Approved Minutes

Monday, January 27, 2014
4:00 – 6:00 pm
CC 321, Interurban

Present

Andy Chen, Student	Narine Grigoryan, Faculty
Carly Hall, Faculty	Pamela Webster, Student
Corrine Michel, Faculty	Richard Stride, Administration
Craig Derksen, Faculty	Shelley Butler, Permanent Secretary
Cynthia Wrate, Faculty	Shohreh Hadian, Faculty
Joanne Cumberland, Support Staff	Stephen Bishop, Faculty
John Boraas, Administration	Todd Ormiston, Faculty
Leslie Martin, Support Staff	Tony Vernon, Faculty
Mindy Cui Yu Jiang, Student	

Regrets/Absent

Dominic Bergeron, Administration	Piotr Burek, Student
Kathryn Laurin, President	Ian Cowan, Board Representative
Nicole Greengoe, Administration	Karin Kaercher, ICC Chair (Special Guest)

Guests

David Grieg, Access	Olaf Nielsen, Trades and Technology
Jody Issac, Access	

ITEM	PRESENTER
A. Call to order and declaration of quorum	Carly Hall
The Regular Meeting was called to order at 4:05 by Carly Hall, Education Council Chair.	
B. Acknowledgement of Coast Salish Territory	Carly Hall
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	
C. Round-Table Check-In	Carly Hall
Carly welcomed everyone and requested a roundtable check-in.	
D. Acceptance of Agenda	Carly Hall
The Jan 27, 2014 agenda was accepted via unanimous consent.	

ITEM	PRESENTER

E. Minutes for approval

The Dec 9, 2013 minutes were approved via unanimous consent.

<div align="right">**Carly Hall**</div>

F. Reports

1. Education Council Chair

Carly did not report.

<div align="right">**Carly Hall**</div>

2. VP Academic

John reported on the upcoming emergent issues regarding the Budget and the funding cuts to the English Language Development programs. There will be meetings with the affected departments first and then move those meetings move outward in the College. A Cam News article will be released with more details. John reported that there are two budget processes unfolding. Schools are looking at how to cut 2.5% and the College Executive is looking at how to cut the other 2.5%. He anticipated he will be able to share more on the numbers and process at the next Education Council meeting.

<div align="right">**John Boraas**</div>

3. Board Member

Ian Cowan is absent. No report.

<div align="right">**Ian Cowan**</div>

G. Committee Reports

1. Awards

Nil

<div align="right">**Joanne Cumberland**</div>

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

Karin reported on the work of the committee. There will be two things that come forward to the Feb 17th EdCo meeting for approval.

- The Committee has consulted with Student Services and ELT regarding the proposed "Categories of Change (i.e. what does and does not need to come to ICC/EdCo for approval)" and the Education Approvals flowchart.
- The Committee has drafted an Expedited Approval process for curriculum change. It identifies the principles, criteria and process for expedited approval.

<div align="right">**Karin Kaercher**</div>

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

Cynthia reported that we have had two Governance Workshop sessions (Jan 13th and Jan 20th) that focused on beginning our strategic planning work. Cynthia reviewed the Governance Training Meeting Notes with the council, and recommends that members who were unable to attend to read them for more detail.

<div align="right">**Cynthia Wrate**</div>

H. Integrated Curriculum Committee Report

1. Curriculum Recommended for Approval

<div align="right">**Karin Kaercher**</div>

Olaf Nielsen presented the Certificate in Shipbuilding and Repair Foundation. Questions and discussion followed.

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

   - **Certificate in Shipbuilding and Repair Foundation, and SHIP 100**
     New program and course to take effect September 2014.
       - Shipbuilding and Repair Foundation (ID 62493)
       - SHIP 100 (ID 62497)

   Motion Carried

David Grieg presented the Employment Training and Preparation programs. Questions and discussion followed.

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

   Employment Training and Preparation and ETP Courses
   Program and Course revisions as a result of Program Review and Renewal. Changes included addition of a new specialization and revision of course descriptions and outcomes.
     - Employment Training and Preparation – Level 1 (ID 62505)
     - Employment Training and Preparation – Level 2 (ID 62506)
     - ETP 021 (ID 62507), ETP 022 (ID 62508), ETP 025 (ID 62509), ETP 026 (ID 62510), ETP 030 (ID 62511), ETP 032 (ID 62512), ETP 033 (ID 62513), ETP 034 (ID 62514), ETP 035 (ID 62515)

   Motion Carried

Regular Curriculum

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

   - **Digital Communications and CMNS 102**
     Internship Option added to the program
       1. Certificate in Digital Communication (ID 62516)
       2. Coop Appendix for Certificate in Digital Communication (ID 62517)
       3. CMNS 102 (ID 62518)
   - **Certificate in Office Administration** (ID 62461)
     Add additional elective.
   - **Certificate in Mechanical Engineering Access** (ID 62496)
     Inclusion of elective options in the first academic term, and revision of description and learning outcomes.

- **MHA 120** (ID 62494)
  Removal of pre-requisite, revision of course type, activity and hours.
- **ENGL 163** (ID 62495)
  Change in course title and short description.

Motion Carried

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** **Karin Kaercher**

The issues as follows were presented by Karin.

Pre-requisites
Currently the college provides students with a lengthy list of courses and course alternates by which they can qualify to enroll in college courses and programs. The two most common of these are English and Math.

A recent English Department curriculum submission seeks to create further flexibility in how a student can meet the prerequisites for 100-level English courses. Prospective learners are required to submit proof of successful completion of a "composition/writing "course and a "literature" course from two lengthy lists created by the English department. The objective is to create flexibility; the prospective learner can meet the English pre-requisites with proof of successful completion of a course from each list.

In our efforts to be as flexible as possible, we have constructed complicated charts (English Roadmap) listing high school, School of Access, and college equivalencies.   In some instances, a "C" is needed; in other instances another letter grade may be accepted.
In the case of English, there are multiple ways in which a prospective learner can meet the pre-requisites for 100 level English courses.   For example, in the case of English 151, a student can submit proof of any of the following:
> *Prerequisites: "C+" in English 12, or EFP 12; **or** "C" in ENGL 103 and ENGL 104; or ENGL 103 and ENGL 106; or ENGL 092 and ENGL 094; or ENGL 092 and ENGL 096; or ENGL 142; or ELD 092 and ELD 094; or ELD 097; **or** "B" in ENGL 170**; or** assessment*

To complicate matters, the college has no shelf life policy on the courses used for pre-requisites resulting in the listing of additional courses that we no longer offer, but we still allow students to use for pre-requisites purposes.

There is also educational and institutional research that raises significant questions about the relationship of a pre-requisite to student success in the course or program begging the larger question of why and how requisites should be used.

Given this:
How should/could the college simplify the ways in which students meet pre-requisites for program admission or for course registration?

How should/could the college simplify the ways it communicates pre-requisites?
What are our beliefs about pre-requisites and their use as program or course admission requirements?
What are our beliefs about student success? What are our beliefs about the right to fail?

Current Requisite Definitions:

- *Pre-Requisite: A requirement that must be met before entry into a course.*
- *Co-Requisite: A course that must be taken at the same time as another course.*
- *Pre/Co-Requisite: A course that must be taken at the same time or before a course.*

  1. What are your beliefs about course requisites?
  2. Given your value and beliefs what do you feel should be the purpose of course requisites?

Questions and discussion followed. Discussion included but was not limited to:
- *What about pre-requisites for mature students, or students coming from other countries?*
- *Lot of interest in exploring this and the philosophy behind this.*
- *We have had reports in the past that brought into question the perceived difference between a "C" and "C+" pre-req. and students success.*
- *What would a process look like to deal with this issue in a fulsome way that ensures all stakeholders are present to discuss?*
- *"How would I best become a student at Camosun College?"*
- *Can we simplify this complex issue?*
- *What are our beliefs around adult education?*
- *How do we define "student success"?*
- *Forward to the Governance Committee.*

I.   Presentations and/or Discussions

Debrief of Governance Training Session
                                                                           Cynthia Wrate

Cynthia reviewed the purpose of the Governance Training sessions with the council. She noted that the 2 short sessions were used to educate Education Council on governance and to create a very draft outline Education Council Strategic Plan. Education Council will need to decide what process it will take to complete the strategies (i.e. ad hoc committees, other College resources, etc.).

How does Education Council want to approach the items that were raised in the governance sessions? Discussion followed. Discussion included but was not limited to:
- *How can Education Council and ELT (and other College units) work in a collaborative way or in tandem so our energies are matched and have a common focus. Being "in-synch" is important.*
- *We have really difficult issues and decisions to make. We should focus on naming the issues and finding our way to work through them.*

- *How do we ensure we have sufficient and appropriate communication to the college community?*
- *We should start with one "policy" we could "win" (i.e. "low-hanging fruit") and use what we learn to tackle the others.*
- *The programming versioning policy might be an easy win as some research has already gone into this by Academic Advising.*
- *We could use a "3 year plan".*
- *We have used a "sub-committee" in the past to tackle policy (i.e. grading policy), that identified stake-holder groups, gathered data, make recommendations, and reported to EdCo. It did take a fair amount of time.*
- *Task the Governance Committee to look into this in more detail.*

J.   Next Meeting   **Carly Hall**

Regular Meeting

Monday, Feb 17, 2014, 4:00-6:00, CC 321, Interurban

K.   Adjournment   **Carly Hall**

The Meeting adjourned at 5:54 pm.