



Education Council

Ensuring that our students are provided with quality educational experiences

Ex-250-002-002

Approved Minutes

Monday, June 17, 2013
4:00-6:00 pm Meeting
CC 321, Interurban

Present

Anita Ferriss (Administration)
Carly Hall (Faculty), Chair
Cindy Kwok (Permanent Secretary)
Corrine Michel (Faculty)
Cynthia Wrate (Faculty), Vice Chair
Gail Baxter (Support Staff)
Joanne Cumberland (Support Staff)
John Boraas (Administration)

Karin Kaercher (Faculty)
Kathy Tarnai-Lokhorst (Faculty)
Madeline Keller-MacLeod (Board of Governors)
Mindy Cui Yu Jiang (Student)
Nancy Sly (Faculty)
Nicole Greengoe (Administration)
Richard Stride (Administration)
Shelley Butler (Permanent Secretary)

Regrets/Absent

John Gordon (Faculty)
Thea Todd (Faculty)
Kathryn Laurin (President)

Patricia Gaudreault (Faculty)
Paul Brady (Faculty)

Guests

Stephen Bishop, Health and Human
Narine Grigoryan, Council-Elect
Peggy Tilley, Arts and Science
Jordon Sandwith, Student

Louise Kallhood, Health and Human
Karyn Marczak, Access
Simka Megan Marshall, Student

Meeting

1. CALL TO ORDER AND A DECLARATION OF QUORUM

The Regular Meeting was called to order at 4:06 by Carly Hall, Education Council Chair.

2. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY

Carly 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'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.

3. WELCOME AND ROUNDTABLE

Carly welcomed everyone and requested a roundtable check-in.

4. ACCEPTANCE OF AGENDA

The June 17, 2013 agenda was accepted via unanimous consent.

5. APPROVED MINUTES

The May 27, 2013 minutes were approved via unanimous consent with one correction – Committee Reports. Remove the statement “for new programs as well as for program review/renewal” under the Education Council Steering Committee report.

6. REPORTS

1. EDUCATION COUNCIL CHAIR – CARLY HALL

Carly advised that EdCo Retreat will take place on August 27, 2013. Various topics, including the newly created Education Approval model, will be discussed at the retreat.

THANK YOU

Carly thanked all outgoing Education Council members – Karin Kaercher, Nancy Sly, Gail Baxter, Insu Kim (recently resigned), John Gordon, Kathy Tarnai-Lokhorst, Patricia Gaudreault, Paul Brady, and Thea Todd. She presented a small gift to those members present. Other members will receive their gift through campus delivery.

2. VP ACADEMIC – JOHN BORAAS

John reported that the College is in process conducting Dean searches. An offer has been made for the Dean of Arts and Science, and we are currently in process of interviewing for the Dean of Access.

3. BOARD OF GOVERNORS – MADELINE KELLER-MACLEOD

Madeline reported that she has received the 2012-2013 FTE Enrolment Report. <https://web.camosun.ca/erp/full-time-equivalent-fte-enrolment-reports> Madeline reviewed a number of highlights she saw in the report, particularly with utilization rates.

7. COMMITTEE REPORTS

1. AWARDS COMMITTEE – JOANNE CUMBERLAND

Nil

2. ALTERNATES–KATHY TARNAI-LOKHORST

Kathy has sent out a meeting invite to the subcommittee members for the next meeting.

3. EDUCATION COUNCIL STEERING COMMITTEE – ED APPROVALS REVIEW AND RENEWAL – KARIN KAERCHER

Karin advised that the Steering Committee has been working very hard to develop the new Education Approval model. This new model will provide curriculum support to developers for new programs. It will prompt implementation and operational discussion in a timely manner, while Student Services will have sufficient time to implement changes and provide information to our students. The model will also look at the process of determining which curriculum change needs to come through formal approval, and which can go through “fast track” process. Karin noted one anomaly with regard to the Chair of the

Integrated Curriculum Committee (ICC). It was proposed this member would be a member of Education Council, which does not meet the terms outlined in the College and Institute Act. As such it was proposed to change the language related to the Chair's position to a "voting or non-voting" member of Education Council. Karin will speak to this item more during the discussion portion of the meeting.

4. EDUCATION COUNCIL GOVERNANCE / ACCOUNTABILITY – ED APPROVALS REVIEW & RENEWAL – CYNTHIA WRATE

Nil

8. COLLEGE CURRICULUM COMMITTEE (CCC) PRESENTATIONS & REPORT – NICOLE GREENGOE

1. Baccalaureate of Science in Nursing

Stephen Bishop presented further revisions to the Nursing Admission requirements:

- Revise the program admission requirements competitive entry process as the current process will not be sustainable to offer:
- Remove assessment from Math and English entrance requirements in Stage 1. This will not be accepted at UVIC and the assessment process is not designed to give a student a letter grade.
- Remove requirement for volunteer hours. Based on the large number applicants and the limited opportunities for volunteering this will be a barrier to students in being able to apply to the Nursing program.
- Remove the required Math and English assessment in Stage 2. This can be assessed during the interview process.
- Move from a 4 stage process to a 2 stage process based on GPA ranking (Stage 1) and mini-multiple interviews (Stage 2). Based on GPA and available seats students will be selected for the Stage 2 interviews. The interviews will then be scored to select the successful applicants. This would be a fairer process than originally proposed as it is a better compromise between the academic demands of Nursing and the culture of opportunity the department wishes to maintain at Camosun.

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

- *Concern expressed about the appropriateness of the Nursing faculty from Camosun and UVic assessing the English skills of applicants in a subjective manner. Are the assessors aware of their own biases and assumptions based on accent, non-verbal language? Why not use an objective assessment?*
- *Concern expressed about how applicants will be ranked if many score the same score but there are not enough seats.*

Motion

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

Nursing (Science in) (Bachelor of) (Substantive/Major Revision) -	Program Admission Requirements	(ID 62255)
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Motion Not Carried
5 Yes, 5 No, 2 Abstention

2. Medical Radiography

Louise Kallhood presented the MRT revisions. The MRT curriculum revisions clarify the admission process language and update the various MRAD course descriptions for currency.

The MRT curriculum and general program requirements are offered within the context of a Memorandum of Understanding partnership agreement between Camosun College, BCIT and the College of New Caledonia. This is a 4 year agreement. At the startup of the program, (Sept 2012) course outlines were forwarded to Camosun faculty. These course outlines had been updated since from the original documents submitted to Education Council. MRT adopted these course outlines. Any significant changes to course outlines must be carried out in cooperation with BCIT and CNC, as the program alignment needs to be similar enough for students to change institution should they request and a seat be available. The only significant change in course outline to date is for MRAD 120 – the first clinical education course. The objectives were aligned with the competencies listed on the feedback/evaluation forms (which were adopted from the BCIT material). The intent of the course objectives was not changed.

Similar to the BCIT and CNC programs, MRT applicants undergo a selective admissions process. Traditionally this involved a one day clinical visit to a hospital site where the applicant was assessed by hospital staff and Clinical Instructor. They also wrote a quiz at the end of the observation day. In March 2013, through the MRT Advisory Committee, we were notified that VIHA would no longer accept these applicants on site due to liability concerns. In order to maintain a meaningful selection process, the selection process now includes the applicants watching a series of video clips representing activities they would have seen or heard about at the hospital visit. The applicant writes a short essay addressing a particular aspect of the video. IN addition there is now an assessment of Math 12, Biology 12 and general knowledge about the profession. This new format, along with mini interviews was used for selection of the September 2013 intake. Assessment includes requiring the applicant to achieve 65% in both the academic and the interview assessment portions of the process.

This assessment process will continue to evolve as we take into account the experience gained from each cohort. The program is tracking results between selection and success in the program.

Motion

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

Medical Radiography (Diploma in) (Substantive/Major Revision) -	Learning Outcomes, Program Admission Requirements, Program Content, Program Description	(ID 62263)
MRAD 102 Radiographic Sciences 1 (Substantive/Major Revision) -	Learning Outcomes	(ID 62264)
MRAD 103 Human Behaviour (Substantive/Major Revision) -	Learning Outcomes	(ID 62265)
MRAD 105 Radio Anatomy & Physiology 1 (Substantive/Major Revision) -	Learning Outcomes	(ID 62266)
MRAD 107 Clinical Orientation (Substantive/Major Revision) -	Course (Activity) & Hours, Course Type (Mode of Delivery), Learning Outcomes	(ID 62261)
MRAD 109 Radiographic Procedures 1 (Substantive/Major Revision) -	Learning Outcomes	(ID 62267)
MRAD 111 Patient Care (Substantive/Major Revision) -	Learning Outcomes	(ID 62268)
MRAD 115 Rel Anatomy & Physiology 1 (Substantive/Major Revision) -	Learning Outcomes	(ID 62269)
MRAD 120 Clinical Education 1	Course (Activity) & Hours, Learning	(ID 62260)

(Substantive/Major Revision) -	Outcomes	
MRAD 122 Pathology 1 (Substantive/Major Revision) -	Learning Outcomes	(ID 62270)
MRAD 124 Radiobiology & Radiation Prot (Substantive/Major Revision) -	Learning Outcomes	(ID 62271)
MRAD 125 Rel Anatomy & Physiology 2 (Substantive/Major Revision) -	Learning Outcomes	(ID 62272)
MRAD 127 Ethics & the Healthcare System (Substantive/Major Revision) -	Learning Outcomes	(ID 62273)
MRAD 129 Clinical Applications in CT (Substantive/Major Revision) -	Learning Outcomes	(ID 62274)
MRAD 230 Clinical Education 2 (Substantive/Major Revision) -	Course (Activity) & Hours, Learning Outcomes	(ID 62259)
MRAD 235 Radiographic Procedures 2 (Substantive/Major Revision) -	Learning Outcomes	(ID 62275)
MRAD 237 Interprofessional Health Pract (Substantive/Major Revision) -	Learning Outcomes	(ID 62276)
MRAD 240 Radio Anatomy & Physiology 2 (Substantive/Major Revision) -	Learning Outcomes	(ID 62277)
MRAD 241 Radiographic Procedures 3 (Substantive/Major Revision) -	Learning Outcomes	(ID 62278)
MRAD 243 Radiographic Sciences 2 (Substantive/Major Revision) -	Learning Outcomes	(ID 62279)
MRAD 245 Physics: Medical Radiography 2 (Substantive/Major Revision) -	Learning Outcomes	(ID 62280)
MRAD 246 Rel Anatomy & Physiology 3 (Substantive/Major Revision) -	Learning Outcomes	(ID 62281)
MRAD 247 Communication & Research Skill (Substantive/Major Revision) -	Learning Outcomes	(ID 62282)
MRAD 248 Pathology 2 (Substantive/Major Revision) -	Course (Activity) & Hours, Course Type (Mode of Delivery), Learning Outcomes	(ID 62262)
MRAD 250 Clinical Education 3 (Substantive/Major Revision) -	Learning Outcomes	(ID 62283)
MRAD 255 Capstone (Substantive/Major Revision) -	Learning Outcomes	(ID 62284)
Motion Carried		

3. Diploma in Arts and Science Studies

The department is removing “BC” from the following wording throughout the document: 100-level or higher courses which must transfer to at least one **BC** post secondary college, institute, or university per the British Columbia Council of Admissions and Transfer guide at <http://www.bctransferguide.ca>. The BC transfer guide includes some institutions outside of BC such as Yukon College and Athabasca University. This change provides more flexibility for students and satisfies the spirit of the Diploma in A&S Studies. They also edited the Credential Awarded section.

Additionally, they are proposing including Foundations of Math 11, Applications of Math 12, MATH 135 and MATH 072 as alternate acceptable admission requirements. The universities have lowered some of their math course prerequisite requirements and this has allowed them to do the same which means that more UT courses are available to students with lower math prerequisites.

Motion

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

Arts and Sciences Studies (Diploma in) (Substantive/Major Revision) -	Program Admission Requirements	(ID 62258)
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Motion Carried**4. MATH 101**

They propose including an alternate prerequisite of “A” in MATH 108 Applied Calculus. The standard pathway into MATH 101 Calculus 2 is via MATH 100 Calculus 1. MATH 108 is intended to be terminal calculus course; it covers many of the topics in MATH 100 but without the theory and depth. Allowing students who have really mastered MATH 108 entry into MATH 101 will help those who change their career path and discover that they need MATH 101 (or even enjoy calculus).

Motion

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

MATH 101 Calculus 2 (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 62257)
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Motion Carried**5. PHYS 114**

Two years ago the learning outcomes were updated but the course description was not. This was simply an oversight and they are correcting that now.

In addition, they are revising one of our alternate prerequisites. After carefully reviewing the content of PHYS 150 and 151 in the engineering access program, they found that these courses did not provide proper preparation for the academic calculus-based UT PHYS 114 course. However, they do want to leave options open for students who change career paths and so have decided to allow an “A” in PHYS 151 as an acceptable alternate prerequisite. This aligns with the admissions requirement for the Engineering Transfer (First Year Engineering) program which permits an “A” in the engineering access courses PHYS 151 and MATH 173 as acceptable alternates.

Motion

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

PHYS 114 Fundamentals of Physics 1 (Substantive/Major Revision) -	Course Calendar Description, Course Pre-Requisite (increase)	(ID 62256)
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Motion Carried**6. EXW 220, AET 272 and 310**

EXW 220: The course is currently restricted to Exercise and Wellness and Bachelor of Athletic Therapy students only. The revision is to also allow Bachelor of Sport and Fitness Leadership – Exercise and Wellness Specialization (BSFL-EXW) students to take this course too as EXW 220 is a required course in the BSFL- EXW program.

AET 272: Allow for alternate BIOL requirements as they are appropriate courses to ensure student success, and alleviate the need for constant waivers (as currently is happening).

AET 310: The course is currently restricted to Bachelor of Athletic Therapy students only. The revision is to also allow Bachelor of Sport and Fitness Leadership – Exercise and Wellness Specialization (BSFL-EXW) students to take this course too as EXW 220 is a required course in the BSFL- EXW program. In addition, revise the pre-requisites as the currently noted ones are not appropriately reflective of the incoming knowledge required. Lastly, revise the course activity hours to bring them in line with the traditional “lecture-only-hours” offering for this type of course.

Motion

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

AET 272 Field Prevention/Injury Care 1 (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 62253)
AET 310 Pathophysiology (Substantive/Major Revision) -	Course (Activity) & Hours, Course Co-Requisite (relax), Course Pre-requisite (replacement)	(ID 62252)
EXW 220 Lifetime Sports-Fitness Prog. (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 62254)

Motion Carried

7. Network and Electronics Technician (Program w/ Coop) and ELEX 111 CANCELLATION *(replaced with new version of program)*

The Network and Electronics Technician Program, the associated Cooperative Education Appendix, and the Internship course ELEX 111 are proposed to be cancelled. This program was replaced by the Computer Network Electronics Technician Program (approved by EdCo in Feb 18, 2013).

Questions and discussion followed.

Motion

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

Network Elec Tech (Certificate in) (Substantive/Major Cancellation (Replacement)) -	Cancel Program	(ID 62182)
Network Elec Tech (Certificate in) (Substantive/Major Cancellation (Replacement)) -	Cancel Program	(ID 62183)
ELEX 111 Internship (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 62184)

Motion Carried

8. PRESENTATIONS AND/OR DISCUSSIONS

1. UNIVERSITY STUDIES PROGRAM (ESL/ESP)

Carly introduced Karyn Marczak to present the briefing – “University Studies Program (ESL/EAP)”. This briefing note is in response to an Education Council Executive request on May 22, 2013 for more information regarding the following question: Would the Education Council consider a credential that requires no program admission but is one that simply can be granted if students take a selection of specific courses? In this way, the credential would be granted after the courses have been taken.

The context for this question stems from operational complexities that have arisen as a result of the proposed University Studies Program (ESL/EAP). The design of this program is very straightforward since, with the exception of the development of one ELD support course, it simply packages existing courses that upper-level second-language students already take: ELD 092, ELD 094, and some University Transfer courses. By simply offering the students the option of a credential after taking a selection of courses, the logistical problem of coding these students who span Access and Arts and Science could be eliminated.

A key goal of the College’s Strategic Plan is to “[g]row and support internationalization throughout the College that reflects the global environment in which our students will live.” To do this effectively, we need to “provide and support pathways and programs that attract and support immigrants, first generation and non-traditional learners.” (Strategic Plan 2011 – 2014, Pillar 1, Strategy 3). One key aspect of internationalization in the College is the move to attract larger numbers of international students, assist them in their transition to academic programs, and recognize the academic work they do as part of a coherent program. As enrolment of both international and domestic non-native speakers of English grows, the need to support their learning and facilitate cross-cultural understanding also grows.

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

- *Some of these issues may be solvable at the operational level and not require Education Council.*
- *This model does not appear to be eligible for financial aid.*
- *This model could be very confusing for marketing to students as they may not be sure what they are in.*
- *If we are not going to enroll students in the program, how can we ensure they take the appropriate courses and get the supports they need?*
- *Seems to be a pathway for students and not a “credential”. Seems to be missing something to make it a credential.*
- *Education Council would consider a credential such as this if the department addressed some of the feedback given.*

2. EDUCATION APPROVALS REPORT TO EDUCATION COUNCIL

Karin Kaercher presented highlights from the Education Approvals Steering Committee Report to Education Council: Recommendations for the implementation of the new Educational Approvals Model.

In 2010, the Camosun College Education Plan (2010-2011) called for improved institutional support of curriculum development, the creation of a curriculum framework, the regular review of credentialed programs, and the review of our curriculum approvals process. In the fall of 2010, The VP –Education funded the Curriculum Enhancement Initiative which included a full review of the existing college educational approvals process as one of four strategies that would move the institution towards its goal of enhancing curriculum. A Review Committee consisting of EDCO members, Student Services, and the Educational Approvals Coordinator was struck and a thorough review was facilitated by Program Review and Renewal (PRR) facilitators. During the review, information was collected from over 140 faculty, staff, and administrators. In August, 2010 the Review committee recommended the adoption of

“A Developmental and Educational Approach to Curriculum Development and Education Approvals” (see attached). This new Education Approval Model was endorsed by Education Council and the Senior Leadership team in 2012.

At the September 2012 Education Council meeting, the Council established the Steering Committee on Education Approvals comprised of Education Council members, College Curriculum Committee (CCC) members, Student Services representatives, the Educational Approvals Coordinator and the Director of Educational Planning and tasked them with providing the Council with direction on the implementation of the new approvals model. The report documents the work of the Steering Committee and provides Education Council with direction on the implementation of the new model, a communication plan, Terms of Reference for the new Integrated Curriculum Committee (ICC), approval deadlines, and pathways.

Questions and discussion followed.

It was made clear that Education Council would move forward with recommendations from the model for a transition period from Sept 2013 to Dec 2013, with full implementation recommended for January 2014.

9. GOVERNANCE ITEMS ARISING FROM CURRICULUM

Nil

10.NEXT MEETING

Regular Meeting- 2013-2014 Council

Monday, Sept 23, 2013, 4:00-6:00 pm, CC 321, Interurban

11.ADJOURNMENT

The Meeting adjourned at 6:30 pm.