were:

Arzeena Hamir, Agrologist, farmer, Coordinator Richmond Food Security Society, Richmond.

Rochelle Eisen, Extension Agent, Certified Organic Associations of BC.

Rose Morrison, Fraser Valley Regional District Agriculture Advisory Committee; Chilliwack Agriculture Commission; Former Head – Agriculture Technology, U. of the Fraser Valley, Chilliwack.

Harold Steves, Owner/operator mixed crop/ cattle farm; Councilperson, City of Richmond; Chair, Metro Vancouver Agriculture Committee, Richmond.

Wendy Holm, Agrologist, resource economist, journalist, writer; VanCity Director, Vancouver.

Mark Sweeny, Agrologist/small fruit specialist, BC Ministry of Agriculture and Lands, Abbotsford.

John Switzer, Owner/operator, Glen Valley Organic Farms, Abbotsford.

Michael Marrapese, Communications and Technology Coordinator, FarmFolk/CityFolk Society, Vancouver.

Owen Croy, Parks Manager, City of Surrey, Surrey.

Andrea Lawseth, Agriculture Stewardship Coordinator, Langley Environmental Partners Society, Langley.

Richard Desmarteau, Fraser Valley Regional District Agriculture Advisory Committee; Consulting Horticulturist, Liard Horticultural Enterprises, Chilliwack.

Participants made the following recommendations, which have been considered by the curriculum development team.

- Should target non-traditional students' second career, younger adults, and women more than recent secondary school graduates.
- Definite focus on sustainability and alternate agriculture paradigms.
- Curriculum should emphasize integration of theoretical agriculture science studies with experiential land laboratory-based studies.
- Emphasis on agriculture business and financial management and planning and marketing.
- Emphasis on economical (ecological), environmental, and socio-cultural aspects of agri-food systems.
- Emphasis on urban and peri-urban (interface), intensive, human scale, high value agriculture.
- Emphasis on communications, strategic planning/thinking, holistic thinking/management.
- Include incubator farming, international and cooperative learning opportunities.
- Include appropriate, relevant, complement of introductory science coursework including biology, ecology, chemistry (applied biochemistry), practical physics (hydraulics, mechanical, energy) plant science, soils, biometrics/applied statistics.

- Make sure graduates have immediately utilizable/employable agriculture, policy and leadership skills and knowledge.

External advisors have since been given the proposed curriculum for review. All feedback has been positive.

Review of the proposed program has been sought from various disciplines in post-secondary institutions in British Columbia. Comments indicate that the degree proposed is well constructed, compelling and serves a distinct (underserved) need in British Columbia and that graduates would be eligible for graduate study in a number of disciplines.

Contact has been made with Don Rugg, P.Ag., Registrar, British Columbia Institute of Agrologists (BCIA). He has indicated that the curriculum will allow for qualification of graduates as Certified Professional Agrologists⁶.

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.*

See Appendix C – Letters of Support.

⁶ The basis for membership as a Professional Agrologist is a 4 year Bachelors degree that includes 15 courses in Agrology, and 11 courses at the 300 or 400 level, of which 8 must be related to Agrology.

Bachelor of Applied Science in Sustainable Agriculture - Appendices

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APPENDIX A

Calendar Descriptions of Courses

List of program courses by discipline. Courses in *italics* are new courses; those with an asterisk (*) are common courses under development for other programs.

BIOL 1110 CR-4 **Introductory Biology I**

Students will study the diversity of life on Earth, the classification of organisms, and the interactions of organisms with their environments. They will examine the structure and function of body systems in a variety of organisms.

BIOL 1210 CR-4 **Introductory Biology II**

Students will study concepts of inheritance and biological evolution. They will examine the major classes of biological chemicals, the structure and function of cells, and the processes of cellular respiration and photosynthesis. They will study the patterns and mechanisms of embryological development. **Prerequisites:** *BIOL 1110*

BIOL 2322 CR-4 **Ecology**

Students will learn the basic properties of ecosystem, community and population ecology, including energy transfer, mineral cycling, community structure and dynamics, competition, predation, evolution and population dynamics. They will also perform lab and field work. **Prerequisites:** *BIOL 1110, BIOL 1210*

ENGL 1100 CR-3 **Writing, Reading and Thinking: An Introduction**

Students will learn to apply principles of rhetoric and critical analysis in response to selected readings, which will include examples of scholarly writing and academic argument. They will develop their writing skills through exploratory writing, academic argument, and critical analyses of material from a variety of contexts. **Prerequisites:** *English 12 (B) or English 12 First Peoples (B) or ENGP 1099 or ABEE 0091 or ENGP 1091 or ABEE 0092 or ABEE 0097 or ENGP 1097 or Kwantlen English Placement Test or an LPI Essay score of 30 – Level 5 or ELST 0381 (B) and 0383 (B) or IELTS 6.5 with no band less than 6.0 or iBT 86 with no sub score less than 20 or TOEFL 570 with TWE 5.5*

ENVI 1106 CR-4 **Environmental Chemistry I**

Students will study chemistry with a focus on environmental issues and applications. They will study concentration units, volumetric and gravimetric analysis, gases and organic chemistry with applications relevant to environmental issues. **Prerequisites:** *CHEQ 1094 or Chemistry 11 [C+] or Chemistry 12 [P] and MATQ 1093 or ABEM 0011 or MATP 1011 or PSPM 1082 or Principles of Mathematics 11; Corequisite: MATH 1117*

ENVI 1206 CR-4 Environmental Chemistry II

Students will study chemistry with a focus on environmental issues and applications. They will study oxidation-reduction reactions, general equilibria (with applications to electrochemistry, solubility, and acids and bases), intermolecular forces (with applications to miscibility and boiling/freezing points), with focus on environmental applications. **Prerequisites:** ENVI 1106 or CHEM 1110, MATH 1117

GEOG 1101 CR-3 Introduction to Geography

Students will examine the nature and diversity of geography, which attempts to describe and to understand human growth, distribution, social-cultural and economic activities and interactions. They will also learn how the physical environment facilitates or constrains these activities and how human activities may, in turn, affect the natural environment, including the atmosphere, soil, and plant and other natural resources.

GEOG 2250 CR-3 Urban Geography

Students will discover how cities are complex networks of infrastructure and built form, whose character is central to human activities. They will examine how cities emerged, and how they vary in character globally, with special attention to current cities in Canada. Students will consider models of urban structure and function, along with concepts of land use, governance, and planning for local development. They will also explore socioeconomic and ecological aspects of urbanization, including its dimensions worldwide, issues of stratification and livability, and possible futures for urban regions. **Prerequisites:** GEOG 1101 or SOCI 1125

MATH 1117 CR-3 Environmental Mathematics

Students will study algebraic concepts and methods, making use of them in general and environmental problem solving. They will study basic geometry and trigonometry, as well as functions (polynomial, rational, exponential, and logarithmic). **Prerequisites:** MATQ 1092 or ABEM 0010 or MATH 1092 or ABEM 0072 or PSPM 1072 or MATP 1010 or Principles of Mathematics 12 with a P or Principles of Mathematics 11 with a C or Applications of Mathematics 12 with a C or Mathematics Placement Test

MATH 1115 CR-3 Statistics I

Students will summarize and display data and perform inferences about proportions, means and standard deviations for one and two populations. They will also perform regression analysis, and determine probabilities. **Prerequisites:** MATQ 1093 or MATH 1117 or ABEM 0011 or MATP 1011 or MATQ 1099 with a B- or Principles of Mathematics 12 with a C or Principles of Mathematics 11 with a B or Principles of Mathematics 11 with a C plus Mathematics Placement Test or Principles of Mathematics 12 with a P plus Mathematics Placement Test or Applications of Mathematics 12 with a C plus Mathematics Placement Test or Applications of Mathematics 11 with a C plus Mathematics Placement Test

PHYS 1500 CR-4 *Physics of the Environment**

Students will learn the basic principles of environmental physics. They will build, analyze, and critique physical models of environmental processes. They will apply environmental physics concepts to topical problems such as consumer energy use, carbon footprint, and global warming. They will perform labs that illustrate the physical principles underlying common environmental applications. **Prerequisites:** *Principles of Math 11 with a C+ or MATH 1117*

AGRI 1150 CR-3 *Sustainable Agriculture*

Students will study the basic principles of environmental, social, and economic sustainability in the context of agriculture, environmental stewardship and food security. They will study key concepts and elements of and agri-food systems highlighted by case studies, literature review, critical analysis and exercises.

AGRI 1299 CR-1 *Agri-food Systems Tour*

Students will tour, over one week, selected key agri-food system sites (farms, processing units, research stations, etc) in Southern British Columbia. They will examine and critique operations and their attributes through the lens of sustainable agriculture. They will prepare evaluative reports for each site and consolidate their learning in a field journal.

AGRI 2190 CR-3 *Plant Science*

Students will study basic crop plant anatomy, morphology, taxonomy, physiology, plant growth and development, reproduction, genetics and improvement. They will also study environmental (biotic and abiotic) and agro-ecosystem management interactions and investigate their ramifications on plant growth, development and productivity. **Prerequisites:** *BIOL 1210*

AGRI 2220 CR-4 *Soil Science*

Students will study the main characteristics of agricultural soils and their management with emphasis on understanding soil as a living system and precious natural resource. They will study soil formation and classification, soil physical and chemical properties, plant nutrition, soil organic matter management, soil water management, biology and ecology of soils, and soil conservation. They will perform practical laboratory exercises focused on soil profile assessment, carbon management, soil biology, composts and composting, physical property assessment, chemical property assessment, plant nutrition, soil water management, soil conservation and others to gain an understanding of soil health and management in agro-ecosystems as the foundation of sustainable agriculture. **Prerequisites:** *BIOL 1210, ENVI 1206*

AGRI 2240 CR-3 *Ecologically Based Pest Management*

Students will study common plant, insect, mite, bacterial, fungal, viral and vertebrate pests and associated injury and disease caused to crop plants. They will study cultural, chemical, physical, behavioural and biological controls with an emphasis on ecologically based methods which enhance agro-ecosystem integrity and sustainability. They will learn how to identify insect and weed species and develop appropriate management strategies and action plans.

Prerequisites: AGRI 1150, AGRI 2190, BIOL 2322. **Co-requisite:** AGRI 2220

AGRI 2230 CR-3 *Sustainable Human Economy*

Students will learn about economic principles within the context of environmental and social sustainability. They will study key principles and concepts of ecological economics in comparison to classical and neo-classical economics. **Prerequisites:** AGRI 1150, BIOL 2322, MATH 1117

AGRI 2250 CR-3 *Agriculture and Food Systems*

Students will study the history of agriculture. They will examine and compare different systems of food production such as traditional, industrial, organic, biodynamic, swidden, permaculture and garden agriculture in their historical, environmental, social and economic contexts.

AGRI 3260 CR-3 *Animal Agriculture*

Students will learn the principles and practice of animal production relevant to BC in the context of integrated, sustainable agriculture methodology. They will study concepts of animal health, feeding, management and integration into cropping systems for soil and field improvements and health and as an integral aspect of sustainable farming systems.

Prerequisites: AGRI 2190, AGRI 2220

AGRI 3280 CR-3 *Pomology*

Students will learn the principles and practice of fruit and nut crop production relevant to BC. They will study concepts of plant and tree growth and development, site preparation, orchard planning and establishment, nutrition, pollination, canopy management, crop specific pest management, crop maturation and harvest and post-harvest physiology and handling. They will focus on the production of fruit traditionally important to BC such as apple, peach, blueberry, cranberry and raspberry as well as new crops such as persimmon, kiwi, Saskatoon berry, filberts or walnuts. **Prerequisites:** AGRI 2190, AGRI 2220

AGRI 3270 CR-3 *Olericulture*

Students will learn the principles and practice of vegetable production relevant to BC. They will study key crop types, cultivars, establishment, growth and development, crop specific management systems, nutrition pest management, season extension and harvest and post-harvest handling. **Prerequisites:** AGRI 2190, AGRI 2220

AGRI 3290 CR-3 *Agro-Ecosystems Management I*

Students will study the scientifically based, holistic methodologies for designing, establishing and managing various agro-ecosystems and the cultivation of selected annual and perennial crops. They will learn the practical aspects of crop and stock systems planning and integration, soil and seedbed preparation and management, water management, animal husbandry and resource stewardship and conservation. Students will complete this course as the first in a series of three, where they will study field crop production from planning to harvest over the course of a growing season. **Prerequisites:** AGRI 1150, AGRI 2220, AGRI 2190

AGRI 3390 CR-6 *Agro-Ecosystems Management II*

Students will continue their study of the practical aspects of scientifically based, holistic methodologies for agro-ecosystem management and agricultural annual and perennial crop production. They will gain practical experience and learn about crop rotation, cultivation, and integration of small animal agriculture. Students will complete this course as the second in a series of three, where they will study field crop production from planning to harvest over the course of a growing season. **Prerequisites:** AGRI 1150, AGRI 2220, AGRI 2190

AGRI 3398 CR-3 *Crop Physiology and Ecology*

Students will learn how crop plants grow and develop in agro-ecosystems, focusing on whole plants and plant communities. They will study the biological processes that control yield with an emphasis on the intimate interactions between plants and their environment. Students will examine primary production including photosynthesis, respiration, nitrogen fixation, nutrient uptake and the utilization of assimilates for growth and yield attainment. Students will investigate how these processes are affected by abiotic and biotic components of the environment. **Prerequisites:** BIOL 2322, AGRI 2220, AGRI 2190

AGRI 3225 CR-3 *Experimental Design and Analysis*

Students will study appropriate and widely used experimental methods and designs for field and laboratory experimentation. They will study the commonly used statistical analysis techniques including analysis of variance and linear and non-linear correlation, learn how to use statistical analysis software as well as how to interpret results. Students will design a research project and prepare a formal research proposal. **Prerequisites:** MATH 1115

AGRI 3399 CR-3 *Research Project I*

Students will initiate an applied research project of their own design or participate in the conduct of an applied research project. They will establish experimental plots or units and then collect and analyze a preliminary set of data. Students will document their methodologies and the progression of their experiment in the form of a progress report. **Prerequisites:** ENGL 1100, AGRI 3225

AGRI 3135 CR-6 *Business of Agriculture*

Students will learn basic principles and practical applications of farm and agri-business planning, financial management, marketing and sales which will be presented in an integrated manner reflective of agriculture business. They will study a range of topics including business planning, record keeping, records analysis, enterprise analysis, partial budgeting, cash flow projection, market evaluation and marketing strategy, and sales with an emphasis on direct producer to consumer approaches such as community supported agriculture, food co-operatives, food security programs, marketing ethics, and others. Students will also acquire an overview of the structure and institutional aspects of the commodity marketing system including global markets, marketing boards, and cooperatives. They will develop skills in organisation, communication, leadership, and managerial abilities.

Prerequisites: MATH 1117, AGRI 2230

AGRI 4190 CR-3 *Agro-Ecosystems Management III*

Students will complete their study of the practical aspects of scientifically based, holistic methodologies for agricultural production. They will gain hands-on practical experience relating to crop maturation, harvesting and post-harvest handling cover crops, rotation and fallow systems, fertilizer and compost systems, season extension and winter cropping systems. Students will complete this course as the third in a series of three, where they will study field crop production from planning to harvest over the course of a growing season.

Prerequisites: AGRI 1150, AGRI 2220, AGRI 2190

AGRI 4299 CR-3 *Research Project II*

Students will complete their research project work, analyze final results, and present their findings and conclusions in a formal report, technical bulletin or manuscript as well as in an oral presentation. **Prerequisites:** AGRI 3399

AGRI 4298 CR-3 *World Trends in Agriculture*

Students will, in this senior seminar type course, investigate, critically examine and present information in a formal oral presentation about an issue germane to sustainable agriculture and society. They will examine their chosen subject historically and contemporarily to inform discussion regarding its future directions that might or might not advance sustainability of the human enterprise. Students will document their findings in two sequential written reports accompanying oral presentations. **Prerequisites:** ENGL 1100, AGRI 1150, AGRI 2250, AGRI 2230

AGRI 4295 CR-3 *Internship*

Students will work and learn in an industry or community based setting (commercial, governmental, or NGO) that supports their personal and professional goals. Students will work in consultation with faculty to identify suitable internships and establish learning experience objectives. Students will maintain a log of activities and submit a final report delineating the achievement of learning objectives as well as additional outcomes and experiences.

POST 1100 CR-3 *Sustainability: Analysis and Ethics* *

Students will study elements of traditional philosophy courses such as critical thinking, philosophy of science, and ethics to provide a detailed analysis of a variety of concepts of sustainability. They will examine sustainability policies and practices related to the environment, social equity and economics.

POST 2100 CR-3 *Environmentalism and Canadian Politics* *

Students will examine debates around environmentalism, ecologism, and sustainability in Canadian politics. They will survey the relationship between green ideas and Canadian political culture, the evolution of the environment as a policy field in Canada, the development and impacts of environmental social movements and interest organizations in Canadian politics, and the ramifications of globalization and other transnational and international factors for Canadian efforts to manage the environment. Students will engage specific debates, such as arguments surrounding climate change, and deepen their understanding of one of the great issue-areas of 21st-century Canadian politics.

APPENDIX B

Faculty Curriculum Vitae

Carol Barnett, Ph.D., P.Ag. is an instructor in the School of Horticulture at Kwantlen Polytechnic University, specializing in Nursery Production in the Apprenticeship, Technician, and Technology Programs. She holds a Ph.D. in Floriculture and Ornamental Horticulture from Cornell University. A member of the B.C. Institute of Agrologists, the B.C. Landscape and Nursery Association, and the International Plant Propagators' Society, she has been a nursery industry specialist for the province of B.C., and a researcher in projects focusing on fertilizer, media and plant growth assessment. She has written about plant propagation in both the academic and popular press.

Warren Bourgeois, Ph.D. received his doctorate from the University of California, Irvine. He has taught at the University of Salzburg, Austria, the University of California, San Diego, and the University of British Columbia. At Kwantlen he helped develop policies on academic freedom and on research ethics. He chaired the Research Ethics Board through its first five years. Since 1977 he has been a director of the BC Civil Liberties Association. He helped to found and has served on two local hospital ethics committees. Among his published writings is the book *Persons: What Philosophers Say About You* released in its second edition by Wilfrid Laurier University Press in 2003 and *Debating Health Care Ethics*, jointly with Doran Smolkin and Patrick Fidler. He has served on the steering committee which has produced a full program proposal for the B.A. in Policy Analysis. His current project is an article entitled "Sustainability: A Taxonomy of Concepts."

Bill Burgess, Ph.D. teaches human geography at Kwantlen Polytechnic University. He completed an M.A. in community and regional planning and a Ph.D. in economic geography at UBC. Dr. Burgess' two main areas of research are on population health and social inequality in urban areas of North America and patterns of inter-corporate ownership in Canada. He leads a class project each year to estimate the KPU ecological footprint.

Arthur Fallick, Ph.D. is currently Director- Sustainable Urban Systems, Institute for Sustainable Horticulture, Kwantlen Polytechnic University. He has assumed various administrative positions in academe, including AVP, Faculty and Academic Affairs at the Technical University of British Columbia, and Research Associate at the UBC Centre for Human Settlements where he prepared Canadian contributions to the UN Commission on Human Settlements. He has also worked in the private sector as an urban planning consultant and creative planning facilitator. At the Institute for Sustainable Horticulture, his current research advances environmentally sound, local scale, human intensive, community focused agri-food systems as integral elements of sustainable human settlement.

Greg Harris, M.Sc. is a Biology Instructor at Kwantlen Polytechnic University and is actively engaged in curriculum development involving undergraduate courses and new degree programs. He has a Diploma in Education and received his M.Sc. in Behavioural Ecology at

Sydney University (Aust.). He has taught extensively in the secondary education system (NSW, Aust.) and has taught undergraduate courses in Anatomy and Physiology at the College of Natural Therapies (Sydney Aust.). Greg has developed and taught numerous educational programs including inter-disciplinary Environmental Education for the National Parks and Wildlife Service where he also conducted research into the ecology of possums and gliders. He worked on a Project Team tasked with establishing the historic Laperouse Museum to showcase the unique historical, cultural and environmental resources of the Sydney region. He went on to manage the museum for its first year of opening where he served to establish its reputation as a prominent public educational facility.

Heather Harrison, M.A. has worked at helping to develop the Kwantlen Philosophy Department program over the last 10 years. Her teaching goal is to help students develop the tools to critically examine the important issues which they encounter in their lives. As a result, she particularly enjoys teaching subjects such as critical thinking, and moral reasoning. In the last six years Heather has been active in politics, running for political office, and developing policy around sustainability as Co-Chair of the Standing Committee on Environment. Active in her community, Heather has organized events raising the awareness of the effects of Climate Change. Her graduate and undergraduate work was undertaken at Simon Fraser University and her interests include epistemology and ethics.

Deborah Henderson, Ph.D. has been the Director of the Institute for Sustainable Horticulture since 2005 and LEEF Regional Innovation Chair since 2009 at Kwantlen Polytechnic University. She received her PhD in Entomology from UBC in 1982, and after an NSERC Postdoctoral Fellowship at the University of Toronto, established E.S. Cropconsult Ltd. to offer Integrated Pest Management and research services to both conventional and organic growers of vegetable and berry crops in the Fraser Valley. As the company grew to 30+ employees, she developed an active research program in biological and non-chemical management strategies for pests and diseases to advance agriculture towards sustainable and ecologically sound alternatives. In 2004 she received the Outstanding Achievement Award from the Professional Pest Management Association of BC and in 2009 Deborah was named Educator of the Year by the BC Landscape and Nursery Association. Her research at the Institute focuses on biocontrol and bioproducts, green energy and new cropping systems in partnership with agricultural industry groups both locally and internationally. Her goals are to further sustainability through innovative programs, research and commercialization activities.

Gary Jones, M.Sc., P.Ag. is Chair, Greenhouse and Nursery Horticulture at Kwantlen Polytechnic University, teaching greenhouse facilities and equipment, greenhouse vegetable production (conventional and organic courses), integrated pest management, and sustainable horticulture. He holds a B.Sc. (Honours) in Agricultural Science (Horticulture), from the University of Nottingham, UK, and an M.Sc. in Irrigation Water Management from the Cranfield Institute of Technology, Silsoe College, UK. He has worked in production of both ornamental and food plants, and has provided technical consultancy within a team of ADAS (Executive Agency of the Ministry of Agriculture, England) specialists. He is a P.Ag. (professional agrologist) and a member of the Institute of Horticulture, London, UK.

Don Mathewson, B.Ed., M.Sc. is a physics instructor and head of the Physics Department at Kwantlen Polytechnic University. He specializes in physics education, specifically the design of curriculum and the design of engaging classroom activities. He is very active in science outreach, making numerous presentations to K-12 students and teachers. He is also the organizer of the Kwantlen Science Challenge, an annual event for B.C. high school students. Prior to joining Kwantlen in 2000, he taught high school physics for ten years.

James Matteoni, Ph.D. has been an instructor in the School of Horticulture at Kwantlen Polytechnic University since 1993. He is a plant pathologist, specializing in ornamental horticulture, by training with a PhD. from Cornell University and MSc. in Plant Pathology from the University of Illinois. He teaches courses in Integrated Pest Management, botany and vegetable crop production. Matteoni is also involved in industry liaison/ consultation and has affiliation with numerous professional organizations.

Bruce McTavish, M.B.A., P.Ag. is a trained and commercially experienced horticulturist. His area of specialization is agriculture business planning and financial management. He has designed and now teaches undergraduate courses in agriculture business planning and management. Additionally he is engaged in agriculture business, economic and planning research and consultation with government and the private sector.

Kent Mullinix, Ph.D., A.Ag. is currently Director- Sustainable Agriculture and Food Security, Institute for Sustainable Horticulture, Kwantlen Polytechnic University. Prior, he was Joint Endowed Chair in Pomology/ Associate Professor, Washington State University and Director-Institute for Rural Innovation and Stewardship and Agriculture Programs/Professor at Wenatchee Valley College. He has developed and overseen several technical and undergraduate agriculture programs and developed and taught many agriculture classes including Plant Science, Soils, Pest Management, Plant Propagation, Pomology, Research Methods, Topics in Agriculture (a capstone writing across the curriculum course), Preparing for the Horticulture Profession and Sustainable Agriculture. He also supervises graduate students. Mullinix worked on a diversified family farm, owned and operated an orchard and established and managed a 45 acre, organic, teaching and demonstration orchard that was an integral and central teaching facility for an undergraduate agriculture program. He has a Ph.D. in Agricultural Education, University of Missouri; Ph.D. in Plant Science, University of British Columbia; M.Sc. in Horticulture and B.Sc. in Agriculture-University of Missouri. His research advances environmentally sound, local scale, human intensive, community focused agri-food systems and ecologically sound perennial crop production systems, both as integral and critical elements of sustainable human settlement.

Paul Richard, Ph.D., P.Ag. has been a Kwantlen instructor since 1993 and the chair of the Environmental Protection Technology Program since 2003. He has taught undergraduate and graduate classes as assistant professor at the University of British Columbia, where he received his Ph.D, and at the Nova Scotia Agricultural College. He is active in the environmental community and his research interests revolve around environmental aspects of agriculture. His current project involves the application of compost lixiviate to reduce pesticide use in field crops in Cuba. He is a professional agrologist.

John Rose, Ph.D. teaches human geography at Kwantlen Polytechnic University. His specialization is in the areas of social, urban and political geography, and his past and present research focuses on the politics of space in Metro Vancouver suburbs. He did an MA in Geography (UBC) investigating residential landscape change and the reception of ethnic-Chinese immigrants in the 1990s by established residents in Richmond, BC. His Ph.D in Geography (UBC) examined patterns of voter participation in provincial and federal elections in Richmond and Surrey BC between 1991-2001, with particular attention to the participation of Chinese- and South Asian- origin citizens. Dr. Rose is engaged in ongoing research on socio-spatial practices and urban governance in suburban municipalities.

APPENDIX C
Letters of Support

e-mail received August 6, 2010

Hello Kent,

Patti Toporowski passed your program description on to me. In terms of whether it would be an appropriate program for students wanting to enter SCARP, I can not comment. We admit students from a variety of undergraduate backgrounds and do not specify particular programs.

Your program as it is outlined looks like it is filling a niche in undergraduate studies not filled before in BC and would I imagine attract a number of students. Good luck in its development.

Regards,
Penny Gurstein

Penny Gurstein, PhD, MCIP
Director and Professor, School of Community & Regional Planning/ Centre for Human Settlements
University of British Columbia
433 - 6333 Memorial Road
Vancouver, BC V6T 1Z2
Ph: 604-822-6065; FAX: 604-822-3787
e-mail: gurstein@interchange.ubc.ca
SCARP: www.scarp.ubc.ca/ CHS: www.chs.ubc.ca

Hi Kent,

I've had a chance to review the information on your new Bachelor of Sustainable Agriculture program and I like it. I think it offers a well rounded program that allows for several career options.

Regarding eligibility of this program's graduates for admission to UBC (and specifically, the Plant Science Program), I see no limitations. As Kwantlen Polytechnic University is a recognized university by UBC, there are no specific course requirements for graduate admission.

Therefore, as long as the student has a certain GPA over a certain time period (specifics can be found at the Faculty of Graduate Studies admission page:

<http://www.grad.ubc.ca/prospective-students/application-admission/minimum-academic-requirements-canadian-or-us-credentials>, they can be admitted.

So, the bottom line is yes, your students would be eligible for admission to a graduate program at UBC.

Good luck with the new program and have a great day,

Andrew

Andrew Riseman
Associate Professor, Plant Breeding and Agroecology
Plant Science Graduate Program Advisor
Faculty of Land and Food Systems
University of British Columbia
6804 SW Marine Drive
Vancouver, BC V6t 1Z4

Kent Mullinix, PhD
Director, Sustainable Agriculture and Food Security
Institute for Sustainable Horticulture
Kwantlen Polytechnic University

August 6, 2010

Dear Kent

Thank you for sending me materials to review regarding the establishment of an undergraduate major in Sustainable Agriculture at Kwantlen Polytechnic University. The scope and progression of the program look very good to me, and the degree reflects a real felt need (in my opinion). Food security and local food production / markets have become topics of considerable discussion among students and faculty here at UNBC.

To clarify, students graduating from this degree at KPU would certainly find a receptive and welcome home at UNBC for graduate studies. Studies in our Natural Resources and Environmental Studies (NRES) program could be focused in any number of directions, including agroforestry, sustainable agriculture, and community development to name a few. In addition, we are currently looking at the prospect of establishing an institute at UNBC to focus specifically on issues of food security. In this case, students coming out of an undergraduate degree in sustainable agriculture would be prime candidates.

I wish you the best in this undertaking and hope that you are successful. Please keep me informed regarding developments in this proposed major.

Sincerely

Scott Green
Associate Professor
Ecosystems Science and Management
University of Northern British Columbia
3333 University Way, Prince George, BC V2N4Z9
e-mail received August 6, 2010



August 9, 2010

Dear Dr. Mullinix.

Thank for the opportunity to review Kwantlen Polytechnic University's proposed Bachelor degree in Sustainable Agriculture. There is growing and widespread interest in the field of sustainable agriculture across Canada, North America, and beyond. I believe that having such a program in British Columbia will serve many people and help promote sustainable agriculture as both an area of study and practice.

With specific regard to your question about the suitability of the degree for preparing students for graduate studies at UNBC, I will answer in a general sense from an institutional perspective and more directly from my perspective. Generally, to be eligible to apply for graduate studies at UNBC is an undergraduate degree from a recognised degree-granting institution. At UNBC there are at least two degrees that students might apply to: Interdisciplinary Studies; Natural Resources and Environmental Studies. While neither degree has a designated stream in the field of agriculture, it is possible to study agriculture within either of these degrees. Several faculty members at UNBC have expertise in agriculture, primarily soils.

From my perspective, which centres on building the capacity of local food systems in British Columbia, I can foresee supervising graduates of Kwantlen's sustainable agriculture degree. I have several current projects, for example, that graduate students could have been hired to do agricultural research. My work tends to focus on planning and policy rather than production.

Overall, I believe that the proposed Bachelor of Sustainable Agriculture degree proposed by Kwantlen is a positive contribution to BC's post-secondary education and would produce students suitable for graduate studies at UNBC.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Connell', is written over a light blue horizontal line.

David J. Connell, PhD
Associate Professor and Acting Chair
School of Environmental Planning
University of Northern British Columbia



Preston K. Andrews, Ph.D.
Associate Professor

Department of Horticulture and Landscape Architecture
P.O. Box 646414, Pullman, WA 99164-6414 USA
Phone: 509-335-3603; FAX: 509-335-8690
E-mail: andrewsp@wsu.edu

29 November 2010

Kent Mullinix, Ph.D.
Director, Sustainable Agriculture and Food Security
Institute for Sustainable Horticulture
Kwantlen Polytechnic University
12666-72nd Ave.
Surrey, BC V3W 2M8

Dear Dr. Mullinix:

I am writing in support of the proposed degree of Bachelor of Sustainable Agriculture at Kwantlen Polytechnic University. Having been involved in academic programs in sustainable agriculture for more than 10 years at Washington State University, I can vouch for the soundness of the proposed program. It has both the focus and the breadth to produce qualified graduates who will be highly competitive in today's challenging job market.

The curriculum includes all of the foundational components in order to provide students with a thorough knowledge of and practice in sustainable agriculture, including courses in environmental chemistry and physics, biology, ecology, plant and soil sciences, and mathematics and statistics. An added strength of the proposed curriculum is its strong focus on the human aspects of sustainable agriculture, including courses on urban geography, human economy, ethics and sustainability, and politics and governance. In addition, all of the practical aspects of sustainable agriculture are thoroughly covered by courses (i.e. fruits, vegetables, animals, pest control, agro-ecosystems management, and business) and through internships and research projects. One summer term is included so that students can observe and participate in the crucial seasonal aspects of agriculture.

I can say without reservation that the proposed curriculum leading to a Bachelor of Sustainable Agriculture has all of the critical elements, including curriculum and director, to become a highly recognized and successful program in sustainable agriculture. In addition, graduates from this program would be very competitive in their application for the Horticulture Graduate Program at Washington State University, and most likely at other land-grant universities in the U.S.

Sincerely,

A handwritten signature in black ink that reads "Preston K. Andrews".

Preston K. Andrews, Ph.D.



British Columbia Institute of Agrologists

December 2, 2010

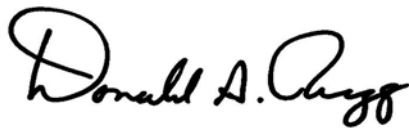
Kent Mullinix
Director, Sustainable Agriculture & Food Security
Institute of Sustainable Horticulture
Kwantlen Polytechnic University
12666 – 72nd Ave.
Surrey, BC V3W 2M8

Dear Kent,

I have reviewed the materials you supplied regarding the proposed Bachelor Degree in Sustainable Agriculture at Kwantlen Polytechnic University. In my opinion the course load proposed for the degree would meet our academic requirements of 15 courses in agrology with 11 courses at the 300 and 400 level, of which 8 must be in agrology. The final decision on all applications lies with the Credentials Committee and they have the ability to recommend changes in credentials requirements to Council. The last change in requirements was in 2005.

We wish you every success in launching this exciting new degree within the field of agrology.

Best regards,



Donald Rugg P.Ag, CAC
Executive Director/Registrar

SENATE

MEETING DATE: *January 31, 2011*

AGENDA #: *9.2*

PRESENTED BY: *Dana Cserepes*

Issue: Bachelor of Science Framework Revision

For approval: THAT Senate approve the revisions to the Bachelor of Science Framework.

General Framework for a Bachelor of Science (B.Sc.) at Kwantlen Polytechnic University

This version of the B.Sc. framework passed the Science Curriculum Committee, the Science and Horticulture Faculty Council, and SSCC on 1 June 2010, 14 June 2010, and 5 January 2011, respectively.

The B.Sc. degree program is designed to provide students with a solid foundation in basic science, as well as the opportunity to specialize in their area of interest at the upper levels. It includes a component of liberal education to ensure that students are able to access a variety of future educational and employment opportunities, to participate actively in collegial discussion and to contribute constructively to the body of scientific knowledge.

The program is also designed to provide students with the following:

- 1) An integrated educational experience that develops critical awareness of issues of cultural and global well being particularly as they relate to the scientific knowledge base.
- 2) An integrated educational experience that develops problem solving and analytic skills to be used in the workplace or in further study after graduation, and also to be used in making decisions as an informed citizen.
- 3) An integrated educational experience that enhances skills in written and spoken English, and enables effective communication and constructive contributions to the scientific knowledge base.

Framework

All students seeking to graduate with a Bachelor of Science (B.Sc.) degree from Kwantlen Polytechnic University must complete all of the following requirements:

- A minimum of 120 credits and a minimum of 40 courses total at the post-secondary level.¹ (Note that in this document the word “course” refers to a course of at least 3 credits.) At least 45 of these credits (15 courses) must be at the 3000 or 4000 level.
- A minimum **6** credits writing requirement, including at least 3 credits from ENGL 1100 or any other designated by Senate as meeting writing-intensive guidelines.
- A minimum **3** courses (**9** credits) in MATH², and a minimum of **4** credits in each of BIOL, CHEM, and PHYS.^{3,4}
- **3** credits of statistics⁵ (which could be included in the 3 MATH courses).
- A minimum **66** science⁶ credits (including at least **5** courses with a lab component⁴), with at least **30** credits of the 66 science credits at the 3000 and 4000 level. This must include at least 9 credits (minimum 3 courses) at the 4000 level.
- A minimum **18** credits breadth requirement⁷, including at least 1 course at the upper level.
- A minimum of a passing grade (D or better) in all courses counting towards the B.Sc., with a cumulative GPA of 2.0 or higher.
- To meet residency expectations, at least **50%** of all courses for the B.Sc.,⁸ and at least **66%** of upper level courses for the B.Sc., will be completed at Kwantlen Polytechnic University.

General Framework for a Bachelor of Science (B.Sc.) at Kwantlen Polytechnic University

APPENDIX

- ¹ Courses numbered 1099 or lower (such as CHEQ 1094 or MATQ 1093) **cannot be counted** towards a Bachelor of Science degree.
- ² At least 3 credits in MATH must be from MATH 1120, MATH 1130, or MATH 1140 (with a C+ or better).
- ³ ASTR 1100, ASTR 1105, ASTR 3110, ASTR 3111, ENVI 3112, ENVI 2405, MATH 1115, MATH 1116, MATH 1117, MATH 1190, and PHYS 1112 **cannot be counted** as science credits towards a Bachelor of Science, but may be used as elective credits. CHEM 1101 **cannot** be used either as science or elective credits. BIOL 1112, CHEM 1105, MATH 1112, and PHYS 1100 **cannot be counted** as science or elective credits unless included in the degree requirements.
- ⁴ As Mathematics is not a laboratory-based science, students pursuing a major in Math are only required to take **3** courses with a lab component from at least **2** disciplines of biology, chemistry, and physics.
- ⁵ Specific mathematics requirements are generally prescribed in the course content for any Bachelor of Science degree. Calculus 1 may be one of MATH 1120, MATH 1130, or MATH 1140 (with a C+ or better) and Calculus 2 may be one of MATH 1220, MATH 1230, or MATH 1240 (with a B- or better). Courses with considerable content overlap may only be counted once: (MATH 1120 or 1130 or 1140), (MATH 1220 or 1230), (MATH 2335 or 2341), for example. The statistics courses must be coded "MATH" (i.e. MATH 2315 or 2335), unless they are offered at the 3000 or 4000 level, in which case a minimum of **6** MATH credits would be required. Students entering the degree who have already successfully completed an equivalent level of statistics to the one(s) prescribed in the degree may apply for course substitution.
- ⁶ Specific biology, chemistry, mathematics and physics requirements are generally prescribed for any Bachelor of Science degree in these areas. Courses outside these fields may also qualify as science courses provided they are deemed to contain or demand sufficient quantitative reasoning (*numerical, geometric, statistical, probabilistic*), formal reasoning (*mathematical or logically deductive*) or scientific reasoning (*involving the scientific method in general, and/or the methodology or content of a specific scientific discipline*) as a base principle in their primary subject matter. These are usually prescribed in the specific degree requirements. Courses with considerable content overlap may only be counted once: For example, BIOL 1112 or BIOL 1210, ENVI 1106 or CHEM 1110, ENVI 1206 or CHEM 1154 or CHEM 1210, CHEM 3310 or CHEM 2311, PHYS 1101 or PHYS 1120, PHYS 1102 or PHYS 1220.
- ⁷ At least **12** breadth credits **must come** from fields or courses not regarded as science courses as per the above defining criteria (see note #6) for science or mathematics. LCOM 4100 may be used as a breadth requirement. Up to **6** credits of breadth **may come** from fields of science not prescribed in the specific requirements for that Bachelor of Science degree - these may include ASTR 1100, ASTR 1105, ASTR 3110, and ASTR 3111 from Note 3 above. PHYS 1112 may also count towards the breadth requirement, but cannot count towards the physics requirement for the degree.
- ⁸ On an individual basis, students may apply to the appropriate program chair for an exemption to these expectations; however, Kwantlen policy B.14, Credit for Prior Learning, requires that no more than 75% of credits for graduation can be obtained through transfer credit and/or prior learning assessment.

SENATE

MEETING DATE: *January 31, 2011*

AGENDA #: *9.3*

PRESENTED BY: *Dana Cserepes*

Issue: Program Revision: Public Relations Diploma Program

For approval: THAT Senate approve the revisions to the Public Relations Diploma program.

MEMORANDUM

DATE: January 31, 2011
TO: Senate
FROM: David Wiens, Associate Dean School of Business
RE: Program Change Public Relations Diploma Program

We are seeking approval to eliminate the existing course entitled JRNL1141 now contained within the program requirements for the PR Diploma Program and replace it with a new course entitled PRLN 1141. The requested implementation date is September, 2011

Highlight of the Revision

The revision replaces an existing course that will no longer be offered with a new course that retains the same focus as the original course but has more updated content.

Rationale and Support

The JRNL 1141 course is being discontinued by the Journalism department as of September 2011 and will no longer be offered at Kwantlen. This decision created an opportunity for the Public Relations Diploma Program to design a new course as a replacement - **PRLN 1141 Visual Design**. The new PRLN 1141 course updates the content of visual design from the original Journalism course, increases the complexity of the design tasks and makes the content more relevant to the new technology and processes in digital design and page layout for print and web.

This change was approved by the School of Business Curriculum Committee on December 3, 2010, School of Business Faculty Council on December 17, 2010 and at S2C2 on January 5, 2011.

Before Revision	After Revision
<p>YEAR ONE</p> <ul style="list-style-type: none"> • <u>ENGL 1100</u> Writing, Reading and Thinking: An Introduction • <u>PRLN 1120</u> Public Relations Writing • <u>PRLN 1230</u> Public Relations Research • <u>PRLN 1140</u> Computer Skills I • <u>PRLN 1150</u> Public Relations Practice • <u>JRNL 1141</u> Visual Design with Computers • <u>PRLN 1210</u> Media Relations • <u>PRLN 1220</u> Writing for Newspapers and Features • <u>PRLN 1236</u> Visual Presentations • <u>PRLN 1240</u> Computer Skills II • <u>MRKT 1199</u> Introduction to Marketing 	<p>YEAR ONE</p> <ul style="list-style-type: none"> • <u>ENGL 1100</u> Writing, Reading and Thinking: An Introduction • <u>PRLN 1120</u> Public Relations Writing • <u>PRLN 1230</u> Public Relations Research • <u>PRLN 1140</u> Computer Skills I • <u>PRLN 1150</u> Public Relations Practice • <u>PRLN 1141</u> Visual Design • <u>PRLN 1210</u> Media Relations • <u>PRLN 1220</u> Writing for Newspapers and Features • <u>PRLN 1236</u> Visual Presentations • <u>PRLN 1240</u> Computer Skills II • <u>MRKT 1199</u> Introduction to Marketing

Thank you for your attention to this request.

SENATE

MEETING DATE: *January 31, 2011*

AGENDA #: *12*

PREPARED BY: *Ken Hughes*

Issue: **Report from the Senate Standing Committee on Program Review**

For Information: The Senate Standing Committee on Program Review did not meet in December as a result of there being insufficient agenda items. The next meeting is scheduled for January 26.

There was, however, email approval for the awarding of funds to three programs who had reapplied for support to help carry out their Program Review Action Plans:

1. Access Programs for People with Disabilities (APPD)
2. Applied Psychology (PSYCH)
3. English Language Studies (ELST)

Summaries of recent program review activities (supplied by Facilitators Cathy Bray and Colleen McGoff Dean) will resume ready for the February Senate meeting.

SENATE

MEETING DATE: *January 31, 2011*

AGENDA #: *16*

PRESENTED BY: *Robert Hensley*

Issue: Approval of graduates to January 31, 2011.

For approval: That Senate approve the graduates to January 31, 2011.

Graduates for Senate Approval

SENATE MEETING: Monday, 31-Jan-2011

Graduates from the Faculty of Academic & Career Advancement

Diploma

Diploma in English Language Proficiency

Yunyu Lin
Tiange Liu
Zhen Ya Liu

Monika Verma
Fan Zhang
Jianping Zhuang

Citation

Citation in Career Choices and Life Success

Marie Catherine Turkstra

Developmental Credential

Adult Graduation Diploma

Heather Anne Little
Elizabeth Ann Mitchell

Julia Christine Smithers

Graduates from the Faculty of Business

Post Baccalaureate Diploma

Post Baccalaureate Diploma in Human Resources Management

Gurmit Gill
Colleen Miranda Louie
Angela Teresa McRae

Baccalaureate Degree

Bachelor of Business Administration in Accounting

Steven Donald Bobroske
Ekaterina Bregman
Shuk Ling Rainbow Chau
Gurpreet Ricky Dhaliwal
Lingyun Gao
Anthony Lap Yan Ho
Sean Michael McInnes
Scott Jeffrey Miller
Amandeep Singh Nagra

Pauline Renu Nagra
Gagandeep Singh Pabla
Nathan Thomas Pink
Kuljit Singh Sidhu
Derek Michael Takahashi
Suzanne Elena ten Haaf
Sarah Anne Williams
Feifei Xue
Mui Heung Yau

Bachelor of Business Administration in Accounting, Cooperative Education Option

Rochelle Nicolette D'Souza
Nicholas George Pinter
Sukhdeep Kaur Sidhu

Bachelor of Business Administration in Entrepreneurial Leadership

Ehsan Akhoundzad
Christina Constance Cummings
Anton Halim
Michael Kunardi
Jeffrey Carson Lee

Katherine Leah Murphy
Chad David Neufeld
Rodney Jonathan Paras
Johan Santoso
Ziyao Tang

Bachelor of Business Administration in Human Resources Management

Wei-Rong Chen
Lindsey Catherine Corrie
Jelena Crnogorac
Beverly Balbir Dhaliwal
Navjot Kaur Dosangh
Nataliya Vitaliyivna Korobchuk

Shannen Leigh McDonald
Kaling Ngan
Geoffrey Potter
Lily Trinh
Sue Han Trinh

Bachelor of Business Administration in Human Resources Management, Cooperative Education Option

Emma Victoria McLoughlin

Bachelor of Technology in Information Technology

Navdeep Singh Aulakh
Karim El-Chami
Ramin Kholoussi

Diploma

Diploma in Accounting

Ali Abdul Rafi Al Koubaisi
Amit Aujla
Hector Abelardo Capitulo
Kiranbir Singh Dhaliwal
Lixiao Du
With Distinction
Neeta Flora
Sukhjot Gill
Balraj Singh Gurtata
Rajinder Singh Kalkat
Kevin David Kirkby
Gurvinder Gary Mangat
Shakira Maqbool
Desire Migezo
Mitesh Parekh
Manpreet Singh Rai
Amandeep Kaur Sangha

Minki Sharma
Prabhjot Kaur Singh
Stephanie Lee Ann Smith
With Distinction
Ashutosh Tripathi
Riteshni Devi Verma
Khuong Tran Vu
Wing Hang Wong
Eva Cheng-Yi Yang
Liu Yang
With Distinction
Anita Yunmeng Ying
Ying Zhang
Lei Zhou
Xin Zou
With Distinction

Diploma in Business Administration

Rajveer Atwal
Qiong Gan
Tara Whitney Kornelsen
Shi Jia Kou
Helen Hiu Yan Lee
Eric Sancho Garcia Moreno

Chi Kwong Ng
With Distinction
Mario Chi Wai Pang
Yun Xin Tan
Zhi Min Tan
Yu Chiao Wang

Diploma in Business Management

Liliana Maria Ayala Gomez
Krist Singh Badesha
Jasvinder Basi
Kwok Chu Cheng
Corbin Brock Chivers

Jessica Deanna Corkery
Tapinder Kaur Dhaliwal
Harjot Kaur Gill
Manjot Kaur Gill
Shruti Bala Goswami

Connor Elizabeth Theresa Greenwell
David Grossman
Meirna Alla Hannah-Shmouni
Colin Edward Hunt
Rafae Abdul Khan
Mohit Kumar
Fong Chuen Lee
Nick Peterson De Jesus Masayda

Josh Jasjit Mattu
Sandra Angele McLean
Michael David O'Morrow
Ramneet Randhawa
Dylan Jordan Roberts
Harmandeep Singh Sandhu
Neelraj Kaur Sundher
Austin Joshua Takahashi

Diploma in General Business Studies

Dilpreet Kaur Anand
Linnea Carmen Anderson
Tajinder Singh Dhanoya
Justin Quan
Lisa Marie Robinson

Diploma in Marketing Management

Dennis Ming Chan
Russell Chan
Lena Gillian Dawson
Harpreet Kaur Gill
Chad Alexander Kobzey

Cody Frederick Langston
Jennifer Elizabeth Joan Peacock
Mitchell Peter Seminow
Calvin Yiu

Certificate

Certificate in Accounting

Ru Wang
With Distinction

Certificate in Business Management

Steven Hanju Lee
Lenana Marealle
Jennifer Panesar
Harmandeep Singh Sandhu

Certificate in Computer Information Systems

Andrew James Matos

Certificate in General Business Studies

Tracy Evans

Certificate in Legal Administrative Studies

Nikki Lynn Colson
Nafisa Hussainyar

Certificate in Marketing

Raquel Inez Santos

Graduates from the Faculty of Community and Health Studies

Baccalaureate Degree

Bachelor of Psychiatric Nursing

Jessica Emmeline Anonuevo

Jasmine Marie Bal

Gurnish Banipal

Sukhleen Kaur Bhatia

With Distinction

Bailey Camille Borden

With Distinction

Marianne Antoniette Carrion

Erin Melissa Chapin

With Distinction

Holly Lisa Ferguson

With Distinction

Stacy Christine Mayo Hanson

With Distinction

Kristin Ann Jagt

With Distinction

Christine Elaine Nicol

With Distinction

Jasbir Kaur Nijjar

Abigail Salgado Ologani

Jessica Rajni Prakash

Marielle Cabading Santos

Joshua Alarcon Seminiano

Kimberley Ann Solidarios

Mary Rose Sanchez Umlas

With Distinction

Lee M.K. Van Paassen

With Distinction

Jacqueline Leigh Wilcox

Bachelor of Science in Nursing

Frances Mary Smith

Diploma

Diploma in Community Support Worker

Sylvia Ciechonski

Certificate

Certificate in Graduate Nurse with English as an Additional Language

Eleen Abamonga Sumampong

Certificate in Home Support/Resident Care Attendant

Amanda Louise Morris

Citation

Citation in Graduate Nurse Re-Entry

Sonja Cavallo

With Distinction

Graduates from the Faculty of Design

Baccalaureate Degree

Bachelor of Design, Fashion and Technology

Caitlin Marie Snow

Graduates from the Faculty of Humanities

Associate Degree

Associate of Arts Degree in English

Melissa Kathrine Roberts

Diploma

Diploma in Fine Arts

Jennifer Ann Chew
Debbie Louise Langtry
With Distinction
Xiao Bei Wang

Certificate

Certificate in Fine Arts

Jessie Smith

Graduates from the Faculty of Science and Horticulture

Associate Degree

Associate of Science Degree in General Science

Manjinder Singh Nanrey

Diploma

Diploma in Horticulture Technology - Landscape Design and Installation

Shannon Brooks Fleming
Len Joseph Showalter

Diploma in Horticulture Technology - Turf Management

Ryan Gary Watson

Diploma of Technology in Environmental Protection, Cooperative Education Option

Tsao Wei Chao

Graduates from the Faculty of Social Sciences

Baccalaureate Degree

Bachelor of Applied Journalism - Concentration in Public Relations

Anastasia Lynn Kirk
With Distinction

Bachelor of Arts - Double Minor in English and History

Cheryl Marion Page

Bachelor of Arts - Double Minor in Geography and Sociology

Michael Keith Lang
Mandeep Sohal

Bachelor of Arts - Double Minor in History and Psychology

Saranjeet Kaur Dale

Bachelor of Arts - General Studies

Amanda Jane Boyd
Tin-Zoo Chen
Tzu-Yu Chen

Katrina Nicole Tucker
With Distinction

Bachelor of Arts - General Studies, Minor in Mathematics

Fengkun Ding

Bachelor of Arts - Major in Criminology

Carolyn Lee Bauer
Ashley Eileen Erin Bewsky
Melissa Ann Closter
Tara Nicole Donnelly
Milad Gerayelou
Thomas Edward Hall

Ashley Darroch Mitton
Daryl Yap Orimaco
Catterina Isabel Rios
Amrinder Singh Takhar
Mathew Tran Vu
Kirsten Mary Elaine Williams

Bachelor of Arts - Major in History

Jocelyn Kai Ying Ang
Lindsay Brooke Renner

Bachelor of Arts - Major in Psychology

Christine Marie Ames
Stacy Marie Armstrong
Serena Nicole Bolen
Catherine Marie Bucher
Jerrica Anne Burr
 With Distinction
Kwan Ling Sally Chan
Amber Brittany Helgason
Lynsey Sara Henry
Sabena Naila Jellali

Lisa Maureen Kaczmar
 With Distinction
Asheel Anand Rattan
Andrea Joan Rodgers
Stephanie Nicole Schroeder
Megan Kathleen Sedawie
Evan William Shiu
Ryan Gordon Tanner
Chun Ming Wong

Bachelor of Arts - Major in Psychology, Minor in Criminology

Megan Elizabeth Gauthier
Kirstin Michelle Johnson

Bachelor of Journalism - Concentration in Public Relations

Virginia Anne Davis

Associate Degree**Associate of Arts Degree in Criminology**

Olivera Bikicki
Tarinjit Singh Dosanjh
Jasdeep Singh Gill
Vibhuti Patel
Justin Harjeet Rai
Amy Charlene Riehl
Gary Tak Wah Yong

Associate of Arts Degree in General Studies

Erika Lynne Fediuk
Leah Jane Foreman
Marie Susanne Katherine Hiebert
 With Distinction
Angela Teresa McRae
Ho Wah Ng
Sarah Elizabeth Skidmore

Associate of Arts Degree in Geography

Jesse Kin-On Leung

Associate of Arts Degree in History

Sean Evans

Christine Elaine Nicol

Associate of Arts Degree in Political Science

Sonal Chopra

Jordan Joseph McLaughlin

Dawran Mukamil Safi

Associate of Arts Degree in Psychology

Erik Soren Anderson

Inga Chow

Neely Susanne Hazell

Kirandip Jawanda

Deja Cristabelle Martin

Diploma

Diploma in Arts

Karamjit Singh Ghag

Diploma in Criminology

Christopher Todd McRae

Certificate

Certificate in Criminology

Tiffany Anne Coates

Lyndsey Nicole Pearce

Michael John Snyder

Graduates from the Faculty of Trades and Technology

Certificate

Certificate in Appliance Servicing

Kevin Douglas Norman Araujo

With Distinction

Michael Barber

With Distinction

Farouk Sadrudin Bawa

With Distinction

Rene Keith Beaudry

With Distinction

Daniel James Bracey

With Distinction

Grant Edward Harrison

With Distinction

Clifford Allen Hedberg

Kelly Joseph Hendricks

With Distinction

Hariharan Jagadeesan

With Distinction

Clarence Joseph Lorette

With Distinction

Gordon Sylvester Malik

Hassan Manouchehri

With Distinction

Calum Agostino Maschi

With Distinction

Florian Mitoi

With Distinction

Zafarjon Siddikov

Certificate in Computer Aided Design and Drafting - Architectural

Sameer Bilkhu
With Distinction
Narinder Biln
Gurvinder Singh Dhanwant
Cristian Hernan Duenas
With Distinction
David Matthew Gray
With Distinction
Amanjit Singh Grewal
Christopher Ha
Jeffrey C P Ho

Aaren Khosla
Michelle Catherine Mack
With Distinction
Eric William Sewell
With Distinction
Kyle David Vanderveen
With Distinction
Oliver Wackenreuther
With Distinction
Shenese Breneigh Walker
With Distinction

Certificate in Welding - Level C

Christopher Jeffrey Bedea
With Distinction
Satpal Singh Cheema
With Distinction
Ian Lucas Hapke
With Distinction
Damyn William Jensen
With Distinction
Tintin Alvin Lawrence
Joe Christian Montinola
Benjamin Robert Osborne
With Distinction

Jackson Kirk Poje
Craig Gary Ratzlaff
With Distinction
Gordon Suter
With Distinction
Johannes Van Zuylekom
With Distinction
Gregory Yuzik
With Distinction

Citation

Citation in Welding - Level A

Keifer Jordan Cairns
Trevor Cody George
Dean Larry Hildebrand
With Distinction
Andrew Arthur Jordan-Knox
With Distinction

Fraser James McLennan
Joshua Matthew Stone
Lukas Heydrich Walde
With Distinction
Gregory James Whiteford
With Distinction

Citation in Welding - Level B

Tyler Keith Anstey
With Distinction
Colten Karl Bettger
Andrew Jamie Gaspar
William Douglas Gould
Leonard Julius Miskinis
Taylor Mitchell Nairn
With Distinction
Tyler John Puskas
Murat Tulpar
Justin Gregory Zutter

SENATE

MEETING DATE: *January 31, 2011*

AGENDA #: *17*

PREPARED BY: *Robert Hensley*

For Information: **Presentation of the Trades and Technology Dean's Honour Roll recipients for September 2009 to August 2010**

As per Policy L.3 Dean's Honour Roll

Principles

1. A student in a semester-based or term-based program who meets all of the following conditions will be placed on the Dean's Honour Roll: a. The student has completed fifteen (15) or more semester credit hours at Kwantlen Polytechnic University.

b. The student has a CGPA of 3.75 or greater.

c. The student has a TGPA of 3.5 or greater for the semester being evaluated.

Assessment for determining placement on the Dean's Honour Roll will occur at the end of each semester or term, as appropriate.

2. A student in a program for which only grades of MAS and NCG are assigned (e.g. trades, vocational, health sciences, adult basic education) will be placed on the Dean's Honour Roll at the completion of her/his program upon the recommendation of the program coordinator/instructor in recognition of outstanding achievement or performance.

Procedure

1. Names will be recommended to the dean for approval.

2. The official transcript of a student placed on the Dean's Honour Roll will include the phrase DEAN'S HONOUR ROLL immediately following the entry for each enrolment period in which this distinction was earned.

3. Each student placed on the Dean's Honour Roll will receive a letter of commendation from the dean.

4. In addition, **a list of the names of those honoured may be presented to the University Senate** and published on the University web site.

Dean's Honour Roll

Dean's Honour Roll for 200926 (September 1, 2009 – August 31, 2010)

Faculty of Trades and Technology

Certificate in Advanced Farrier Training

Amanda Patricia Mayer
Gregory Scott Wilson

Certificate in Appliance Servicing

Norman Araujo
Kevin Douglas
Michael Barber
Farouk Sadrudin Bawa
Rene Keith Beaudry
Daniel James Bracey
Bruce Wade Crick
Mithan Gandhal
Grant Edward Harrison
Kelly Joseph Hendricks
Hariharan Jagadeesan
David Allen Jaklin
Douglas A. Kurek

Emil Lo
Clarence Joseph Lorette
Zach Lyle
Hassan Manouchehri
Calum Agostino Maschi
Jeff Jacob Mathew
Jeffrey Miller
Gregory Steven Mitchell
Florian Mitoi
Varinder Singh Sehra
Gordon Stewart
Tao Yuan
Auyez Zhilkibayev

Certificate in Automotive Service Technician

Kyle Evan Bagry
Samantha Elizabeth Bookey
Navdeep Singh Chahal
Kultar Dhaliwal
Brandon Leslie Ellery
Gage Matthew Harradine
David Nagy Katona
Durand Robert Magnussen
Cole Alfredo Manansala
Sean T McCarney
Shiva Shanil Nair

Lorne William Paananen
Kavi Dilip Pachchigar
Steven Michael Parpatt
Zachariah John Peterson
Gregory Thomas Pidduck
Andrew Kyle Potomak
Priscilla Louise Shook
Jaspinder Singh Sidhu
Angelo Matoza Trinidad
Kyle Walter Wegner

Certificate in Welding - Level C

James McGregor Archibald
Christopher Jeffrey Bedea
Darren A Bridge
Neil Randell Cahoon
Leanna Marie Chatten
Satpal Singh Cheema
William Joesph Clegg
John Collier

Bryan Thomas Collopy
Michael George Arthur Cook
Spencer Robert Coulter
James Wayne Cunningham
Satwant Dhaliwal
Roman Singh Dhami
Thomas Robert Fidler
Harvey Hank Finch

Certificate in Welding - Level C (cont.)

Gurbir Singh Grewal
Gary William Hall
Matthew Richard Halme
Ian Lucas Hapke
Ryan Wade Hazlett
Josuelito Sebollena Hernandez
Erik Adrian Heuvel
Hong Huang
Dejene Gutema Itcha
Damyn William Jensen
Brian Johnson
Adam Robert Kalina
Micheal Kashani
Geoffrey Edward Little
Thomas Robert Loan-Johnston
Christian McCormack
Kaelen Alexander McGuire
Jonathan Harry Mintern
Bradley Nowak
Benjamin Robert Osborne

Mindy Rose Phillips
Craig Gary Ratzlaff
Tyson James Ratzlaff
Kelvin Arnold Reiser
Andeep Singh Sanghera
Corey Blake Sargent
Kaushal Raj Sharma
William Andrew Small
Dana Marion Snell
Dexter Thomas Staples
Christopher Sulymka
Kevin Peter Summerton
Davinder Singh Suri
Gordon Suter
Justin Sutherland
Shane Robert Thompson
Robert Lee Tiffin
Johannes Van Zuylekom
Quang Van Vo
Gregory Yuzik

Certificate in Welding - Level C (ACE-IT)

Tyler David Kragt
Angel Emilio Sandoval

Citation in Carpentry/Building Construction

Steven Goebel
Robert Leslie Gray
Seungbeom Ko
Trevor John William Koochin

Michael John Walter Scott
Matthew Joseph Scozzafava
David Marshall Van Allen
Jesse David Zurrini

Citation in Carpentry/Building Construction (ACE-IT)

Robert Frederick Anweiler
Spencer Thomas Boileau
Jordan Lucas Butler
Bradley Daniel Chila
Jonathan Edward Dvorak
David James Ironside
Dusten Singh Khabra
Corey Edward Koop
Natalie Ann Moffat
David Willem Parkinson

Jonathan Derek Pawsey
Albert Phan
Maxwell Alexander Robinson
Dylan Glenn Sheffer
Philip Antony Tattersfield
Shawn Douglas Taylor
Cora Noelle Tonn
Carson John Warner
Taylor Charles Watt
Corey Booth Woodman

Citation in Masonry

Jose Armando Hernandez
Daryl Holm
Joshua David Long
Michael Lloyd Machado

Austin Metcalf
Colin Andrew Nickerson
Adam John Shook
Jeffrey Thomas Woelke

Citation in Masonry (ACE-IT)

Bo Jartved Jorgensen
Tamas Varga
Andrew Barry Zaplotinsky

Citation in Metal Fabrication

Trevor Glen Bergmann
Allison Elizabeth Larson
Alexander William Lee
Nicholas William Schaefer

Citation in Metal Fabrication (ACE-IT)

Aaron Cole
Kevin Phillip Lee
Steven William Mauch
Samuel Molendijk
Amadeus Munz

Citation in Millwright/Industrial Mechanic

Brian Raymond Boleac
Myles Harrison Charlie
Ryan Alexander Cox
Aaron Thomas Kaetler
Tsung-Hsien Kuo
Ryan Abney Miller
Michael Timothy Ryan
Alexander Salazar
Kanwarinder Singh Sandhu
Daniel Walter Wiebe

Citation in Millwright/Industrial Mechanic (ACE-IT)

Justin Pierre Rovtar

Citation in Parts and Warehousing

Michael Macintyre French
Darin Galasso
Scott William Matich
Gerald Donald Redman
Jude Whitford
Richard Alexander Wong

Citation in Welding - Level B

Tyler Keith Anstey
Daniel Joseph Boudreau
Keifer Jordan Cairns
David Steven Colbert
Kriston Daniel Ference
Champika Higgoda Gamage
Seth Thomas McBride
Christopher James McWilliams
Michael David Murdoch
Taylor Mitchell Nairn
Tyler John Puskas
Cameron Steven Rosset
Stephen Michael Rudolph
Jordan Eric Thys