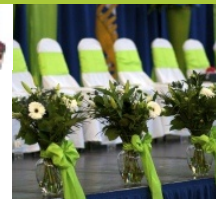




Education Council

Ensuring that our students are provided with quality educational experiences



Agenda

Monday, Nov 18, 2013

4:00 – 6:00 pm

CC 321, Interurban

Please bring your own mug or water bottle.

TIME	ITEM	PRESENTER
4:00	Call to order and declaration of quorum (1 min.)	Carly Hall
4:01	Acknowledgement of Coast Salish Territory (1 min.) <i>We acknowledge that Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'lanew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. http://camosun.ca/aboriginal/territory.html</i>	Carly Hall
4:02	Round-Table Check-In (3 min.)	Carly Hall
4:05	Acceptance of Agenda (1 min.)	Carly Hall
4:07	Minutes for approval (2 min.)	Carly Hall
4:09	Reports (6 min.) 1. Education Council Chair (2 min.) 2. VP Academic (2 min.) 3. Board Member (2 min.)	Carly Hall John Boraas Ian Cowan
4:15	Committee Reports (10 min.) 1. Awards (5 min) The Awards committee recommends the students as this year's recipients for the following awards: <ul style="list-style-type: none"> • Leadership in African Awareness Award – Carly Charlebois • Diewert Community Service Entrance Award – Nathan Marks • Donald Family Leadership Award – David Noble • Mixon Animal Rights Award – Emma Foster 2. Education Council Steering Committee – Education Approvals Review & Renewal (3 min.) 3. Education Council Governance/Accountability – Education Approvals Review & Renewal (5 min)	Joanne Cumberland Karin Kaercher Cynthia Wrate

4:25 Integrated Curriculum Committee Report (20 min.)

1. Curriculum Recommended for Approval (3 min.)
2. Issues Arising from Curriculum Review (17 min.)

Nicole Greengoe

Nicole Greengoe

4:45 Presentations and/or Discussions (60 min.)

To be distributed at meeting

1. Program Mix Analysis (30 min.)
2. Guiding Principles for a Learning–Centred College (30 min.)

John Boraas

Karin Kaercher

Next Meeting:***Happy Holiday's Social***

Monday, Dec 9, 2013
3:30-4:00 pm
CC 321, Interurban

***Regular Meeting***

Monday, Dec 9, 2013
4:00-6:00 pm
CC 321, Interurban

Members (*Quorum = 11*)**Voting Council Members**

Andy Chen, Student
Carly Hall, Faculty
Corrine Michel, Faculty
Craig Derksen, Faculty
Cynthia Wrate, Faculty
Dominic Bergeron, Administration
Leslie Martin, Support Staff
Joanne Cumberland, Support Staff
John Boraas, Administration
Mindy Cui Yu Jiang, Student
Nicole Greengoe, Administration
Narine Grigoryan, Faculty
Pamela Webster, Student

Piotr Burek, Student
Richard Stride, Administration
Shohreh Hadian, Faculty
Stephen Bishop, Faculty
Todd Ormiston, Faculty
Tony Vernon, Faculty

Non-Voting Council Members

Kathryn Laurin, President
Ian Cowan, Board of Governors
Shelley Butler Permanent Secretary
Karin Kaercher, ICC Representative (*Regular Guest*)

For Information:**Education Council Executive:**

Chair: Carly Hall, Health and Human Services, Lansdowne, 370-3240, hall@camosun.bc.ca

Vice-Chair: Cynthia Wrate, Business, Interurban, 370-4134, wratec@camosun.bc.ca

ICC Chair: Nicole Greengoe, Student Services, Interurban, 370-3840, greengoe@camosun.bc.ca

VP Academic: John Boraas, Office of VP, Interurban, 370-4543, boraas@camosun.bc.ca

Permanent Secretary: Shelley Butler, Office of VP Academic, Interurban, 370-4690, edapprovals@camosun.bc.ca

Intranet:

For the most up to date agenda and other resources visit us on our Share Point site. "UserName" is your Camosun number, password is your regular Camosun password. Students use the password that will be provided to you.

<http://sp1/sites/edco/homepage>; or

<http://sp1.camosun.bc.ca/sites/edco/homepage>



DRAFT Minutes

Monday, October 21, 2013

4:00 – 6:00 pm

CC 321, Interurban

Present

Cynthia Wrate, Faculty	Mindy Cui Yu Jiang, Student
Dominic Bergeron, Administration	Narine Grigoryan, Faculty
Joanne Cumberland, Support Staff	Nicole Greengoe, Administration
Karin Kaercher, ICC Chair (Special Guest)	Richard Stride, Administration
Ian Cowan, Board Representative	Shelley Butler, Permanent Secretary
Leslie Martin, Support Staff	

Regrets/Absent

Carly Hall, Faculty	John Boraas, Administration
Corrine Michel, Faculty	Kathryn Laurin, President

Guests

Shohreh Hadian, Faculty (Council-Elect)	Maria Bremner, Manager, Office of Env. Sustainability
Tony Vernon, Faculty (Council-Elect)	
Craig Derksen, Faculty (Council-Elect)	

ITEM

PRESENTER

- | | |
|--|-----------------------------|
| <p>A. Call to order and declaration of quorum</p> <p>The Regular Meeting was called to order at 4:08 by Cynthia Wrate, Education Council Vice-Chair.</p> | <p>Cynthia Wrate</p> |
| <p>B. Acknowledgement of Coast Salish Territory</p> <p><i>Cynthia acknowledge the Coast Salish Territory. Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'lanew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. http://camosun.ca/aboriginal/territory.html</i></p> | <p>Cynthia Wrate</p> |
| <p>C. Round-Table Check-In</p> <p>Cynthia welcomed everyone and requested a roundtable check-in.</p> | <p>Cynthia Wrate</p> |
| <p>D. Acceptance of Agenda</p> <p>The October 21, 2013 agenda was accepted via unanimous consent.</p> | <p>Cynthia Wrate</p> |
| <p>E. Minutes for approval</p> <p>The Sept 23, 2013 minutes were approved via unanimous consent, with one correction. Dominic</p> | <p>Cynthia Wrate</p> |

ITEM	PRESENTER
Bergeron should be added to the list of present members at the meeting.	
F. Reports	
1. Education Council Vice-Chair	Cynthia Wrate
<p>Cynthia reported on the Council of Education Council Chairs' Meeting held in Vancouver the past weekend. She noted that there was good and fulsome discussion; including the fact that many Education Councils are in the same position as us in needing to review their education-related policies. Camosun also shared our new Education Approvals process model, which was well received and garnered positive feedback. Many other institutions will watch to see how the implementation of our process unfolds. It was also noted that a number of other Education Councils are struggling with their roles and responsibilities, and the boundaries of operations and governance.</p> <p>Cynthia also noted the recent election results have resulted in a full membership on Camosun's Education Council.</p>	
2. VP Academic	John Boraas
<p>John was absent from the meeting due to illness so he was unable to give a report.</p>	
3. Board Member	Ian Cowan
<p>Ian Cowan was introduced as the new Board of Governor's Representative. Ian introduced himself. Ian has an extensive career background in business and has lived internationally for almost 20 years: He continues as President of Priddis Consulting Services for international business development and has been living in Victoria for 7 years.</p>	
G. Committee Reports	
1. Awards	Joanne Cumberland
<p>Joanne requested if Education Council would be amenable to a request by the Foundation Office to release the name of the student selected by the Awards Committee (on Oct 22) for the African Awareness Award prior to formal approval by Education Council at the November 18th meeting. This request was made so that the student could receive the award at the Arts and Science Awards Ceremony in early November.</p> <p>Question and discussion followed. Feedback included but was not limited to:</p> <ul style="list-style-type: none"> • <i>Discomfort in the appearance of School of Arts and Science "taking ownership" of the college-wide award. What if other schools want to acknowledge the winner as well if from a school other than Arts and Science?</i> • <i>No objection by the School of Arts and Science to acknowledge <u>any</u> student from the college that is selected for the award.</i> • <i>We should acknowledge students as often as possible at our ceremonies, assuming the students and donors agree to it.</i> • <i>Timing of the selection process and the Awards Ceremonies is an issue.</i> <p>There was unanimous consent by the council to release the name of the recommended winner by the Awards Committee to the Foundation Office prior to Education Council formal approval on November 18, 2013.</p>	

ITEM	PRESENTER
<p>2. Education Council Steering Committee – Education Approvals Review & Renewal</p> <p>Karin noted that the committee has met again. They have done a review of the implementation and communications plan. Over the while the committee will be reviewing the criteria related to that curriculum which requires formal ICC/Education Council approval and that curriculum which can be approved at the school level. Other high priority tasks include identifying criteria for “Fast-Tracking” curriculum in the process, and reviewing improvements to the Education Approvals website to make resources more transparent to developers.</p>	Karin Kaercher
<p>3. Education Council Governance/Accountability – Education Approvals Review & Renewal</p> <p>The committee is currently inactive and looking for new members to join. With the additional Education Council members beginning in November Cynthia is hoping that there will be interest for new and continuing members in getting involved in the committee.</p>	Cynthia Wrate

H. Integrated Curriculum Committee Report

1. Curriculum Recommended for Approval Nicole Greengoe

A. CURRICULUM FOR FULL RECOMMENDATION

1. Regular Curriculum

Motion

It was moved and seconded by the Integrated Curriculum Committee that Education Council approves changes to:

- o GEOG 272 (ID 62408) and GEOG (ID 62409)

Motion Carried

Note - Council members can access curriculum documents via the <\\nas2\cecp> drive (Search by School, and Program/Course). Members can request for the Help Desk to create the network site as a permanent option for them to access.

If any members have concerns regarding a recommend curriculum item from the ICC they should alert Shelley Butler prior to the Education Council Meeting.

2. Governance/Standards Issues Arising from Curriculum Review Nicole Greengoe

The issues as follows were presented by Nicole. Questions and discussion followed.

a. Discussion: Adding Alternate Requisites – Does this require Education Council Approval?

If the only change to curriculum is to add alternate pre-requisites, co-requisites, or pre/co-requisites for a course does this require Education Council, or is school/dean approval sufficient?

Example: Pre-req. change from a “C in GEOG 100” to a “C in GEOG 100 or 111”.

ITEM

PRESENTER

Council members considered this question. Feedback included, but was not limited to:

- *Makes sense to determine if this a major or minor revision.*
- *Minor changes are sometimes not “minor” if it cannot be implemented for whatever reason. Need to ensure “minor” changes are be checked too so this does not happen.*
- *What are other institutions doing?*
- *We need to have a balance between security and nimbleness.*
- *If a change is obviously beneficial to students that does not put up barriers it makes complete sense.*
- *Does ICC/EdCo add any value by reviewing changes such as adding alternates?*
- *Need to consider the concepts of “streamlining a process” and “efficiency”.*

b. **Discussion: The “Need/Gap” for New Course Curriculum**

Does Education Council/Integrated Curriculum Committee have the authority to assess the need/gap for new course curriculum that leads to a credential?

The Education Council Executive Committee discussed this question and felt that it is appropriate to assess this for new courses that are part of a “pre-scribed” (i.e. lead to accreditation, licensing, etc.), or “lock-step” program.

Need/Gap questions might focus on:

- What gap does this fill for our students?
- What value is this curriculum for our students?
- Why are we doing it? Will this add to the student experience?
- Where else is this course offered? Is it common for these types of programs? Why or why not?

Council members considered these questions. Feedback included, but was not limited to:

- *We must not try and apply a value sense of one course is a good course and other is not.*
- *Sometime folks feel comfortable critiquing a more familiar course (i.e. English) versus a highly technical/specialized course. Need to be aware of these tendencies when reviewing curriculum.*
- *Feel more confident in the need/gap if we knew with certainty there was Dean support.*
- *Schools have limited resources. If they choose to offer particular curriculum they should be able to do so.*
- *Need to also reflect on how council would feel if a course was being added to replace an existing course in a program. Is there a difference in comfort level?*
- *Important to understand how courses fit into a program (i.e. curriculum framework, outcomes, etc.)*
- *Can we ask developers to provide this information?*
- *What is the value of this course to the student? Should we be asking this?*

ITEM

PRESENTER

I. Presentations and/or Discussions

1. Sustainability Report

Maria Bremner

Maria presented The Camosun Sustainability Plan. This *Sustainability Plan* supports our strategic plan *Inspiring Lives*. In particular, this plan will help support our strategy to “Build a sustainable organization.” The *Sustainability Plan* will assist in further articulating Camosun’s goals and priorities in advancing this important work.

Camosun is a catalyst for change: Our college is a living laboratory for sustainability. We have a positive and restorative impact on the environment in key operational areas. We are a college, employer and partner of choice because our applied teaching and learning role accelerates environmental and social innovation and a more resilient community. As a result of their Camosun experience, learners become sustainability leaders in their community, home and working life.

To move us towards this long-term vision, Camosun has set two long-term (10+ year) goals around 1) Teaching and Learning, and 2) Governance and Operations. Education Council is being asked to play a role in helping to shape the Priority Area 1: Teaching & Learning.

Priority Area 1: Teaching & Learning

Long-term goal (10+years): By 2025, Camosun will integrate sustainability into all teaching and learning. We will embed sustainability throughout the student learning experience. Relevant and applied learning (in the classroom, lab, shop, practicum and community) equips students with the knowledge, tools and desire to change things for the better in their future careers, workplaces and personal lives. Note: This long-term goal will be phased and requires integration with the new Education Plan (to be developed in 2014/15)

Three-year goal: By 2016/17, we are successfully implementing our Integrating Sustainability into Teaching & Learning Plan with a high degree of faculty, employee and student engagement.

Questions and discussion followed. Feedback included, but was not limited to:

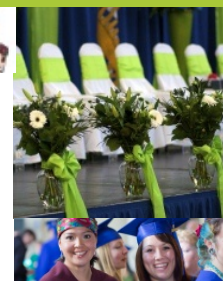
- *Opportunity to implement some of the principles in our curriculum when we go through program or course development.*
- *Are there any resources to support the development of sustainability into our teaching and learning?*
- *The Sustainability Office is looking for creative funding options for the College to do this work. Need to look for opportunities to leverage current funding initiatives as well.*
- *Education Council needs to consider ways to adopt the principles presented on a broader basis. Need to bring this Agenda item forward.*
- *Feedback can be sent to Maria.*

ITEM	PRESENTER
2. The Governance Work Ahead	Cynthia Wrate
<p>Cynthia noted she has done some research around program versioning and shelf-life of courses. She will distribute what she has found. Highlights of her discussion included:</p>	
<ul style="list-style-type: none"> • <i>Most colleges in BC implement shelf-life on a course by course basis.</i> • <i>College of New Caledonia has a 10 year shelf-life on course</i> • <i>Vancouver Community College: Every program specifies the shelf-life (at a program level).</i> • <i>Because many skills are continually changing, we are finding shelf-life of courses getting shorter and shorter.</i> • <i>Alberta: Shelf life is about 7 years.</i> • <i>Britain: On a program by program basis. Shelf-life of courses where curriculum changes quickly have shorter shelf-life.</i> • <i>Key questions to ask when looking at policy: What pace is required to complete a program? What is the mode of learning used?</i> 	
J. Next Meeting	Carly Hall
<p>Regular Meeting Monday, Nov 18, 2013, 4:00-6:00, CC 321, Interurban</p>	
K. Adjournment	Carly Hall
<p>The Meeting adjourned at 6:01 pm.</p>	



Integrated Curriculum Committee Report

Ensuring that our students are provided with quality educational experiences



EX-250-003-001-002

Oct 28, 2013, 1:00-4:00, LLC 151, Lansdowne

Present: Nicole Greengoe, Elizabeth West, Lynda Warren, Connie Klassen, Clarence Bolt, Dianne Binn, Karin Kaercher, Amar Bouallouche, Mindy Jiang, Shelley Butler

Regrets/Absent: Troy Dunning

Guests: nil

Nov 4, 2013, 1:00-2:00, CC 321, Interurban

Present: Nicole Greengoe, Elizabeth West, Lynda Warren, Connie Klassen, Dianne Binn, Karin Kaercher, Amar Bouallouche, Shelley Butler

Regrets/Absent: Mindy Jiang, Clarence Bolt,

Guests: nil

A. CURRICULUM FOR FULL RECOMMENDATION

- **Regular Curriculum**

The ICC reviewed changes to the following regular curriculum and recommends full approval.

Motion

It was moved and seconded by the Integrated Curriculum Committee that Education Council approves changes to:

- ARCH 190 (ID 62423)
- BIOL 152 (ID 62443) and BIOL 153 (ID 62444)
- CIVL 192 (ID 62426)
- Computer Systems Technology (ID62422), and COMP 298 (ID62421)
- LDCT 535V (ID 62425)
- MARK 433 (ID 62442)
- MATH 251 (ID 62424)
- Refrigeration and Air Conditioning Mechanic Foundation (ID62420), and REFG 100 (ID 62419)
- Welder Foundation (ID 62418), and WELD 100 (ID 62417)

B. Governance and Standards Issues Arising from ICC Review of Curriculum

a. "One Course" Programs

The ICC seeks Education Council feedback and direction on what constitutes a program?

Recently, the ICC reviewed a program that consists of one course only. Is a program a series of courses leading to a credential or can a program consist of one course only? What are the challenges and benefits of organizing curriculum in this way? For the learners? For the institution?

Documents as submitted to ICC (prior to any revisions):

<http://sp1/sites/edco/icc> ;or <http://sp1.camosun.bc.ca/sites/edco/icc>

Select the ICC Agenda Package – View PDF's of the curriculum.

Documents post-CCC meeting (revisions incorporated):

<\\nas2\cecp>

Search by School, Course or Program

Camosun College Guiding Principles for a Learning-Centred College

Student* Learning is the Primary Purpose of Camosun College

The primary purpose of Camosun College, student learning, invites us to continually focus on the goals, decisions, and processes that support learning-centred practice. In this way, we consciously and collectively foster the development of Camosun as a learning-centred college.

▪ **A Learning-Centred College:**

- ◇ Supports student learning consistently as a first priority
- ◇ Assesses and evaluates every service and program in the context of how it supports and contributes to student learning
- ◇ Fosters a climate in which the promotion and support of student learning is recognized as everyone's responsibility, and everyone is respected and valued for their contribution
- ◇ Fosters the learning needs of all of its members
- ◇ Demonstrates its effectiveness through a commitment and ability to change in order to improve learning

▪ **Four Guiding Principles of Learning-Centred Practice**

With student learning as the purpose and focus of everything we do at Camosun College, we are guided by the four principles listed below. In relation to each principle, there are several statements that focus and guide the actions and practices of all members of our college community.

Principle 1: People who access Camosun College are diverse

Student diversity is recognized when:

- ⇒ Students are understood and valued as unique individuals who come to the college with diverse needs, backgrounds, and abilities
- ⇒ All services and programs are planned and implemented based on an understanding of the diversity of our student community

Principle 2: Learning is an active process occurring in a variety of social contexts

Learning is fostered when:

- ⇒ Students are actively engaged in their own learning
- ⇒ Students are able to contextualize new learning
- ⇒ Learning builds on each student's prior knowledge, abilities and experience
- ⇒ Students are encouraged to learn from and with each other
- ⇒ Students take responsibility for their own choices and actions as part of their learning processes

* "Student" refers to both a student and a prospective student. A *student* is an individual who has a formalized relationship with Camosun College while pursuing his/her educational goals. A *prospective student* is an individual who comes in contact with and/or expresses an interest in pursuing his/her educational goals through Camosun College.

- ⇒ Learning how to learn is an essential outcome of educational processes
- ⇒ Students contribute to the planning and assessment of services and programs
- ⇒ Students are able to transfer and use knowledge and abilities in a variety of contexts including work, family and community.
- ⇒ Students are able to link knowledge, experience and applications in ways that help them comprehend meaningful relationships and a broadened understanding of the world.

Principle 3: Assessment is fundamental to learning

Assessment fosters learning when:

- ⇒ Assessment contributes to an understanding of learning needs
- ⇒ Assessment processes directly relate to intended learning outcomes as well as the experiences that lead to these outcomes
- ⇒ Assessment processes validate for the student that the learning has value beyond the classroom
- ⇒ Assessment processes are ongoing and cumulative, depicting student growth towards increasingly complex understandings
- ⇒ Assessment processes promote and foster each student's ability to be an effective self-assessor
- ⇒ Assessment is used to guide the improvement of learning and assessment strategies

Principle 4: All staff, faculty, and administrators at Camosun College are learners

Learning needs of employees are most likely to be met when:

- ⇒ It is recognized that all employees contribute to student learning
- ⇒ All employees are actively involved in their own on-going learning and development
- ⇒ Employees actively collaborate, thereby continually learning from and with each other
- ⇒ The college supports the on-going learning and development of all of its employees
- ⇒ All employees involved in the facilitation of learning have knowledge and abilities related to effective educational practice as well as a sound understanding of their discipline
- ⇒ Employees who reflect and foster the learning values of the college are recognized and celebrated

Members of the team involved in the development of this document were: Marc Bissley, Kevin Carter, Janine Chesworth, Linda Cross, Doug Crowther, Faye Ferguson, Julie Martin, Barbara McCallum, Eleanor McKenzie, Paul Merner, Bob Priebe, Bryan Teixeira, Lynda Warren. (December 2000)