
EDUCATION COUNCIL

MINUTES OF THE MEETING

MONDAY, APRIL 16, 2012, 4:00-6:00

CC 321, INTERURBAN

PRESENT

Barbara Herringer (Administration)	Kathy Tarnai-Lokhorst (Faculty), Chair
Bradley Clements (Student)	Nancy Sly (Faculty)
Carly Hall (Faculty), Vice-Chair	Nicole Greengoe (Administration)
Cynthia Wrate (Faculty)	Patricia Gaudreault (Faculty)
Deana Srdic (Student)	Paul Brady (Faculty)
Gail Baxter (Support Staff)	Sarah Loewen (Administration)
Joanne Cumberland (Support Staff)	Shelley Butler (Permanent Secretary)
John Boraas (Administration)	Stephen Bishop (Faculty)
John Gordon (Faculty)	Thea Todd (Faculty)
Karin Kaercher (Faculty)	
Kathryn Laurin (President)	

REGRETS / ABSENT

Darragh Grove-White (Student)	George Ivanishvili (Board)
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GUESTS

Mary Byrne, Music	Ian Humphries, School of Business
Alan Duncan, Elect & Comp Eng Tech – Rew Engry	

MEETING

A. CALL TO ORDER & DECLARATION OF QUORUM

The Regular Meeting was called to order at 4:08 by Kathy Tarnai-Lokhorst, Education Council Chair.

B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY

Kathy acknowledged 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'Inew; 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.

C. ROUND TABLE CHECK-IN

Kathy requested members share something “uplifting” if they wish to do so. A number of Education Council members shared something “uplifting”.

D. ACCEPTANCE OF AGENDA

The April 16, 2012 agenda was accepted via unanimous consent with two additions. The two additions were “impacts on curriculum due to decisions regarding the budget”, and “possible issues as a result of Bill 18”.

E. APPROVED MINUTES

The March 19, 2012 minutes were approved via unanimous consent.

F. REPORTS

1. EDUCATION COUNCIL CHAIR'S REPORT – KATHY TARNAI-LOKHORST

Kathy noted that the Chair and Vice-Chair election will be held on May 28th.

Kathy requested if Education Council wished to develop a statement or advice to bring to the Board of Governors regarding the impacts of budgetary decisions on curriculum changes (i.e. the impact of cancelling the Learning Skills Department on programs that rely on those courses for program completion). She also asked council if there felt there were any concerns or issues regarding Bill 18 (i.e. relationship between Bill 18 and the ability to sit as EdCo Chair).

Education Council noted they would discuss a response that Kathy could take to the Board during the agenda item at the end of the meeting.

Some members noted they did not see any issues with Bill 18 and who could sit at EdCo Chair. It was decided to continue the conversation during the agenda item at the end of the meeting.

2. ACTING VP EDUCATION – JOHN BORAAS

John wished to acknowledge that it has been difficult few weeks at the College; and that he also acknowledged the respect and decency shown by the Camosun community during this time.

John updated the council that the Education Plan – Inspiring Learning will be available for distribution soon.

3. BOARD REPORT – KATHY TARNAI-LOKHORST FOR GEORGE I.

The Board Meeting was very short. The meeting consisted of approving the budget.

G. COMMITTEE REPORTS

1. AWARDS COMMITTEE

Nil

2. EDUCATION BY-LAWS COMMITTEE – JOHN BORAAS, COMMITTEE CHAIR

Nil

3. EDUCATION APPROVALS REVIEW AND RENEWAL – NANCY SLY, COMMITTEE CHAIR

Nancy noted that the committee is very active. They have reviewed the roles and responsibilities and they are now looking at what we might need in the way of change and working groups. She wished to thank Julie Martin and Patty Odynski for leading the sub-committee through the process.

4. ALTERNATES AND ELECTIVES – SHELLEY BUTLER FOR KATHY TARNAI-LOKHORST

Kathy noted that good dialogue is happening at the table and ideas are being generated to move forward. In addition, the committee has decided to separate “alternates” and “electives” for clarity sake.

H. COLLEGE CURRICULUM COMMITTEE PRESENTATIONS & REPORT – NICOLE GREENGOE, COMMITTEE CHAIR

1. Proposed Certificate in Weapons Engineering Technician

Alan Duncan presented the new Certificate in Weapons Engineering Technician. The Department of National Defence (DND) has requested these new programs be added to the training delivered at Camosun. The existing two trades of Naval Weapons (NW) and Naval Electronics (NE) technicians have been blended into a one new one of Weapons Engineering (WEng) training. These new programs are designed to take students trained in these different disciplines and graduate them all as WEng technicians. In addition, Subsidized Education Plan (SEP) students have a different set of courses, but at the end of their program they will also be WEng technicians. This training is externally funded.

Questions and discussion followed.

Motion

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

- Weapons Eng Technician - NET WEng Sys Main Acad (Certificate in) (Substantive/Major Addition (New))** - New Program/Credential (ID 61192)
- Weapons Eng Technician - NWT WEng Sys Main Acad (Certificate in) (Substantive/Major Addition (New))** - New Program/Credential (ID 61193)
- Weapons Eng Technician - SEP WEng Sys Main Acad (Certificate in) (Substantive/Major Addition (New))** - New Program/Credential (ID 61194)
- ELEN 102 Materials Science (Substantive/Major Addition (New))** - New Course (ID 61195)
- ELEN 104 Applied Science (Substantive/Major Addition (New))** - New Course (ID 61196)
- ELEN 134 Applications of Networking (Substantive/Major Addition (New))** - New Course (ID 61197)
- ELEN 135 Unix Essentials (Substantive/Major Revision)** - Course Title, Course Calendar Description, Course Pre-Requisite (relax), Course (Activity) & Hours, Course Credits, Learning Outcomes (ID 61204)
- ELEN 151 Introduction to Radar/Sonar (Substantive/Major Addition (New))** - New Course (ID 61198)
- ELEN 152 Communications 1 (Substantive/Major Addition (New))** - New Course (ID 61199)
- ELEN 159 Introduction to Communications (Substantive/Major Revision)** - Course Calendar Description, Course Pre-Requisite (relax), Course (Activity) & Hours, Course Credits, Learning Outcomes (ID 61205)
- ELEN 160 Microprocessor Fundamentals (Substantive/Major Addition (New))** - New Course (ID 61200)
- ELEN 181 Pulse Techniques (Substantive/Major Revision)** - Course (Activity) & Hours, Learning Outcomes (ID 61206)
- ELEN 243 Controls 1 (Substantive/Major Revision)** - Course Pre-Requisite (relax), Course (Activity) & Hours, Course Credits, Learning Outcomes (ID 61207)
- ELEN 244 Controls 2 (Substantive/Major Revision)** - Course Calendar Description, Course (Activity) & Hours, Course Credits, Learning Outcomes (ID 61208)
- ELEN 284 Digital Signal Processing 1 (Substantive/Major Revision)** - Course Calendar Description, Course Pre-Requisite (relax), Learning Outcomes (ID 61209)
- ELEN 285 Digital Signal Processing 2 (Substantive/Major Revision)** - Course Calendar Description, Course (Activity) & Hours, Course Credits, Learning Outcomes (ID 61211)
- ELEX 120 Fibre Optics (Substantive/Major Revision)** - Course Pre-Requisite (relax), Course Credits (ID 61210)
- MECH 141 Fluid Power 1 (Substantive/Major Addition (New))** - New Course (ID 61201)
- MECH 145 Fluid Power 2 (Substantive/Major Addition (New))** - New Course (ID 61202)
- MECH 147 Mechanical Theory (Substantive/Major Addition (New))** - New Course (ID 61203)

Motion Carried

3 Abstentions: Nancy Sly, Karin Kaercher, and one member who wished to not be noted

2. Music Revisions

The Music Department has submitted a number of revisions to facilitate access to music, music foundations, and jazz courses, and for program entrance. This includes making the English 12 admission requirement a pre-requisite for some courses instead, and revising a number of course pre-requisites to permit as many pathways for program and non-program students as the courses can sustain without radically changing the learning outcomes. Calendar Descriptions (aka Short Descriptions) and Learning Outcomes have been “touched-up” as well.

Questions and discussion followed.

Motion

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

Motion

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

Jazz Studies (Diploma in) (Substantive/Major Revision) - Program Admission Requirements, Program Content, Program Delivery Arrangements, Program Description, Program Participation Requirements Other: (ID 61312)

Music (Diploma in) (Substantive/Major Revision) - Program Admission Requirements, Program Content, Program Delivery Arrangements, Program Description, Program Participation Requirements Other: (ID 61311)

Music Foundations (Certificate in) (Substantive/Major Revision) - Program Admission Requirements, Program Content, Program Delivery Arrangements, Program Description, Program Participation Requirements, Other: (ID 61313)

JAZZ 112 Survey of Jazz History 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement) (ID 61254)

JAZZ 113 Survey of Jazz History 2 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement) (ID 61255)

JAZZ 124 Jazz Language 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement) (ID 61256)

JAZZ 212 Survey of Jazz History 3 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement) (ID 61257)

JAZZ 213 Survey of Jazz History 4 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement) (ID 61258)

MUS 100 First Instrument: Classical 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours (ID 61259)

MUS 101 First Instrument: Classical 2 (Substantive/Major Revision) - Course Calendar Description, Course (Activity) & Hours (ID 61260)

MUS 102 First Instrument: Composers 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Course Co-requisite (replacement), Course (Activity) & Hours (ID 61261)

MUS 103 First Instrument: Composers 2 (Substantive/Major Revision) - Course Calendar Description, Course Co-requisite (replacement), Course (Activity) & Hours (ID 61262)

MUS 106 Composition Study 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours (ID 61263)

MUS 107 Composition Study 2 (Substantive/Major Revision) - Course Calendar

Description, Course (Activity) & Hours (ID 61264)
MUS 110 Music History 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61265)
MUS 111 Music History 2 (Substantive/Major Revision) - Course Calendar Description (ID 61266)
MUS 115 Survey of Western Music (Substantive/Major Revision) - Course Calendar Description, Learning Outcomes (ID 61267)
MUS 120 Harmony 1 (Substantive/Major Revision) - Course Pre-requisite (replacement) (ID 61268)
MUS 122 Musicianship 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Course Co-requisite (replacement), Course Pre/Co-Requisite (replacement), Learning Outcomes (ID 61269)
MUS 123 Musicianship 2 (Substantive/Major Revision) - Course Calendar Description, Course Co-requisite (replacement), Course Pre/Co-Requisite (replacement), Learning Outcomes (ID 61270)
MUS 126 Keyboard Skills 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite; Other: (replacement) (ID 61271)
MUS 127 Keyboard Skills 2 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement); Other: (ID 61272)
MUS 130 Chamber Music 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61273) (ID 61273)
MUS 131 Chamber Music 2 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement) (ID 61274)
MUS 132 Collaborative Piano 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61275)
MUS 133 Collaborative Piano 2 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61276)
MUS 140 Chamber Orchestra 1 (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61277)
MUS 141 Chamber Orchestra 2 (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61278)
MUS 142 Conservatory Chorale 1 (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61279)
MUS 143 Conservatory Chorale 2 (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61280)
MUS 146 Wind Ensemble 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61281)
MUS 147 Wind Ensemble 2 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61282)
MUS 200 First Instrument: Classical 3 (Substantive/Major Revision) - Course (Activity) & Hours (ID 61283)
MUS 201 First Instrument: Classical 4 (Substantive/Major Revision) - Course Calendar Description, Course Calendar Description, Course (Activity) & Hours (ID 61284)
MUS 202 First Instrument: Composer 3 (Substantive/Major Revision) - Course (Activity)

& Hours (ID 61285)

MUS 202 First Instrument: Composer 3 (Substantive/Major Revision) - Course Calendar Description, Course Co-requisite (replacement) (ID 61285)

MUS 203 First Instrument: Composer 4 (Substantive/Major Revision) - Course Calendar Description, Course Co-requisite (replacement), Course (Activity) & Hours (ID 61286)

MUS 206 Composition Study 3 (Substantive/Major Revision) - Course Calendar Description, Course (Activity) & Hours (ID 61287)

MUS 207 Composition Study 4 (Substantive/Major Revision) - Course Calendar Description, Course (Activity) & Hours (ID 61288)

MUS 210 Music History 3 (Substantive/Major Revision) - Course Calendar Description (ID 61289)

MUS 211 Music History 4 (Substantive/Major Revision) - Course Calendar Description (ID 61290)

MUS 222 Musicianship 3 (Substantive/Major Revision) - Course Calendar Description, Course Co-requisite (replacement), Course Pre/Co-Requisite (replacement), Learning Outcomes, (ID 61291)

MUS 223 Musicianship 4 (Substantive/Major Revision) - Course Calendar Description, Course Co-requisite (replacement), Course Pre/Co-Requisite (replacement, Learning Outcomes (ID 61292)

MUS 226 Keyboard Skills 3 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Other: (ID 61293)

MUS 227 Keyboard Skills 4 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement); Other: (ID 61294)

MUS 230 Chamber Music 3 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61295)

MUS 231 Chamber Music 4 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61296)

MUS 232 Collaborative Piano 3 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61297)

MUS 233 Collaborative Piano 4 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61298)

MUS 240 Chamber Orchestra 3 (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61299)

MUS 241 Chamber Orchestra 4 (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61300)

MUS 242 Conservatory Chorale 3 (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Course Grading System (ID 61301)

MUS 242 Conservatory Chorale 3 (Substantive/Major Revision) - Learning Outcomes (ID 61301)

MUS 243 Conservatory Chorale 4 (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61302)

MUS 246 Wind Ensemble 3 (Substantive/Major Revision) - Course Calendar Description, Course Grading System, Course Pre-requisite (replacement), Learning Outcomes, Course (Activity) & Hours (ID 61303)

MUS 247 Wind Ensemble 4 (Substantive/Major Revision) - Course Calendar Description, Course Grading System, Course Pre-requisite (replacement), Learning Outcomes, Course

(Activity) & Hours (ID 61304)

MUSF 100 Instrument Fndns Classical 1 (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61305)

MUSF 101 Instrument Fndns Classical 2 (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61306)

MUSF 102 Instrument Foundations: Jazz 1 (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61307)

MUSF 103 Instrument Foundations: Jazz 2 (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61308)

MUSF 120 Theory and Musicianship 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61309)

MUSF 121 Theory and Musicianship 2 (Substantive/Major Revision) - Course Pre-requisite (replacement), Learning Outcomes (ID 61310)

Motion Carried

3. Post Degree Diploma - Business Administration, Accounting; and Business Administration - Marketing

Summary/Purpose

Ian Humphries presented three new post-degree diplomas in Business Administration – Accounting, Marketing, and Human Resource Management & Leadership. These programs will offer learners with a bachelor’s degree from a recognized institution an opportunity to complete their studies in one academic year.

Business Administration – Accounting Post Degree Diploma (formerly Professional Accounting Certificate):

This program designed to provide students with the background and knowledge to enter business or government in an accounting capacity. It is targeted towards students taking courses to satisfy CMA (Certified Management Accountants), CGA (Certified General Accountants), or CA (Chartered Accountants) course requirements. Internship is available for this program. The program consists of twelve courses and can be completed in approximately one year if taken on a full time basis, beginning in the Spring Term and completing ACCT 110, ACCT 111 and, if needed, BUS 140 and FIN 110 in the Spring and Summer Terms.

Business Administration – Marketing Post Degree Diploma:

This program offers learners with a bachelor’s degree from a recognized institution an opportunity to complete a diploma program in Marketing in one academic year. This diploma gives students an opportunity to gain valuable business skills while building on past learning. Students will study a broad range of marketing skills with opportunities to develop competencies in corporate communications & marketing, consumer behavior, and services marketing. With a Post Degree Diploma in Business Administration – Marketing option, career positions may include, but would not be limited to, business consulting, communications management, marketing and sales management, public relations, advertising, and customer service management.

Questions and discussion followed.

Motion

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

Business Admin - Accounting Option (Post-Degree Diploma) (Substantive/Major Revision) - New Program/Credential (ID 61243)

Professional Accounting (Certificate in) (Substantive/Major Cancellation (Replacement)) - Cancel Program (ID 61249)

Business Admin - Marketing Option (Post-Degree Diploma) (Substantive/Major Revision) - New Program/Credential (ID 61244)

MARK 433 Strategic Communication (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61248)

Motion Carried

4. Legal Office Assistant, LGL 111 and LGL 121

Add the new course LGL 121 to the program. The LOA program course, LGL 111, has essentially evolved into a foundations course in the fall and an advanced skills course in the Winter term. The way the course is currently structured, students register in the fall term and can complete LGL 111 by the end of the fall term. The students who successfully complete LGL 111 in the fall term are not required to enroll in the winter LGL 111 course. As a result students miss the opportunity for advanced skills training in these advanced document production skills. These advanced skills are ones that both the ABT department and LOA employers see as important to students' overall preparation for work in a law firm and an LOA career.

Adding this new required course in the Winter term, LGL 121 Legal Document Advanced Skills would improve students 'employability' in the legal field. The intended learning outcomes will change only in regard to students acquiring mastery at an advanced level, rather than an introductory or foundational level, as they do now. The benefit to the students is a higher skill-competency level with advanced legal document production. Graduating students will better meet the needs of hiring lawyers.

Questions and discussion followed.

Motion

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

Legal Office Assistant (Certificate in) (Substantive/Major Revision) - Program Content (ID 61250)

LGL 111 Legal Document Skills 1 (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Co-Requisite (increase), Course Pre/Co-Requisite (relax), Course Type (Mode of Delivery), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61251)

LGL 121 Legal Document Advanced Skills (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Co-Requisite (increase), Course Pre/Co-Requisite (relax), Course Type (Mode of Delivery), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61252)

Motion Carried

5. ACCT 480 - Revision

Allow alternate prerequisites as the alternates provide sufficient preparation for a student to be successful in the course and for some students to complete the BBA in a more timely fashion.

Questions and discussion followed.

Motion

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

ACCT 480 Applied Professional Practice (Substantive/Major Revision) - Course Calendar Description, Course Pre-Requisite (alternate) (ID 61253)

Motion Carried

6. Proposed “Electrical and Computer Engineering Bridge Advanced Diploma” - replacement program for the “Electrical Engineering Bridge Advanced Diploma” and the “Computer Engineering Bridge Advanced Diploma”

Two existing advanced diplomas have been combined into one advanced diploma. There is significant overlap between both programs. This change was accomplished with the replacement of one course in the program. This change reflects the substitution of ELEX 236 for MATH 222 in the Computer Engineering Bridge program, showing a greater focus on engineering modeling and applications, and the substitution of ELEX 236 for MECH 212 in the Electrical Engineering Bridge program, requested by UVic. With these substitutions, a single Electrical & Computer Engineering Bridge program comes into existence, since all courses are now common. There is also a Program Learning outcome change to Java and “C” to reflect current practice at Camosun and UVic, and there a relevant learning outcome for MECH 212 was removed.

Motion

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

Electrical and Computer Engineering Bridge (Advanced Diploma) (Substantive/Major Addition (New)) - New Program/Credential (ID 61212)

Computer Engineering Bridge (Advanced Diploma) (Substantive/Major Cancellation (Replacement)) - Cancel Program (ID 61213)

Electrical Engineering Bridge (Advanced Diploma) (Substantive/Major Cancellation (Replacement)) - Cancel Program (ID 61214)

MECH 212 Thermodynamics for Engineers (Substantive/Major Cancellation (No Replacement)) - Cancel Course (ID 61215)

ELEX 236 Discrete Structures in Eng. (Substantive/Major Addition (New)) - New Course (ID 61216)

Motion Carried

7. Sheet Metal and Metal Fabrication Foundation Revisions

To combine two program courses into one new course. Student Records identified an issue with having two courses. Students were under the impression that they could opt out of one of the two courses in the program, when the reality is that both are required. Creating one course and combining the material from both addresses this issue.

Questions and discussion followed.

Motion

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

Sheet Metal Work and Metal Fabrication Foundation (Certificate in) (Substantive/Major Revision) - Program Content (ID 61236)

SMFB 100 Sheet Metal and Metal Fab (Substantive/Major Addition (Replacement)) - New Course (ID 61237)

MFAB 199 Metal Fabrication Level 1 (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61239)

SMTL 199 Sheet Metal/Metal Fabricator (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61238)

Motion Carried

8. CRWR 153 and CRWR 157 – New Courses

New Courses to meet growing student demand.

Motion

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

CRWR 153 Writing a Novel 1 (Substantive/Major Addition (New)) - New Course (ID 61225)

CRWR 157 Fiction for Children and Youth (Substantive/Major Addition (New)) - New Course (ID 61226)

Motion Carried

9. Second Year English Literature Courses

Based on our new first year English course offerings, the pre-requisites for second year literature courses offered by the English department at Camosun need to be changed. All 2nd year literature courses will require the same pre-requisites. It is hoped that students interested in literature courses will take two first year English courses in their first term so that they can enroll in 2nd year English literature courses in the second term. The standard pre-requisite for 2nd year English courses across the province/nation and recommended by the English Articulation committee is two courses in first year English, or one course in first year English, plus a creative writing course.

Questions and discussion followed.

Motion

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

ENGL 221 Film and Literature (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61227)

ENGL 224 American Literature (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61228)

ENGL 262 Women's Literature (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61229)

ENGL 270 Canadian Literature (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61230)

ENGL 280 British Literature to 1700 (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61231)

ENGL 282 Augustan/Romantic Literature (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61232)

ENGL 286 20th Century Literature (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61233)

ENGL 288 Literature & Popular Culture (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61234)

ENGL 290 Special Topics in Literature 1 (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61235)

Motion Carried

10. ENGL 284 and ENGL 292 - Cancel

Cancel ENGL 284 and 292. We need to cancel the ENGL 284 because we have not offered this course for some time. ENGL 284 does not receive good transfer credits for students, especially for those majoring in English, Arts or Humanities, because most Shakespeare courses at receiving institutions are offered at the 3rd-4th year level. Plus, the works of Shakespeare are studied in other Camosun courses like ENGL 160 (161, 163) and ENGL 280; an entire course in Shakespeare could also be offered through ENGL 290: Special Topics.

We need to cancel the ENGL 292 because we have not offered this course for some time. Since we already offer one special topics course (ENGL 290), and since students can only receive direct course transfer credit for one of these courses at most receiving institutions, we have stopped offering ENGL 292. Taking ENGL 292 in addition to ENGL 290 will not help students receive additional course credit.

Our department strives for specific course credit, rather than unassigned English or elective credits, so that specific English course pre-requisites can be fulfilled at Camosun.

Motion

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

ENGL 284 Shakespeare Studies (Substantive/Major Cancellation (No Replacement)) - Cancel Course (ID 61218)

ENGL 292 Special Topics in Literature 2 (Substantive/Major Cancellation (No Replacement)) - Cancel Course (ID 61219)

English (Associate Degree of Arts) (Substantive/Major Revision) - Program Content (ID 61217)

Motion Carried

If you need more detail you can view the curriculum items via the following links:

11. ENGL 175 – New Course; and revisions Indigenous Family Support and Mental Health and Addictions

The Department of English has been piloting an adapted version of *English 170: Technical Communications 1* for the Indigenous Family Support Worker program in Health and Human for two years. Based on the success of this pilot, the continuation of the INDFW program, and the recent request to use this course by the Mental Health Certificate program, we wish to formalize the adaptation of this course that was originally designed for program student in Trades and Tech.

English 175 differs from English 170 in that it is a professional writing course designed for those who work with people and human services; English 170 is a technical writing course designed for professionals who work with objects and tools (e.g., computers, navigation instruments, etc.). The actual writing tasks and genres, as well as audiences and professional requirements, differ significantly, thereby require a new course to replace English 170 in the Health and Human Services programs.

In addition, seats not taken by program students are open to any Camosun students. Our department has observed that due to the demand for professional writing courses, non-program students have been taking this course to help them at the workplace.

This new course will also allow for new articulation, so that university and college transfer credit will be sought at receiving institutions, thereby making it more appeal to program and non-program students alike.

Motion

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

ENGL 175 Professional Writing for Community Services (Substantive/Major Addition (New)) - New Course (ID 61245)

Indigenous Family Support (Certificate in) (Substantive/Major Revision) - Program Content (ID 61240)

Mental Health and Addictions (Certificate in) (Substantive/Major Revision) - Program Content (ID 61241)

Motion Carried

12. GEOG 240 (revise), GEOG260 (new), ANTH 204 (new)

GEOG 240 - A clearer course title to reflect description and outcome changes, and to stimulate more student interest in understanding Asia. The changes in course description and learning outcomes reflect a stronger emphasis on the process of globalization and its impacts on Asia.

GEOG 260 – The new course enriches the Geography offerings. It provides the theoretical background for development studies in Geography and other fields of enquiry.

ANTH 204 – The new course will address the current interest in sustainability and food security.

Motion

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

GEOG 240 Globalization and Asia (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61221)

GEOG 260 Geographies of Development (Substantive/Major Addition (New)) - New Course (ID 61222)

ANTH 204 The Anthropology of Food (Substantive/Major Addition (New)) - New Course (ID 61314)

Motion Carried

13. ELC 241 and 242 - Revisions

To include the new academic writing English courses (ENGL 151, 161 or 163) in the pre-requisite list and to adjust the course hours to meet the licensing requirement for the Early Childhood Training profile.

Motion

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

ELC 241 Practicum 4 ITE (Substantive/Major Revision) - Course Pre/Co-Requisite (replacement), Course (Activity) & Hours (ID 61246)

ELC 242 Practicum 4 SNE (Substantive/Major Revision) - Course Pre/Co-Requisite (replacement), Course (Activity) & Hours (ID 61247)

Motion Carried

I. DISCUSSION

1. "FIRST QUALIFIED, FIRST SERVED" –WHAT DOES THIS MEAN TO YOU

Kathy requested Education Council members share their opinions and feedback on this question in light of the upcoming request for a selective admission process for the Nursing program.

Feedback included by was not limited to:

- *"The impact of establishing and maintaining partnerships on our decision-making."*
- *"Urge caution in terms of moving in this direction. We need research and evidence to support our decision-making."*
- *"Going in this direction is a concern."*
- *"Our partner is concerned. They are viewing from a completely different perspective."*
- *"One tool to help students be successful".*
- *"If we are going to make this decision we need to make it soberly, to make sure we are offering the right guidance to students"*
- *"What things are impacting attrition rates?"*
- *"Need to shift and respond to a changing landscape"*
- *"Need to expand the definition of first qualified, first served"*
- *"What are our values around qualified, does this mean different things to different programs?"*
- *"See the pluses and minuses in both approaches".*
- *"Need a small group and/or another meeting to coalesce our thoughts"*
- *"Call a meeting for April 30th for the council of the whole to meet and discuss further".*

2. BILL 18

Kathy requested feedback or comments regarding the interpretation of the Bill that an executive member of CCFA cannot sit as Chair of Education Council or the Board. The collective feedback reflected that Education Council members did not feel it was appropriate for them to officially comment on the matter as it is not in the mandate of Education Council to be involved in CCFA or BCGEU business.

3, BUDGET IMPACTS ON CURRICULUM

Kathy requested feedback or comments that can be used to create a statement to the Board of Governors regarding need for consultation with Education Council when budget decisions are being made that impact established curriculum. Discussion, feedback, and comments followed. Kathy clarified that she would collate the feedback in a statement to the board.

Update - Statement to the Board (circulated to EdCo members on April 24, 2012)

“With respect to the budget the Board voted on last meeting: the Council acknowledges the difficult position that the college is in and the difficult decisions that had to be made to balance a reduced-funding budget.

The Council is particularly concerned about the loss of the Learning Skills Department (a department that offers courses in many access programs), about program cuts that affect other departments' programs (for example, the Computer Science program courses), and about the loss of Associate Dean positions that are intricately involved in the development and delivery of curriculum at the college.

These cuts will affect curriculum throughout the college. For this reason we respectfully recommend that the Board consults with Education Council in future years prior to making decisions that affect curriculum.” – Kathy Tarnai-Lokhorst, Education Council Chair

Background Notes (not submitted):

- *Education Council has a responsibility for academic governance, to oversee Camosun curriculum and ensure our educational beliefs are upheld by supporting students learning abilities and opportunities. We do this by setting and supporting educational policies and by formally approving curriculum additions and changes.*
- *The effect of cutting departments and the courses they deliver in numerous other programs (i.e.: Computer Science) is now being realized: for example, programs containing formal Learning Skills courses must be redesigned with replacement courses developed while students in programs linked to unofficial Learning Skills workshops will lose the support that they need for success in these intense programs. I anticipate an increase in workload in terms of program redesign, development of new courses, and approval of courses and program changes.*
- *Effective high-quality curriculum is developed from reasonable educational, pedagogical and androgogical reasons. Our greatest frustration is responding to curriculum changes for which the rationale is "we need to make this change so that the learning outcomes reflect what is actually being taught".*

- *We are not asking to be part of the budgetary decision-making process; we are respectfully asserting the requirement that we be included and consulted when curricular decisions are being made.*

K. NEXT MEETINGS

Special Meeting (Chair and Vice-Chair Elections)

Monday, May 28, 2012, 4:00-4:10, Interurban CC 321

Regular Meeting

Monday, May 28, 2012, 4:10-6:00, Interurban, CC 321

L. ADJOURNMENT

The meeting adjourned at 7:00 pm.

Education Council Special Meeting – First Qualified First Served

April 30, 2012

4:00-5:30

CC 321, Interurban

Present:

Kathy Tarnai-Lokhorst, John Boraas, Joanne Cumberland, Gail Baxter, Barbara Herringer, Carly Hall, Paul Brady, Thea Todd, Patricia Gaudreault, Nicole Greengoe, Stephen Bishop, Cynthia Wrate (via phone), Shelley Butler (recorder)

Additional Feedback:

Karin Kaercher (feedback via submission)

Discussion points regarding Admission Policy and “First Qualified, First Served”.

Nursing, at the request of our partner University of Victoria, is proposing a competitive entry process. There would no longer be a wait list. Members of Education Council who were available for the Special Meeting discussed how this is congruent or not with the College’s Admission Policy, and how we should handle potential requests for competitive entry in the future:

- Members present took some time to review Karin Kaercher’s submission (see attached)
- Thanks to Karin for considering this question in more detail, presenting another side to the story.

What we are hoping to achieve in this meeting?

- Camosun is in a partnership with UVic to deliver the Nursing curriculum. Exceptionally high attrition rates in Nursing at Camosun are a concern for UVic. Understand the issue more clearly, understand the challenges we are facing so that by the time the Nursing submission comes to Education Council, we can make an informed decision.
- Have a frank conversation about what we want for the College and our relationships with partners (e.g. UVic.).
- Seek clarity before the submission comes to the CCC table. This should not be debated at the CCC table. It is an Education Council issue.
- Come to terms with how we have applied competitive entry in the past with our need to do so again, and in the future. The College has changed over the last 40 years. We need to consider expanding our interpretation of first qualified, first served.
- Set some guidelines that will help EdCo/CCC in our decision-making for allowing competitive entry.

Why are we considering this question now?:

- Still want to maintain access for all students, but when we are in partnership with another institution we also need to maintain that relationship. This is a single program. Students start here but credential with UVic. There is a need to balance the interest of both institutions. We need to do a little of give and take for a healthy relationship with our partner institution. In this case if we allow competitive entry (UVic’s request) we can seek ways to allow for flexibility in the courses UVic will allow for admission (e.g. mixing secondary courses with college prep courses).

- Camosun has one of the highest attrition rates in the province for our Nursing program (30%). We need to address this so that we can serve our students and our partnership better.
- Camosun Nursing has a 2 year waitlist for a program with 70% success rate. Students are “flipping” between institutions to avoid competitive entry as some institutions and waitlist at others.
- The program and profession have changed dramatically over the last 10 years. Nurses are now expected to know and perform the functions of what the old General Practitioner performed. The requirements are very complex now. The entry to practice credential has also changed from a Diploma to a Bachelor of Science.
- While we have approved this for other lesser known programs in the past (e.g. MRT), the Nursing program challenges us. Nursing has a long history at the College, it is a “flagship” program, and has touched most people in some way. It is a program we “all understand or thought we understood” so it seems brings this issue to light. Times have changed however, and we need to look at the reality for the program as it exists today.

Issue in a Broader Context:

- We should consider this issue in a much broader context. Our policy on Admission does speak to tailoring our admission requirements to support community need or enable partnerships. We already have had programs come forward in the past that have used this principle in order to seek approval. The First Qualified First Served interpretation needs to be inclusive of this principle, but we lack the foundation (i.e. the criteria) for when to engage in the selective admission process. We need to build the criteria for when we would engage with a selective entry process. That is what is currently missing.
- We should determine the circumstances in which we would or would not look at competitive entry in a program.
- We should ensure there has been appropriate and fulsome research done to support competitive entry in each case.
- As we are in more partnerships, professions have changed, and our understanding of research to support student success has shifted, we should consider being more inclusive with our definition of “first qualified, first served”. Expanding our definition of first qualified and first served when it is appropriate to do so should not be considered a “bad” thing. The program sustainability may depend on it.
- We have a responsibility to the public, as we are a publically funded institution, to address attrition issues.
- What criteria would we use to consider selective entry (aka competitive entry):
 - Responding to a partnership
 - Sustainability of the program.
 - Student retention and transition throughout the program.
 - The profession requirements.

All criteria should be supported by background research and included in a request for competitive entry.
- Selective Entry does change the way we process applications. We no longer wait list students. They must reapply every year to get in (however applications can be held till the following year).
- “Selective Admission”, “Competitive Admission”, “Selective Entry” – some of the terms used in discussion.

Other Comments re. Nursing request:

- Are there other ways we can improve the attrition rates at Camosun?
- The Nursing Department notes that selective Entry at other institutions has lowered attrition rates.
- Can we get UVic to consider recalculating a student's GPA differently if they repeat a course and are more successful?
- Nursing Department notes that a strong score in English and Chemistry are strong predictors of success in our Nursing program. Students need to be able to function rapidly in their academic English to get on top of material in the program.
- Students need to be very good in science to succeed in this "newer" Nursing program than in the past. This is not understood by many students wanting to enter the profession now. The period between applications can be used by students to upgrade course grades and add to knowledge.