



Education Council

Ensuring that our students are provided with quality educational experiences



Minutes

Monday, Dec 15, 2014

4:00-6:00 pm

CC 321, Interurban

Present

Cynthia Wrate, Faculty
Dominic Bergeron, Administration
Hannah Thomson, Student
Joanne Cumberland, Support Staff
John Boraas, Administration
Karin Kaercher, ICC Chair (*Regular Guest*)
Laylee Rohani, Board of Governors
Narine Grigoryan, Faculty
Nicole Greengoe, Administration
Patrick Jones, Faculty

Rachael Grant, Student
Sarah Lindsay, Student
Shelley Butler, Permanent Secretary
Shohreh Hadian, Faculty
Stephen Bishop, Faculty
Steven Rumpel, Administration
Tony Vernon, Faculty
Vicky Qu, Student

Regrets/Absent

Carly Hall, Faculty
Craig Derksen, Faculty Leslie Martin, Support Staff
Lisa Robertson, Faculty

Todd Ormiston, Faculty
Peter Lockie, Interim President

Guests

Tag Kelt, Student Society
Mandy Hayre, Health and Human

Lynelle Yutani, Health and Human

ITEM

PRESENTER

A. Call to order and declaration of quorum

Cynthia Wrate

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

B. Acknowledgement of Coast Salish Territory

Cynthia Wrate

Cynthia acknowledge the Coast Salish Territory. Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'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>

C. Round-Table Check-In and Welcome

Cynthia Wrate

Cynthia welcomed everyone and requested a roundtable check-in.

D. Acceptance of Agenda

Cynthia Wrate

ITEM	PRESENTER
The Dec 15, 2014 agenda was accepted via unanimous consent.	
E. Minutes for approval	Cynthia Wrate
The Nov 17, 2014 minutes were approved via unanimous consent.	
F. Reports	
1. Education Council Chair	Cynthia Wrate
Nil	
2. VP Academic	John Boraas
Nil	
3. Board Member	Laylee Rohani
Laylee Rohani reported that the last board meeting was an open forum on the topic of internationalization. Topics included providing sufficient resources to help international students achieve success, how to support faculty in supporting international students, how do we encourage domestic students to study abroad, and housing for international students.	
G. Committee Reports	
1. Awards	Joanne Cumberland
Joanne thanked all committee members and others that stepped in to assist in the selection of this year's Awards recipients as she was on vacation.	
2. Education Approvals Steering Committee	Karin Kaercher
Karin reported that the committee did meet, but that there was nothing significant to report.	
3. Education Council Policy and Standards Committee	Cynthia Wrate
Cynthia also reported that the committee did meet, but that there was nothing significant to report.	
H. Integrated Curriculum Committee Report	
1. Curriculum Recommended for Approval	Karin Kaercher, Mandy Hayre, Lynelle Yutani
PRESENTATION	
Mandy Hayre presented the revised Certified Dental Assistant program. Questions and discussion did follow.	
Motion	
It was moved and seconded by the Integrated Curriculum Committee that Education Council approves changes to following curriculum :	
<ul style="list-style-type: none"> • Certified Dental Assistant (IDS 366) – Revised Program • New Courses - DENA 110 (IDS 367), DENA 111 (IDS 368), DENA 120 (IDS 369), 	

DENA 121 (IDS 370), DENA 130 (IDS 371), DENA 131 (IDS 372), DENA 140 (IDS 373), DENA 141 (IDS 374), DENA 142 (IDS 375), DENA 150 (IDS 376), DENA 151 (IDS 377), DENA 161 (IDS 378), DENA 171 (IDS 379), DENA 172 (IDS 380), DENA 173 (IDS 381)

Motion Carried

PRESENTATION

Lynelle Yutani presented the revised Medical Radiography program. Questions and discussion followed.

Motion

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

- Diploma in Medical Radiography (IDS 332) – Revised Program
- New Courses - MRAD 104 (IDS 333), MRAD 106 (IDS 334), MRAD 108 (IDS 335), MRAD 112 (IDS 336), MRAD 117 (IDS 337), MRAD 119 (IDS 338), MRAD 130 (IDS 339), MRAD 134 (IDS 340), MRAD 148 (IDS 341), MRAD 173 (IDS 342), MRAD 156 (IDS 343), MRAD 157 (IDS 344), MRAD 159 (IDS 345), MRAD 165 (IDS 346), MRAD 254 (IDS 355), MRAD 256 (IDS 356), MRAD 260 (IDS 357), MRAD 264 (IDS 358), MRAD 266 (IDS 359), MRAD 268 (IDS 360), MRAD 273 (IDS 361), MRAD 277 (IDS 362), MRAD 279 (IDS 363), MRAD 288 (IDS 364), MRAD 290 (IDS 365)
- MRAD 240 (IDS 347), MRAD 241 (IDS 348), MRAD 243 (IDS 349), MRAD 245 (IDS 350), MRAD 246 (IDS 351), MRAD 247 (IDS 352), MRAD 248 (IDS 353), MRAD 249 (IDS 354) – Course Activity and Hours changes

Motion Carried

REGULAR CURRICULUM

Motion

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

Motion

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

- BUS 311 (IDS 184), BUS 440 (IDS 192), BUS 480 (IDS 193) – Remove PLA option
- Applied Chemistry and Biotechnology – Coop Appendix (IDS 567) – Addition of COOP WEP
- CHEM 290 (IDS 325) and CHEM 291 (IDS 326) – Short description wordsmith, add COOP WEP to pre-requisite, revise learning outcomes

Motion Carried

Abstention (Sarah Lindsay)

A. Prior Learning Assessment (PLA)

At the November ICC meeting, a number of courses came forward requesting the removal of the option to recognize a student's prior learning experiences for course credit. The practice, to date, has been to encourage all developers to include the option of PLA in their course submissions. When PLA was not indicated on a course submission, it has been standard practice to ask the developers to rationalize why the course isn't subject to PLA. This is a discussion matter on fairly regular basis at the ICC. The most recent requests led to a number of questions regarding our PLA policy and practice including:

1. Is it time to refresh our PLA policy? Is this still a priority for the college? (The existing policy was developed and approved in 1999)
2. How often is PLA practiced at Camosun? Does it serve our learners well?
3. If PLA is to be encouraged, how can the college help support this in practice? What information and supports are needed by faculty? What provisions are in place to help faculty to determine appropriate assessment practices?
4. How should PLA be practiced? Should all courses be eligible for PLA?

It was suggested that this issue be brought forward to a future Education Council meeting for further discussion on a strategy to move this forward.

B. Credentials

A recent submission to the ICC raised questions about what is a program and what is a credential?

A **credential** represents the official acknowledgment (often a document) of the successful completion of a course or set of courses that qualifies the status of a graduate.

At Camosun, a **program** of studies is characterized by a thoughtful and purposefully selected course (or set of courses) that fulfill(s) a clearly articulated program purpose and learning outcomes. The program has admission and completion requirements, unifying concepts and themes, knowledge, skills etc. The program is usually created in response to evidence of need within the community and the program credential is recognized by employers as a pre-requisite to employment or by receiving institutions for transfer purposes. Students value the credential associated with a program of studies because of the employment or transfer opportunities and application for the credential is generally high.

The ICC reviewed a proposal for a Certificate that would recognize a graduate who has focused on an area of study or a (sub) discipline. The Certificate is not a program of studies as there is no formal intake of students and students do not need to register their intent to complete the certificate, they need only apply for

the credential once they have completed the required courses. The certificate does not lead directly to a particular form of employment nor is it a credential that is recognized by employers as a pre-requisite to employment. The credential may however serve to draw an employer's attention to the focus of study and an associated skill set. Furthermore, the certificate does not serve to formally advantage students in transferring to further studies. The initiative to have an exit credential is not necessarily student or employer driven.

The credential is best described as an "exit" credential recognizing an area or focus of study that the student can apply for once they have completed the required set of courses. It sets out a pathway of learning that allows a student to pursue a passion and it may facilitate recruitment and marketing for a discipline or area of study, validation of that area of study, and attendance at graduation ceremonies.

Questions remain as to how many students who qualify for such a credential will actually apply for the credential given its limited advantage in terms of employment or further studies. We do know that credentials are highly valued by Camosun International and our international students. There are, however, substantial manpower costs associated with creating, approving, and auditing of records to grant an "exit" credential.

Therefore, the ICC seeks guidance from EDCO and Educational leadership on the following:

1. Is the college in support of "exit" credentials? What are the benefits and what are the potential costs and risks?
2. If EDCO and the college supports the creation of "exit" credentials, the ICC recommends the identification of a model and a process by which these are developed, approved, and implemented within the institution.

Discussion followed. Feedback included, but was not limited to:

- *Additional clarification on the difference between how we are using the non-official definitions of "credential" and "program".*
- *What should drive the creation of programs and/or credentials (i.e. students, faculty, institution, etc.)*
- *Is there a difference or a need for a difference between a program and an exit credential?*
- *We should recognize students for their studies (i.e. a collection of courses)*
- *Students may not even know they qualify for an exit credential.*
- *Exit credentials can serve a purpose to recognize student achievement and transformation*
- *Is the credential valuable to the learner? Does the credential stimulate a market for these courses (or do we need something else in addition)?*
- *What do students want from us regarding credentials, programs, etc.?*

ITEM	PRESENTER
<ul style="list-style-type: none"> <i>We need parameters to help establish a model that will work Arts and Science “exit credentials”. What are the minimum number of discipline courses, what is the minimum program length, etc.</i> <i>How do we communicate programs, exit credentials, etc. to students so we are clear on our offerings</i> <i>When do we call something a “Program”?</i> <i>Do we value programming that is intentional versus discovered?</i> <p>It was requested of Arts and Science to put forward a briefing document and proposed model for a credential that meets the flexibility and recognition of a set of courses they are seeking. When completed it was suggested that this model be brought forward to a future Education Council meeting for further discussion on a strategy to move this forward.</p>	
J. Presentations and/or Discussions	
1. Nil	
K. Next Meeting Regular Meeting Monday, Feb 16, 4-6, CC 321, Interurban	Cynthia Wrate
L. Adjournment The Meeting adjourned at 6:01 pm.	Cynthia Wrate