APPROVED Minutes

Monday, October 21, 2013
4:00 – 6:00 pm
CC 321, Interurban

Present

Cynthia Wrate, Faculty	Mindy Cui Yu Jiang, Student
Dominic Bergeron, Administration	Narine Grigoryan, Faculty
Joanne Cumberland, Support Staff	Nicole Greengoe, Administration
Karin Kaercher, ICC Chair (Special Guest)	Richard Stride, Administration
Ian Cowan, Board Representative	Shelley Butler, Permanent Secretary
Leslie Martin, Support Staff	

Regrets/Absent

Carly Hall, Faculty	John Boraas, Administration
Corrine Michel, Faculty	Kathryn Laurin, President

Guests

Shohreh Hadian, Faculty (Council-Elect)	Maria Bremner, Manager, Office of Env. Sustainability
Tony Vernon, Faculty (Council-Elect)	
Craig Derksen, Faculty (Council-Elect)	

ITEM	PRESENTER
A. Call to order and declaration of quorum	**Cynthia Wrate**
The Regular Meeting was called to order at 4:08 by Cynthia Wrate, Education Council Vice-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	**Cynthia Wrate**
Cynthia welcomed everyone and requested a roundtable check-in.	
D. Acceptance of Agenda	**Cynthia Wrate**
The October 21, 2013 agenda was accepted via unanimous consent.	
E. Minutes for approval	**Cynthia Wrate**
The Sept 23, 2013 minutes were approved via unanimous consent, with one correction. Dominic	

Bergeron should be added to the list of present members at the meeting.

F. Reports

1. Education Council Vice-Chair

Cynthia Wrate

Cynthia reported on the Council of Education Council Chairs' Meeting held in Vancouver the past weekend. She noted that there was good and fulsome discussion; including the fact that many Education Councils are in the same position as us in needing to review their education-related policies. Camosun also shared our new Education Approvals process model, which was well received and garnered positive feedback. Many other institutions will watch to see how the implementation of our process unfolds. It was also noted that a number of other Education Councils are struggling with their roles and responsibilities, and the boundaries of operations and governance.

Cynthia also noted the recent election results have resulted in a full membership on Camosun's Education Council.

2. VP Academic

John Boraas

John was absent from the meeting due to illness so he was unable to give a report.

3. Board Member

Ian Cowan

Ian Cowan was introduced as the new Board of Governor's Representative. Ian introduced himself. Ian has an extensive career background in business and has lived internationally for almost 20 years: He continues as President of Priddis Consulting Services for international business development and has been living in Victoria for 7 years.

G. Committee Reports

1. Awards

Joanne Cumberland

Joanne requested if Education Council would be amenable to a request by the Foundation Office to release the name of the student selected by the Awards Committee (on Oct 22) for the African Awareness Award prior to formal approval by Education Council at the November 18th meeting. This request was made so that the student could receive the award at the Arts and Science Awards Ceremony in early November.

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

- *Discomfort in the appearance of School of Arts and Science "taking ownership" of the college-wide award. What if other schools want to acknowledge the winner as well if from a school other than Arts and Science?*
- *No objection by the School of Arts and Science to acknowledge any student from the college that is selected for the award.*
- *We should acknowledge students as often as possible at our ceremonies, assuming the students and donors agree to it.*
- *Timing of the selection process and the Awards Ceremonies is an issue.*

There was unanimous consent by the council to release the name of the recommended winner by the Awards Committee to the Foundation Office prior to Education Council formal approval on November 18, 2013.

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

Karin noted that the committee has met again. They have done a review of the implementation and communications plan. Over the while the committee will be reviewing the criteria related to that curriculum which requires formal ICC/Education Council approval and that curriculum which can be approved at the school level. Other high priority tasks include identifying criteria for "Fast-Tracking" curriculum in the process, and reviewing improvements to the Education Approvals website to make resources more transparent to developers.

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

The committee is currently inactive and looking for new members to join. With the additional Education Council members beginning in November Cynthia is hoping that there will be interest for new and continuing members in getting involved in the committee.

H. Integrated Curriculum Committee Report

1. Curriculum Recommended for Approval

A. 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   GEOG 272 (ID 62408) and GEOG (ID 62409)
>
> **Motion Carried**

Note - Council 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. Governance/Standards Issues Arising from Curriculum Review

The issues as follows were presented by Nicole. Questions and discussion followed.

a. D i s c u s s i o n : Adding Alternate Requisites – Does this require Education Council Approval?
If the only change to curriculum is to add alternate pre-requisites, co-requisites, or pre/co-requisites for a course does this require Education Council, or is school/dean approval sufficient?
*Example: Pre-req. change from a "**C in GEOG 100**" to a "**C in GEOG 100 or 111**".*

Council members considered this question. Feedback included, but was not limited to:
- *Makes sense to determine if this a major or minor revision.*
- *Minor changes are sometimes not "minor" if it cannot be implemented for whatever reason. Need to ensure "minor" changes are be checked too so this does not happen.*
- *What are other institutions doing?*
- *We need to have a balance between security and nimbleness.*
- *If a change is obviously beneficial to students that does not put up barriers it makes complete sense.*
- *Does ICC/EdCo add any value by reviewing changes such as adding alternates?*
- *Need to consider the concepts of "streamlining a process" and "efficiency".*

b.   **Discussion: The "Need/Gap" for New Course Curriculum**

Does Education Council/Integrated Curriculum Committee have the authority to assess the need/gap for new course curriculum that leads to a credential?

The Education Council Executive Committee discussed this question and felt that it is appropriate to assess this for new courses that are part of a "pre-scribed" (i.e. lead to accreditation, licensing, etc.), or "lock-step" program.

Need/Gap questions might focus on:
- What gap does this fill for our students?
- What value is this curriculum for our students?
- Why are we doing it? Will this add to the student experience?
- Where else is this course offered? Is it common for these types of programs? Why or why not?

Council members considered these questions. Feedback included, but was not limited to:
- *We must not try and apply a value sense of one course is a good course and other is not.*
- *Sometime folks feel comfortable critiquing a more familiar course (i.e. English) versus a highly technical/specialized course. Need to be aware of these tendencies when reviewing curriculum.*
- *Feel more confident in the need/gap if we knew with certainty there was Dean support.*
- *Schools have limited resources. If they choose to offer particular curriculum they should be able to do so.*
- *Need to also reflect on how council would feel if a course was being added to replace an existing course in a program. Is there a difference in comfort level?*
- *Important to understand how courses fit into a program (i.e. curriculum framework, outcomes, etc.)*
- *Can we ask developers to provide this information?*
- *What is the value of this course to the student? Should we be asking this?*

I. Presentations and/or Discussions

1. Sustainability Report

Maria presented The Camosun Sustainability Plan. This *Sustainability Plan* supports our strategic plan *Inspiring Lives*. In particular, this plan will help support our strategy to "Build a sustainable organization." The *Sustainability Plan* will assist in further articulating Camosun's goals and priorities in advancing this important work.

Camosun is a catalyst for change: Our college is a living laboratory for sustainability. We have a positive and restorative impact on the environment in key operational areas. We are a college, employer and partner of choice because our applied teaching and learning role accelerates environmental and social innovation and a more resilient community. As a result of their Camosun experience, learners become sustainability leaders in their community, home and working life.

To move us towards this long-term vision, Camosun has set two long-term (10+ year) goals around 1) Teaching and Learning, and 2) Governance and Operations. Education Council is being asked to play a role in helping to shape the Priority Area 1: Teaching & Learning.

Priority Area 1: Teaching & Learning

Long-term goal (10+years): By 2025, Camosun will integrate sustainability into all teaching and learning. We will embed sustainability throughout the student learning experience. Relevant and applied learning (in the classroom, lab, shop, practicum and community) equips students with the knowledge, tools and desire to change things for the better in their future careers, workplaces and personal lives. Note: This long-term goal will be phased and requires integration with the new Education Plan (to be developed in 2014/15)

Three-year goal: By 2016/17, we are successfully implementing our Integrating Sustainability into Teaching & Learning Plan with a high degree of faculty, employee and student engagement.

Questions and discussion followed. Feedback included, but was not limited to:
- *Opportunity to implement some of the principles in our curriculum when we go through program or course development.*
- *Are there any resources to support the development of sustainability into our teaching and learning?*
- *The Sustainability Office is looking for creative funding options for the College to do this work. Need to look for opportunities to leverage current funding initiatives as well.*
- *Education Council needs to consider ways to adopt the principles presented on a broader basis. Need to bring this Agenda item forward.*
- *Feedback can be sent to Maria.*

ITEM	PRESENTER

2.   The Governance Work Ahead   **Cynthia Wrate**

Cynthia noted she has done some research around program versioning and shelf-life of courses. She will distribute what she has found. Highlights of her discussion included:
- *Most colleges in BC implement shelf-life on a course by course basis.*
- *College of New Caledonia has a 10 year shelf-life on course*
- *Vancouver Community College: Every program specifies the shelf-life (at a program level).*
- *Because many skills are continually changing, we are finding shelf-life of courses getting shorter and shorter.*
- *Alberta: Shelf life is about 7 years.*
- *Britain: On a program by program basis. Shelf-life of courses where curriculum changes quickly have shorter shelf-life.*
- *Key questions to ask when looking at policy: What pace is required to complete a program? What is the mode of learning used?*

J.   Next Meeting   **Carly Hall**

Regular Meeting

Monday, Nov 18, 2013, 4:00-6:00, CC 321, Interurban

K.   Adjournment   **Carly Hall**

The Meeting adjourned at 6:01 pm.