Approved Minutes

Monday, September 23, 2013
4:00 – 6:00 pm
CC 321, Interurban

Present

Carly Hall, Faculty	Meghan Moore, Faculty
Cynthia Wrate, Faculty	Mindy Cui Yu Jiang, Student
Dominic Bergeron, Administration	Narine Grigoryan, Faculty
Joanne Cumberland, Support Staff	Richard Stride, Administration
John Boraas, Administration	Shelley Butler, Permanent Secretary
Leslie Martin, Support Staff	

Regrets/Absent

Corrine Michel, Faculty	Kathryn Laurin, President
Nicole Greengoe, Administration	

Guests

Stephen Bishop, Health & Human	Madeline Keller-MacLeod, Student
Lisa Robertson, Access	Tag Kelt, Student

ITEM	PRESENTER
A. Call to order and declaration of quorum The Regular Meeting was called to order at 4:06 by Carly Hall, Education Council Chair.	**Carly Hall**
B. Acknowledgement of Coast Salish Territory *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'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. http://camosun.ca/aboriginal/territory.html*	**Carly Hall**
C. Round-Table Check-In Carly welcomed everyone and requested a roundtable check-in.	**Carly Hall**
D. Acceptance of Agenda The September 23, 2013 agenda was accepted via unanimous consent.	**Carly Hall**
E. Minutes for approval The June 17, 2013 minutes were approved via unanimous consent.	**Carly Hall**

F. Reports

1. Education Council Chair

Carly Hall

Carly noted that she will update the council on the status of the Education Approvals process changes later in the meeting during the discussion time.

2. VP Academic

John Boraas

John reported that his office has been busy with hiring of Deans, the Associate VP of Student Experience, and the VP Planning. He will update Education Council as positions are filled.

3. Board Member

Carly Hall

a) Carly noted that the Education Council Board Member Rep has not been appointed by the Board of Governors yet. She expects the Board will have someone appointed by the next Education Council meeting.

b) Carly reminded members of the upcoming By-Election to fill the vacancies on Education Council. Education Council members are reminded to encourage their colleagues to considering running for election.

G. Committee Reports

1. Awards

Joanne Cumberland

Joanne noted that the Awards Committee was looking new members. Dominic offered to become a member of the Committee. The next meeting is scheduled for Oct 22.

2. Alternatives

Vacant

Nil

3. Education Council Steering Committee – Education Approvals Review & Renewal

Karin Kaercher

Karin reviewed the most recent tasks that have been completed to date: drafting of a CamNews Announcement, presentation to ELT, and scheduling of meetings with the various school curriculum committees to communicate the new model.

4. Education Council Governance/Accountability – Education Approvals Review & Renewal

Cynthia Wrate

Cynthia noted that there are a number of governance issues for the Council to tackle. The Governance Committee is putting a call out for members to join. She also expects that this may be of interest to new members that will join the council in November from the By-Election. Interested members should contact Cynthia or Shelley.

H. Integrated Curriculum Committee Report

1. Curriculum Recommended for Approval

Karin Kaercher

A. PROGRAM CANCELLATION

1. Diploma in Business Administration, Chinook Option

   Summary/Purpose

   Cancel the Business Administration, Chinook Option.

   The Chinook Diploma program (first available in January 2007) was a three-year program in business foundations and fundamentals that allowed students

of Aboriginal ancestry to gain the skills required for a career in business. It was equivalent to the two year diploma in general business, stretched over three years to accommodate the additional Chinook courses.

The program was offered by the following Chinook partner colleges: Camosun College, Capilano College, College of New Caledonia, Institute of Indigenous Government, Langara College, Northwest Community College. The first year was designed to prepare the student for business studies, and includes courses in math, computer training and communication skills development. In the second and third years student was to continue to study math, economics, communications, accounting, additional business topics, and First Nations studies. In addition, an integrative Chinook Program course was taken as a visiting student at UBC.

With a Chinook Diploma in hand, students were expected to be able to enter the workforce or continue on to advanced business studies at UBC. The BCom (Chinook Major) offers students an opportunity to continue their studies at an advanced level. By earning a diploma or a degree in business the students were to gain the skills, confidence and credentials needed for a wide variety of career opportunities in entrepreneurship, private industry, government, and Aboriginal organizations in such fields as marketing, accounting, finance, human resources and more.

There have never been any Camosun students who have enrolled in this program. Furthermore, Camosun has a more desirable program option in place for Aboriginal students – the Business Administration, Indigenous Business Leadership option (offered since Sept 2008). Moreover, UBC is no longer offering the program. As such, this program was suspended in May 2013, and is now being brought forward for full cancellation.

Note – Programs are cancelled by the Board of Governors. Education Council is consulted on programs cancellations (See Program Suspension and Cancellation Policy E-1.11)

Question and discussion followed.

| **Motion** |
| It was moved and seconded by the Integrated Curriculum Committee that Education Council approves cancellation of the Chinook Option of the Diploma in Business Administration: |
| Business Admin, Chinook (Diploma in)   (ID 62405) |
| **Motion Carried** |

B. 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 Certified Dental Assistant (ID 62404), CDA 141 (ID 62403), CDA 151 (ID 62402)
- o Health Care Assistant *Indigenous Program* (ID 62401), IFS 120 (ID 62399), IFS 121 (ID 62400), HCA 122 (ID62406), HCA 123 (ID 62407)
- o MHA 140 (ID 62398)
- o COMP 139E (ID 62397)
- o Indigenous Human Services Career Access (ID 62394), IST 118 (ID 62393), IST 119 (ID 62392)
- o Plumbing and Pipe Trades Foundation (ID 62362), PIPE 100 (ID 62363), PIPE 199 (ID 62361), PIPE 199B (ID 62396)
- o Arts and Science Studies – Global Studies (ID 62395)

Motion Carried

Note - Council members requested information on how they are able to review the curriculum documents prior to the meeting. It was noted that 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. Prescribed Curriculum
The ICC reviewed the ITA - mandated changes to this curriculum and recommends full approval.

Motion

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

- Plumbing and Pipe Trades Foundation (ID 62362), PIPE 100 (ID 62363). PIPE 199 (ID 62361), PIPE 199B (62396)

Motion Carried

2. Issues Arising from Curriculum Review

Karin Kaercher

Karin referred council members to three governance or standards issues that require further work. She noted that these issues are only being brought forward at this time for information as the council needs to define process to deal with these issues at a meaningful level. Further research needs to be done on these issues to allow for a fulsome discussion by Education Council.

The issues were as follows:

a. **Program Cancellation, Program Version Changes and Credentialing**
The College does not have specific language articulated in our policies or standards

that would limit a student from receiving a cancelled or past version of a credential. For example, a student can choose to leave the college without completing their Business Administration Diploma, then return at a later date, and credential off a "retired" version of a Business Administration Diploma by picking up a couple of the courses (that we still offer) from that retired Diploma version. The student will credential on the older Diploma version (could be from any years ago), even though we can no longer ensure the relevance or currency of their credential. The credential completion date would be noted as the day on which the credential was issued by the College (rather than when most courses were taken).

Additionally, the College will also issue a credential to a student for a program that is no longer offered or cancelled if they are able to successfully complete any courses they are missing that are still offered. For example a student that did not fully complete the Recreation Leadership program (available approx. 10 years ago) can return to the college and pick up any courses we still offer from this program that they may be short. The student can then credential in this program, even though we can no longer ensure the relevance or currency of their credential.

This gap in policy puts the college in a vulnerable position.

b. **Course Duplication – Same Course, Different Course Abbreviation/Number?**

Generally our practice has been to not allow the same course to have different abbreviations and/or numbers. This creates a number of systems issues to manage and can cause confusion for students. However, we have a situation whereby it may be considered appropriate to allow for course duplication.

The Circle and Elder's courses are 1.5 hrs/wk discussion/debriefing based courses that support Indigenous students as they move through a program. The learning that takes place in the course is intended to occur in the context of the program the student is enrolled in. A student that has already completed a Circle and Elder's course from a previous program and re-takes that Circle and Elder's course for the new program may not be eligible for financial aid and will only receive credit for one of the courses. This is highly disadvantageous for students.

This type of situation would also apply to many of the work integrated learning courses. We have a gap in expressed standards around when it is appropriate to allow and or not allow course duplication.

c. **Alternates – What is the best way to communicate them clearly?**

In order to promote flexibility for students "alternate" courses may often be used for program admission, program content/completion, and course requisites. We lack consistent, fair and equitable processes and systems across the institution with how they are applied, and made transparent for students and staff.

Merely listing all the alternates in a "college-wide" curriculum document and publishing them in the admission requirements, program content, or course requisites is not necessarily serving anyone. Long strings of alternate courses (with

many "ands"/"ors") often makes the document unreadable. Curriculum pathways become unclear and lead to confusion with so many alternate options for students; however, not including these alternates in the document generally results in inequitable "college-wide" application and loss of transparency.

Alternates can also appear in a number of places, and may be inconsistent. There is no clearly identified primary document that we can look to for information.
   a. "College-wide" curriculum documents
   b. College website/publications (i.e. information to students)
   c. Degree audit charts (list of program version's courses used to credential students)
   d. Individual school/dept charts.

We lack a transparent yet effective way to communicate alternates that pulls information from an identified primary source.

I. Presentations and/or Discussions

1. Nursing Changes

Stephen Bishop and Lisa Robertson

Stephen presented the "Briefing Note re. Nursing Admission Requirement EdCo Discussion, Sept 23, 2013" document. The document outlines the steps to date to revise the Nursing Admission Requirements and the purpose behind the it:

> *"The purpose of the changes was to streamline the process for applicants and to decrease the resources required at the College, and thus the cost to applicants. The proposal as a whole was turned down by EDCO, due largely to concerns about the lack of formal English language proficiency testing in the process.*
>
> *Since the presentation in June, and at the suggestion of EDCO at that time, the Department Chair has met with Lisa Robertson and Mavis Smith of ELD and requested their assistance in reviewing how English assessment could be fairly included in the MMI process, through ELD participation in question design and the interviews themselves. Lisa is able to participate with Nursing in this manner."*

Questions and Discussion Followed. Feedback included but was not limited to:
- *Question re. why remove the volunteer hours? Response was students have had to quit paying jobs to fulfill this requirement, agencies generally don't want to invest in volunteer training if students are going to leave to go to school, etc. Volunteer experience is of value, but not compelling enough to make it a requirement.*
- *Clarification requested on if students will be required to declare if English is not their first language. Response was that Camosun will not require it, but UVic will. As students are simultaneously registered at UVic and Camosun they will need to provide this information when applying to the program to meet UVic's requirement.*
- *Request to combine the last two bullets in Stage 1. Last bullet can be assessed. The second last bullet cannot. Both are bullets are related to one another. Stephen agrees to this.*

- *Request for clarification on how the department will deal with "ties" (i.e. GPA scores, etc.)? Department will need to address.*

Motion
It was moved by Richard Stride and seconded by John Boraas that Education Council approves the revisions to the Nursing program Admission Requirements (ID 62255).

Motion Carried.
Abstention – Mindy Jiang

2. **Education Approvals Policy**   **Carly Hall**
   Carly presented the house-keeping language changes to the Education Approvals Policy. Questions and discussion followed.

Motion
It was moved by Carly Hall and seconded by John Boraas that Education Council approves the revisions Education Approvals Policy with the amendment to remove the statement "Schools will provide administrative support to developers with the completion of approval ready documents".

Motion Carried.

3. **Education Council Discussion**   **Carly Hall &**
   Carly gave a brief update on where things are at with the introduction of the new   **Karin Kaercher**
   Education Approvals Process, including the ICC and EdCo's role. She noted that this is a transition period, we are trying things, and that there may be bumps in the road; but we are committed to move forward on this and not delay it by another year. The upcoming months will focus on communicating this model to the College, particularly the School Curriculum Committee's and/or the Department Chairs.

   Questions and discussion followed. Discussion included but was not limited to:
   - *We should develop an "exceptions process" for curriculum that cannot meet the deadlines but must be implemented for criteria that is yet to be determined.*
   - *General Question to all members: What does Education Council need to move toward a Governance model of decision-making? Members are requested to provide feedback in writing.*

J. **Next Meeting**   **Carly Hall**

Regular Meeting
Monday, Oct 21, 2013, 4:00-6:00, CC 321, Interurban

K. **Adjournment**   **Carly Hall**
The Meeting adjourned at 6:05 pm.