



## Education Council

Ensuring that our students are provided with quality educational experiences



# Agenda

Monday, Dec 9, 2013

3:30 – 4:00 pm: Happy Holiday's Social

*Appetizers & Refreshments provided*


4:00 – 6:00 pm – Regular Meeting


CC 321, Interurban

**Please bring your own mug or water bottle.**



**Bring a non-perishable food  
item to donate to the  
CCSS Food Bank**

TIME	ITEM	PRESENTER
3:30	 <b>Happy Holiday's Social</b> <i>Appetizers &amp; Refreshments provided. Pass the present game.</i>	
4:00	<b>Call to order and declaration of quorum (1 min.)</b>	Carly Hall
4:01	<b>Acknowledgement of Coast Salish Territory (1 min.)</b> <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'Ianew; 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. <a href="http://camosun.ca/aboriginal/territory.html">http://camosun.ca/aboriginal/territory.html</a></i>	Carly Hall
4:02	<b>Round-Table Check-In (3 min.)</b>	Carly Hall
4:05	<b>Acceptance of Agenda (1 min.)</b>	Carly Hall
4:07	<b>Minutes for approval (2 min.)</b>	Carly Hall
4:09	<b>Reports (6 min.)</b> <ol style="list-style-type: none"> <li><b>Education Council Chair (2 min.)</b></li> <li><b>VP Academic (2 min.)</b></li> <li><b>Board Member (2 min.)</b></li> </ol>	Carly Hall John Boraas Ian Cowan
4:15	<b>Committee Reports (10 min.)</b> <ol style="list-style-type: none"> <li><b>Awards (Nil)</b></li> <li><b>Education Council Steering Committee – Education Approvals Review &amp; Renewal (3 min.)</b></li> <li><b>Education Council Governance/Accountability – Education Approvals Review &amp; Renewal (5 min)</b></li> </ol>	Joanne Cumberland Karin Kaercher Cynthia Wrate

TIME	ITEM	PRESENTER
4:25	<b>Integrated Curriculum Committee Report (40 min.)</b>	
	<b>1. Curriculum Presentation for Information and Acknowledgement</b>	
	<ul style="list-style-type: none"> <li>Revised Post-Degree Diploma in Interprofessional Mental Health &amp; Addictions (10 min.)</li> <li>New Diploma in Business Administration, General Management Option (10 min.)</li> </ul>	Michelle Bass Halinka Szwender
	 <b>2. Curriculum Recommended for Approval (3 min.)</b>	Nicole Greengoe
	<b>3. Issues Arising from Curriculum Review (17 min.)</b>	Nicole Greengoe
5:05	<b>Presentations and/or Discussions (55 min.)</b>	
	1.	
	2.	

**Next Meeting:*****Regular Meeting***

Monday, Jan 20, 2014  
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](mailto:hall@camosun.bc.ca)

If you cannot attend please inform Shelley Butler @ 370-4690 or [butler@camosun.bc.ca](mailto:butler@camosun.bc.ca)

**Vice-Chair:** Cynthia Wrate, Business, Interurban, 370-4134, [wratec@camosun.bc.ca](mailto:wratec@camosun.bc.ca)

**ICC Chair:** Nicole Greengoe, Student Services, Interurban, 370-3840, [greengoe@camosun.bc.ca](mailto:greengoe@camosun.bc.ca)

**VP Academic:** John Boraas, Office of VP, Interurban, 370-4543, [boraas@camosun.bc.ca](mailto:boraas@camosun.bc.ca)

**Permanent Secretary:** Shelley Butler, Office of VP Academic, Interurban, 370-4690, [edapprovals@camosun.bc.ca](mailto:edapprovals@camosun.bc.ca)

**Intranet:**

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

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



# DRAFT Minutes

Monday, November 18, 2013

4:00 – 6:00 pm

CC 321, Interurban

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## Present

Andy Chen, Student	Karin Kaercher, ICC Chair (Special Guest)
Carly Hall, Faculty	Kathryn Laurin, President
Corrine Michel, Faculty	Leslie Martin, Support Staff
Craig Derksen, Faculty (Council-Elect)	Mindy Cui Yu Jiang, Student
Cynthia Wrate, Faculty	Nicole Greengoe, Administration
Dominic Bergeron, Administration	Richard Stride, Administration
Joanne Cumberland, Support Staff	Shelley Butler, Permanent Secretary
John Boraas, Administration	Tony Vernon, Faculty

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## Regrets/Absent

Ian Cowan, Board Representative	Stephen Bishop, Faculty
Narine Grigoryan, Faculty	Todd Ormiston, Faculty
Shohreh Hadian, Faculty	

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## Guests

Tag Kelt, CCSS Staff  
Jordan Sandwith, Student

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## ITEM

## PRESENTER

### A. Call to order and declaration of quorum

Carly Hall

The Regular Meeting was called to order at 4:05 by Carly Hall, Education Council Chair.

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### B. Acknowledgement of Coast Salish Territory

Carly Hall

*Carly 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>*

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### C. Round-Table Check-In

Carly Hall

Carly welcomed everyone and requested a roundtable check-in, including introductions.

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### D. Acceptance of Agenda

Carly Hall

The Nov 18, 2013 agenda was accepted via unanimous consent.

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### E. Minutes for approval

Carly Hall

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ITEM	PRESENTER
The Oct 21, 2013 minutes were approved via unanimous consent.	
<b>F. Reports</b>	
<p><b>1. Education Council Chair</b></p> <p>Carly thanked Cynthia Wrate for Chairing the Oct 21<sup>st</sup> meeting. Carly reported that the Education Approvals Committee is still working on the implementation of the new Education Approvals model. The committee is meeting every couple of weeks and Carly and/or Karin have visited all School curriculum groups to share the model.</p>	Carly Hall
<p><b>2. VP Academic</b></p> <p>The College has hired Steven Rumpel as the new Director of Education Planning. Steven joins us from the Ministry and begins his position on Nov 25, 2013. John also noted that the College is will begin interviews for the new VP position the week of Nov 25, 2013.</p>	John Boraas
<p><b>3. Board Member</b></p> <p>Ian Cowan is absent. Carly reported on the last Board meeting. The Strategic Plan Score Card was discussed. The card reveals that a lot of progress has happened and work has been accomplished. The College should be very proud.</p>	Carly Hall
<b>G. Committee Reports</b>	
<p><b>1. Awards</b></p> <p>Joanne reviewed the students recommended for the various awards. Joanne noted that the Committee was challenged to award the Diewert Award based on the minimal criteria required. Joanne and Shelley will meet with the Foundation to discuss the challenges associated with the Diewert Award. Questions and discussion followed.</p>	Joanne Cumberland
<p><b>Motion</b></p> <p>It was moved by Joanne and seconded by Pamela that Education Council approve the following students as recipients of the noted awards:</p> <ul style="list-style-type: none"> <li>• Carly Charlebois for the Leadership in African Awareness Award</li> <li>• Nathan Marks for the Diewert Community Service Entrance Award</li> <li>• David Noble for the Donald Family Leadership Award</li> <li>• Emma Forester for the Mixon Animal Rights Award</li> </ul> <p style="text-align: right;"><b>Motion Carried</b></p>	
<p><b>2. Education Council Steering Committee – Education Approvals Review &amp; Renewal</b></p> <p>Karin reported that the Carly and/or she have met with all the School Curriculum Committees. The new process has generally been well received and the committees appreciated the information provided. The Committee is in the consultation stage with the DRAFT Categories of Change/Level of Approval and Flowchart document. Once consultation has occurred these proposed process changes will come forward to Education. Lastly, the committee continues it work and will begin tackling the “Expedited Approvals” process.</p>	Karin Kaercher
<p><b>3. Education Council Governance/Accountability – Education Approvals Review &amp;</b></p>	Cynthia Wrate

**ITEM****PRESENTER****Renewal**

Cynthia noted that the committee is now active and is hoping to attract new members. There is some very practical work to be done, including the planning of a Governance training session in January. To that end she has met with an expert in providing advice to Boards on good governance in an effort to determine what can be done for our Education Council. She provided good advice on the types of issues and establishing priorities.

Cynthia requested if any Education Council members would like to be on the Governance Committee. Cynthia, Carly, Craig, Karin, Nicole, Pamela and Shelley volunteered to be on the committee. A meeting will be held ASAP.

**H. Integrated Curriculum Committee Report****1. Curriculum Recommended for Approval**

Nicole Greengoe

Some Education Council members expressed discomfort with the lack of information provided with the motion to approve curriculum. It was clarified that we do not want to return to previous years where valuable Education Council time was used to “re-vet” or “duplicate/triplicate” curriculum review processes that had occurred at other recommendation levels. The Policy Governance Model is based on trusting the ICC process and decision-making. The intent is to free up Education Councils time to focus on governance related issues. In an effort to provide some context with the change we will look at what can be done in the future to meet member needs.

**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:

- 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)

**Motion Carried***1 abstention*

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.

**ITEM****PRESENTER**

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**

**Karin Kaercher**

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

**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?

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

- *Flip the question: Can one course be made into a program? – yes, if hours meet the minimum credential requirement.*
- *We don't have a definition of what a "program" is.*
- *Are their benefits to "modularized" curriculum and allowing students to complete in chunks?*
- *What is the student perspective?*
- *What is the relationship between "program" and "credential"?*
- *Is their provincial language to help us view this?*
- *Is UT a program? Students often self-identify with it.*

**I. Presentations and/or Discussions**

**1. 2014-2015 Budget Update**

**John Boraas**

John gave an update on the budget process. He noted that the College is committed to a collaborative feedback process that will include opportunities for feedback from all College units. Information is intended to be provided in a timely and transparent way. At this point we are still uncertain on a number of things including what the cuts from Government will be. There is a hope to get information out to the College in the next few weeks.

**2. Program Mix Analysis**

**John Boraas**

John briefly reviewed the purpose of the Program Mix Analysis and the work that has been done on the project over the past year. The intent is to regularly monitor programs against set criteria to determine where they are operating well and where they are having challenges. The intent is to allow programs an opportunity to improve, and remain relevant and effective. There is a project charter and the monitoring will be in a two stage process. The first stage is data collection of "readily available data" (i.e. FTE, enrolment, number of faculty/staff, employer satisfaction, attrition, etc.). The second stage is to evaluate the program in light of other factors, such as our commitment to adult learners, inter-culturalization, Indigenization, how the program serves the needs of our community,

**ITEM****PRESENTER**

etc. The Schools should see some of the reports coming out in January or February 2014. This is our first attempt at this process and there may be some adjustments that will need to be made in future attempts.

Questions and discussion followed. Highlights of the discussion included, but were not limited to:

- *The intent is to measure “apples” to “apples” as much as possible within our means*
- *Criteria will be weighted, but details need to be worked out.*
- *The intent is to not make decisions on how a program scores on a single criterion. The intent is to make decisions on aggregated criteria.*
- *Data will most likely be drawn from a 3-5 year historical range.*
- *Life-cycle analysis of our programs?*
- *The current structure appears to be set-up as an “intra-competitive” model that could be destructive to our College environment. Need to create model that rewards an “inter-collegiate” environment.*
- *Diverse programming and collective intelligence makes us stronger.*
- *Need to take into account how students (i.e. UT) not in particular programs contribute collectively to the College and other programs.*
- *Goal is to look at how all contribute to the whole of the College.*
- *Is the sound methodology used for this?*
- *Will try to balance the micro with the macro elements of the review.*
- *There is room for growth with this model, but we will need to draw from our existing resources so we need to look towards reorganization solutions.*

### **3. Guiding Principles of a Learning Centered College**

Karin oriented council members to this document that was created in 2000. She posed a question on how we can take this document and apply it to the work of Education Council.

Questions and discussion followed. Highlights of the discussion included, but were not limited to:

- What are we doing well?
  - Fairly open Admission policies
  - More flexible in our learning than other institutions
  - Have a Centre of Excellence in Teaching and Learning
  - Use Learning Outcomes
  - Have the resources to teach discipline experts how to become teachers.
  - Small classes, low tuition, more accessibility to instructors.
  - Good Internationalization approaches now.
  - Different modes of delivery, scheduling classes in different ways.
  - Education Plan that is learner centred.
  - Emphasis on curriculum and teaching versus research
  - Co-Governance model with Administration
- Learning Needs of Education Council Members?
  - More acronyms in the Glossary of Acronyms.
- The document is 14 years old. Is it still relevant, clear? How do you respond to it?



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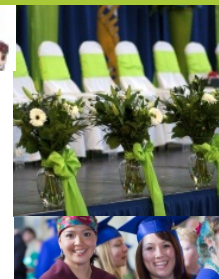
ITEM	PRESENTER
<ul style="list-style-type: none"><li>○ Learning is not defined in the document. We should define it.</li><li>○ Many different documents that say the same thing. Is the environment the same in which it was created? Sometimes we find ourselves in a position where we cannot support student centred learning due to our environment.</li><li>○ We have examples at the institution where we are not “learner centred”, yet this is what we say we believe we are about. How do reconcile that?</li></ul>	
<hr/> <b>J. Next Meeting</b> <b>Happy Holidays Social</b> Monday, Dec 9, 2013, 3:30-4:00, CC 321, Interurban <b>Regular Meeting</b> Monday, Dec 9, 2013, 4:00-6:00, CC 321, Interurban	<b>Carly Hall</b>
<hr/> <b>K. Adjournment</b> The Meeting adjourned at 6:00 pm.	<b>Carly Hall</b>

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# Integrated Curriculum Committee Report

Ensuring that our students are provided with quality educational experiences



EX-250-003-001-002

Nov 25, 2013, 1:00-4:00, CC 321, Interurban

**Present:** Elizabeth West (Acting Chair), Lynda Warren, Connie Klassen, Clarence Bolt, Dianne Biin, Mindy Jiang, Shelley Butler

**Regrets/Absent:** Nicole Greengoe, Karin Kaercher, Troy Dunning, Amar Bouallouche

**Guests:** Michelle Bass (H&H), Halinka Szwender (Bus)

## 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:

- **Post-Degree Diploma in Interprofessional Mental Health and Addictions**  
*Program and Course revisions as a result of Program Review and Renewal. Changes included course titles, descriptions and outcomes, course hours and credits, and removal of unnecessary pre-requisites.*
  1. Post-Degree Diploma in Interprofessional Mental Health and Addictions (ID 62448)
  2. IMHA 510 (ID 62449), IMHA 511 (ID 62450), IMHA 512 (ID 62451), IMHA 513 (ID 62452), IMHA 514 (ID 62453), IMHA 515 (ID 62454)
- **Diploma in Business Administration**  
*Program change as a result of Program Review and Renewal that resulted in combining the best of the BA – General Option and the BA – Management Option. This results in a new credential the Diploma in Business Administration, General Management Option and the cancellation of the BA-General Option and the BA-Management Option.*
  1. Proposed Diploma in Business Administration – General Management Option (ID 62455)
  2. Proposed Diploma in Business Administration – General Management Option Coop Appendix (ID 62456)
  3. Cancelled Diploma in Business Administration – General Business Option (ID 62457)
  4. Cancelled Diploma in Business Administration – Management Option (ID 62458)
  5. Cancelled Diploma in Business Administration – General Business Option Coop Appendix (ID 62459)
  6. Cancelled Diploma in Business Administration – Management Option Coop Appendix (ID 62460)
- **ELD 032** (ID 62462), **ELD 033** (ID 62463), **ELD 034** (ID 62464), **ELD 042** (ID 62465), **ELD 044** (ID 62466), **ELD 052** (ID 62467), **ELD 054** (ID 62468), **ELD 056** (ID 62469), **ELD 062** (ID 62470), **ELD 064** (ID 62471)  
*Reduction of course hours.*
- **MRAD 105** (ID 62472)  
*Removal of a co-requisite.*

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

### Course Requisites Discussion

#### *Current Requisite Definitions:*

- *Pre-Requisite: A requirement that must be met before entry into a course.*
- *Co-Requisite: A course that must be taken at the same time as another course.*
- *Pre/Co-Requisite: A course that must be taken at the same time or before a course.*

#### 1. What are your values and beliefs about course requisites?

##### *Some values:*

<i>Accessible</i>	<i>Control</i>	<i>Independence</i>	<i>Reputation</i>
<i>Accountability</i>	<i>Depth</i>	<i>Motivation</i>	<i>Results-Oriented</i>
<i>Achievement</i>	<i>Direction</i>	<i>Openness</i>	<i>Rigor</i>
<i>Assurance</i>	<i>Diversity</i>	<i>Order</i>	<i>Risk-Taking</i>
<i>Capability</i>	<i>Efficiency</i>	<i>Precision</i>	<i>Self-reliance</i>
<i>Clarity</i>	<i>Fairness</i>	<i>Practicality</i>	<i>Success</i>
<i>Competence</i>	<i>Flexible</i>	<i>Preparedness</i>	<i>Sustainable</i>
<i>Congruency</i>	<i>Flow</i>	<i>Refinement</i>	<i>Others?</i>

2. Given your value and beliefs what do you feel should be the purpose of course requisites?
3. How would you define a pre-requisite, a co-requisite, or a pre/co-requisite?