



Minutes

Monday, September 24, 2012

4:00 – 6:00

CC 321, Interurban

Present

Barbara Herringer (Administration)
Carly Hall (Faculty), Chair
Cynthia Wrate (Faculty), Vice-Chair
Gail Baxter (Support Staff)
Karin Kaercher (Faculty)
Kathy Tarnai-Lokhorst (Faculty)
Nancy Sly (Faculty)

Nicole Greengoe (Administration)
Mindy Cui Yu Jiang (Student)
Patricia Gaudreault (Faculty)
Paul Brady (Faculty)
Thea Todd (Faculty)
Shelley Butler (Permanent Secretary)

Regrets/Absent

Joanne Cumberland (Support Staff)
John Boraas (Administration)

John Gordon (Faculty)
Kathryn Laurin (President)

Guests

Peggy Tilley, Arts and Science

Meeting

A. CALL TO ORDER AND A DECLARATION OF QUORUM

The Regular Meeting was called to order at 4:14 by Carly Hall, Education Council Chair.

B. 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.

C. INTRODUCTIONS

Carly welcomed everyone. She requested everyone introduce themselves to the newest member Mindy Cui Yu Jiang via a round table of introductions. Mindy then introduced herself.

D. ACCEPTANCE OF AGENDA

The Sept 24, 2012 agenda was accepted via unanimous consent.

E. APPROVED MINUTES

The June 18, 2012 minute were approved via unanimous consent with one correction. The Education Approvals Review and Renewal Committee report by Nancy Sly should state that Nancy briefly reported that the proposed new Education Approvals model would be presented fully for review and discussion at the Education Council retreat in August 2012.

F. REPORTS

1. EDUCATION COUNCIL CHAIR – CARLY HALL

Carly reported that she attended her first Board Meeting as Education Council Chair in September. She received a general College update at the meeting, including some good news regarding an increase in International Education students at the College.

2. VP EDUCATION – JOHN BORAAS

John was unable to give a report as he was attending the Board Executive Meeting during the Education Council meeting.

3. BOARD – N/A

Currently, Education Council does not have a Board Member. A Board Member will be appointed shortly by the Board to sit on Education Council.

G. COMMITTEE REPORTS

1. AWARD'S COMMITTEE – JOANNE CUMBERLAND

Nil

2. EDUCATION COUNCIL BY-LAWS – JOHN BORAAS

Nil

3. EDUCATION APPROVALS REVIEW AND RENEWALS – NANCY SLY

Nancy reported that the focus of the August retreat as noted earlier was on the review and discussion of the proposed new model for the Education Approvals process. Nancy noted that there were a number of next steps identified as noted in the Retreat notes. This included the dissolution of the Education Council Review and Renewals Committee and the creation of some new committees to begin work on implementation steps for the new Education Approvals process. Nancy thanked all members that were on the Ed Approvals Review and Renewal Committee – Patricia Gaudreault, John Gordon, Kathy Tarnai-Lokhorst, Nicole Greengoe, Stephen Bishop, and Shelley Butler.

4. ALTERNATES AND ELECTIVES - KATHY TARNAI-LOKHORST

Kathy presented the DRAFT Electives Standard. She gave a notice of motion to the council. She intends to bring the DRAFT Electives Standard forward to the October 15 Education Council meeting for a motion to approve. She requested feedback. The only feedback received in the meeting was to consider changing "Camosun credential" to "Camosun program" to be more inclusive. She advised Education Council members to send any additional feedback in writing for review by the Electives Committee.

H. COLLEGE CURRICULUM COMMITTEE PRESENTATIONS & REPORT – NICOLE GREENGOE

1. Certificate in Engineering Transfer (new program)

Peggy Tilley presented the Certificate in Engineering Transfer (see appendix). This full-time 10 month program provides a solid foundation in first year science and English and an introduction to engineering mechanics and project design. This program prepares students for entry into either the second year Bachelor of Engineering (BEng) or Bachelor of Software Engineering (BSEng) at the University of Victoria (UVic). Students may also apply for course-to-course transfer to other post secondary institutions. Part-time students are welcome but should note that not all courses are offered each semester.

UVic Engineering encouraged Camosun to put together a full first year engineering transfer program that would provide guaranteed and seamless transfer into 2nd year engineering at UVic. UVic reports that currently about 15 Camosun science students are transferring to UVic engineering each year with partial credit for first year. This new Engineering Transfer Certificate was listed as a priority program in the new Education Plan (Appendix B – page 23).

Students wishing to enter engineering at another postsecondary institution may obtain partial credit for first year engineering using course-to-course transfer. With the adoption of this program, Camosun will now have two seamless routes into engineering: this 10-month academic route which includes two applied engineering courses will provide a path into 2nd year engineering at UVic and our popular two year technology programs followed by intensive 6 month academic studies bridging programs provides transfer into 3rd year engineering at UVic and UBC. Delivering these different options for students will further enhance our already strong Engineering profile at Camosun.

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

- *Encouraging a second year elective from social science if the student's schedule allows.*
- *Encouraging clear marketing to students regarding the differences between the Engineering Transfer program and the Engineering Technology program.*

Motion

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

Engineering Transfer (Certificate in) (Substantive/Major Addition (New)) -	New Program/Credential	(ID 61473)
ENGR 195 Intro to Engineering Design (Substantive/Major Addition (New)) -	New Course	(ID 61472)
MECH 210 Statics and Dynamics (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Credits, Course Pre/Co-Requisite (replacement)	(ID 61471)
MATH 125 Introduction to Linear Algebra (Substantive/Major Addition (New)) -	New Course	(ID 61470)

Motion Carried

2. ENGL 142 (new), ENGL 140 (cancellation), and all cascading changes

The Department of English wishes to **cancel** *English 140: Technical and Professional English*, and **replace** it with a new course, ***English 142: Academic/Professional English***.

While English 140 has served Business and Sports Access students for the last six years (and prior), its course description, outcomes, and curriculum needed a thorough review and update.

An English 140 Review Committee recommends the revisions/changes to the course, deemed sufficiently substantial to justify its re-articulation into a new course (*ENGL 142: Academic/Professional English*). The changes/revisions do the following: maintain an alignment with curriculum and classroom practices; increase career relevancy for its academic areas; emphasize essential skills for academic and workplace writing; adjust lecture/lab hours appropriately; stay current to academic/professional skills needed in the workplace; and target student needs required in Access programs, including Business and Sports.

Informational literacy, presentation skills, indigenized and team-based writing outcomes also need to be included in this course based on feedback from Business and Sports programs during the first year English course review process.

English 142 prepares Camosun Access students for the language demands of career-directed programs. The intent is to seek ABE Articulation for the course to English 12 (i.e. equivalency), and to allow it as an alternate to ENGL 140 for purpose of credentialing.

These changes uphold the Strategic Plan's Pillar II (Culture of Excellence), Strategy 4 – "Achieve excellence through continuous improvement and flawless execution."

As ENGL 140 is equivalent to English 12, and ENGL 142 will be seeking articulation the ABE articulation grid for equivalency to English 12 this results in a college-wide cascading curriculum change. In addition, as ENGL 142 is an alternate replacement to ENGL 140 this will result in a handful of program content changes where ENGL 140 appeared. As such, there are approx. 60 program and 162 course cascading changes.

In addition to the ENGL 142 and 140 submission, the English Department included an "English Upgrading English/EFP 12 Alternatives Road Map.

Questions and discussion followed. Discussion and comments, mainly focused on the English Road Map, included but were not limited to:

- *Education Council should be very thoughtful regarding decisions related to this.*
- *A complex situation*
- *The road map is not so confusing "on the ground". Clear at the program level.*
- *What about students that are uncertain of their (program) pathway?*
- *Are there 7 equivalents to "Grade 12"?*
- *Why all the variations?*
- *Is there not a common prep point that students must have?*
- *We should review the bigger picture here.*
- *We should bring forward for further discussion at another meeting.*

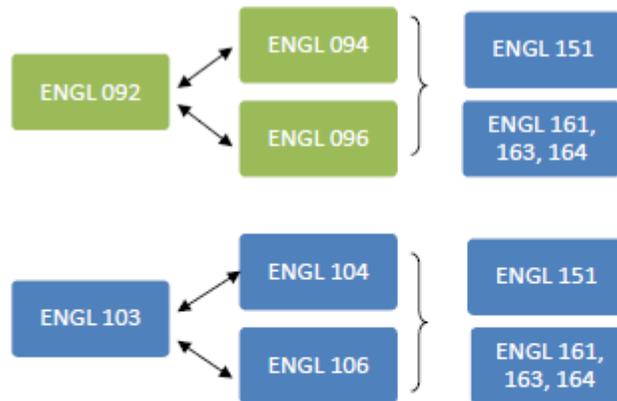
**Camosun College - English Upgrading
English/EFP 12 Alternatives Road Map**

Submitted by: Maureen Niwa

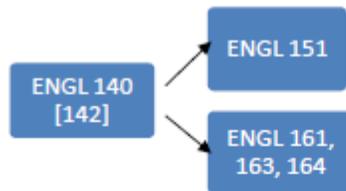
Camosun College School of Access offers three (3) pathways to first-year English courses, depending on a student's choice of program or UT option. One pathway maintains tuition-free courses; the other three cost tuition.



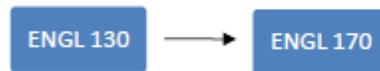
1. General studies/University transfer



2. Access to Business/Sports programming



3. Access to T&T programming



Note: ENGL 140 [142] omits language arts, so it is an access to programs, rather than an English 12 alternative, per se.

Motion

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

ENGL 142 Academic/Professional English (Minor Addition (Replacement)) -	New Course	(ID 61475)
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ENGL 140 Technical Professional English (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61474)
Business Access (Certificate in) (Substantive/Major Revision) -	Program Content	(ID 61502)
Exercise and Wellness Access (Certificate in) (Substantive/Major Revision) -	Program Content	(ID 61477)
Sport Management Access (Certificate in) (Substantive/Major Revision) -	Program Content	(ID 61476)
All cascading changes as a result of the cancellation of ENGL 140 and the replacement with ENGL 142.	(i.e. pre-requisites, pre/co-requisites, admission requirements – replace ENGL 140 with 142)	
Motion Carried <i>6 yes, 2 no (Karin, and another), 1 abstention</i>		

3. ABES 051 (new)

Olaf Neilson, Trades Training and Development Coordinator, conferred with the Academic and Career Foundations Department and suggested the department develop an Essential Skills support course for students preparing to work in the Ship Building Industry or related emergent or existing trades training.

A similar support course was piloted by the ACF Department for students in the Residential Building Maintenance Worker Program, level 1, in winter 2012 sponsored by Dean's funds. That pilot was initiated in response to the School of Trades and Technology identifying that a sizeable portion of learners in the RBMWP would benefit from training in the Essential Skills of numeracy, reading text and document use given that the RBMWP program has no formal math or English prerequisites. The pilot was taught concurrently with the RBMWP.

This proposed Essential Skills course could be scheduled in advance or concurrent with the targeted trades training and is intended to develop learners' proficiency in reading comprehension, numeracy and document use related to the trade. As much as possible, curriculum from the trade would be used to teach the Essential Skills concepts.

This course does not replace math and/or English upgrading to meet trades prerequisites; instead this Essential Skills course is intended for trades programs that have no formal math and/or English prerequisites. This Essential Skills course aligns with the Education Plan 2012-2014, Pillar 2, Teaching Excellence: We achieve excellence by focusing on student success; [and] making interdisciplinary connections.

Question followed.

Motion

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

ABES 051 Essential Skills (Substantive/Major Addition (New)) -	New Course	(ID 61483)
Motion Carried		

4. Associate Degree – Creative Writing

To capture other courses that may be developed or transferred from other institution, the English Dept proposes to generalize the listing for first-year Creative Writing courses. The revision also includes some wordsmiths to update the program outline.

Question followed.

Motion

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

Creative Writing (Associate Degree of Arts) (Substantive/Major Revision) -	Program Admission Requirements, Program Content, Program Description, Program Participation Requirements	(ID 61484)
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Motion Carried**5. MATH 109, 112, 113, 126, 174B, 185, 187, 189, 222, 225**

MATH 109, 112, 113: relax pre-requisites to them to bring the courses in alignment with other institutions, and anecdotal evidence suggests students will be successful with them.

MATH 126, 174B, 185, 187, 189, 225: update of titles, short descriptions, pre-requisites, and learning outcomes as the outcome of a course review and renewal process.

MATH 222: cancel course. The course was part of two technology programs, which no longer require this course.

Motion

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

MATH 109 Finite Mathematics (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 61486)
MATH 112 Fundamentals of Math 1 (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 61487)
MATH 113 Fundamentals of Math 2 (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 61488)
MATH 126 Basic Discrete Mathematics (Substantive/Major Revision) -	Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 61489)
MATH 174B Mathematics for Electronics 2 (Substantive/Major Revision) -	Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 61490)
MATH 185 Technical Math 1 (Substantive/Major Revision) -	Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 61491)
MATH 187 Technical Math 2 (Substantive/Major Revision) -	Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 61492)
MATH 189 Technical Math 3 (Substantive/Major Revision) -	Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 61493)
MATH 222 Probability and Statistics (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61494)
MATH 225 Differential Equations (Substantive/Major Revision) -	Course Calendar Description, Course Pre/Co-Requisite (relax), Learning Outcomes	(ID 61495)

Motion Carried

6. Engineering Bridges – Mechanical to UVic, Elect & Comp Eng, and Mining Eng.

The Engineering Bridge programs are a partnership between Camosun College and UVic or UBC. UVic has requested we follow the grading policy for the Mech and the Elect/Comp Eng Bridge program that are required for bridges to UBC. In addition, the Mining Bridge to UBC also needs to be updated to the same grading policy. As such, for students to be accepted into the technology programs at UVic or UBC via the bridge programs the student must have completed their courses with a grade of C or better. If the student has received a D or F in a course and retakes it, they must obtain a C+ or better grade when it is retaken.

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 Revision) -	Other:	(ID 61497)
Mechanical Engineering Bridge to the University of Victoria (Advanced Diploma) (Substantive/Major Revision) -	Other:	(ID 61496)
Mining Engineering Bridge (Advanced Diploma) (Substantive/Major Revision) -	Other:	(ID 61498)

Motion Carried

7. NURS 143 and 181 (revisions)

Move 1 hour from NURS 181 (practical course) to NURS 143 (lab course) to enable students more opportunities to develop basic nursing personal care skills. Learning outcomes have been adjusted to reflect this. Also, a change to requisites to ensure students are taking the practical and lab course together.

Motion

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

NURS 143 Health Workshop 2 (Substantive/Major Revision) -	Course Calendar Description, Course Co-Requisite (increase), Course Pre/Co-Requisite (relax)	(ID 61504)
NURS 181 Nursing Practice 2 (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Learning Outcomes	(ID 61505)

Motion Carried

8. CMNS 100 and 130 (new courses)

CMNS 100: An introduction to communication course is a core, foundational course for all communication studies. Students will benefit from an understanding of how to communicate effectively interpersonally and in groups in a variety of communication contexts. A knowledge of how we communicate culturally, interculturally and socially, along with listening and presentation skills, is important for all students as they continue their studies at Camosun, and as they engage with their communities.

This course differs from the existing COMM 105 and the proposed CMNS 130 in its emphasis on interpersonal communication theories and knowledge, including social media; and the development of persuasive messages. This course will have value as an elective to a variety of disciplines at Camosun. Additionally, it is anticipated this course will have transferability to UVic, UFV (MACS 110), Kwantlen (CMNS 1130), SFU (CMNS 110), and Okanagan College (CMNS 100). As UVic doesn't specifically offer communication courses, Camosun will be filling a void in local post-secondary offerings.

CMNS 130: An understanding of how mass media (traditional and emerging digital forms) affect us individually, culturally and as a society is essential in this information age. Students will benefit by being informed citizens and consumers; knowing how mass media work will benefit the communities students are engaged in.

This course differs from the existing COMM 105 and the proposed CMNS 100 in its emphasis on Canadian mass media (particularly journalism) and the examination of media effects on audiences. This course will have value as an elective to a variety of disciplines at Camosun, and it is one of a suite of courses students can take to complete the first year of Media Studies at VIU, allowing transfer into second year. Additionally, it is anticipated this course will have transferability to UVic, UFV (MACS 130), Kwantlen (CMNS 1130), SFU (CMNS 130), and Okanagan College (CMNS 110). As UVic doesn't specifically offer communication courses, Camosun will be filling a void in local post-secondary offerings.

Questions and discussion followed. Discussion and comments included but were not limited to

Motion

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

CMNS 100 Introduction to Communication (Substantive/Major Addition (New)) -	New Course	(ID 61499)
CMNS 130 Mass Media Communication (Substantive/Major Addition (New)) -	New Course	(ID 61500)

Motion Carried

1 - no

I. PRESENTATIONS AND/OR DISCUSSIONS

1. EDUCATION COUNCIL RETREAT

Karin presented the Developmental/Educational Approach to Curriculum Development and Education Approvals (Sept 2012) model (see appendix). Questions and discussion followed. One suggestion included adding the “approvals ready curriculum” box to the other page to draw the link between the two sides of the page.

It was determined at the August retreat that 2 committees would be formed. Carly requested volunteers from Education Council members to sit on the two committees:

1. Education Council will strike a Steering Committee composed of volunteers from Ed Co and other stakeholder groups; this Committee will determine the scope, working groups or sub-committees, and develop timelines for implementation of the new approvals process.
 - Co-Chaired: EdCo member and an Admin group rep in Ed Division
 - Members: Carly Hall, Patricia Gaudreault., Karin Kaercher., Gail Baxter., Shelley, someone from Student Services

2. Education Council will strike a new sub-committee of Ed Co to further develop the role of Education Council, describing and defining its’ governance role and accountabilities
 - Chair: Cynthia Wrate
 - Members: Kathy, Carly Hall

J. NEXT MEETING

Regular Meeting

Monday, November 19, 4:00-6:00, CC 321, Interurban

K. ADJOURNMENT

The meeting adjourned at 6:10 pm.

L. APPENDICES
