

**DOUGLAS COLLEGE
MINUTES OF A MEETING OF EDUCATION COUNCIL
HELD ON MONDAY, JANUARY 15, 2001 AT 4:15 P.M. IN THE BOARD ROOM
NEW WESTMINSTER CAMPUS**

1. ROLL CALL

Members Present:

Barbara Allen (Vice-Chair)
Janet Allwork (Chair)
Trish Angus (Non-Voting)
Ray Chapman
Terry Farrell
Christian Guillou
Anna Jajic
Ted James
Dennis Lancien
Jan Lindsay
Kim Longmuir
Wilma Marshall
Brenda Pickard (Secretary)
David Samuel
Geraldine Street
Catherine Willems
Michael Wilson
Susan Witter
Ryan Wray

Regrets:

Michael Belfare
Dave Seaweed
Des Wilson
Sandra Boyle (Ex-Officio)

Absent:

Edward Inoue

Guests:

Al Atkinson
Lorna McCallum
Len Millis
Sharon Smith
Carey Vivian
Melanie Yip

2. APPROVAL OF THE AGENDA: In order to accommodate the guests, the Chair asked that item 5.1 be moved to the beginning of the Agenda. The Agenda was approved as reordered.

3. APPROVAL OF THE MINUTES OF THE DECEMBER 11, 2000 MEETING:
(Circulated) Under item 5.3 it was noted that the Faculty Task Group on Educational Technology Applications in Teaching and Learning (also known as the “Ed Apps” Task Group) was looking into the uses and abuses of educational technology, not the Educational Technology Planning Committee.

The Minutes were approved as amended.

4. BUSINESS ARISING FROM THE MINUTES

- 4.1 Open Enrollment Admissions Task Group - Final Report: T. Angus reported that this Task Group emerged from the Self Study done by the College a couple of years ago. The Task Group's primary function was to examine registration and admission issues related to access in open-enrollment areas i.e., Arts, Science, Business and General Studies.

Trish outlined the Report's recommendations, noting that several of them were linked, and answered questions about their implications. Discussion focused particularly upon the recommendation regarding Late Registration: that there be a one-week Late Registration period during the first week of classes in which students late register by telephone or the WEB only (with in-person registration continuing for DVST and EASL students) and that instructors no longer have the discretion to admit students to classes during Late Registration.

ACTION Please take this Report to your constituencies for discussion and feedback and bring responses back to Council's next meeting.

- 4.2(a) Admission requirements for Open Enrollment programs: The Chair reminded members that one of the recommendations of the Open-Enrollment Admissions Task Group was that Education Council and SMT ensure that Admission Standards for Arts, Science, Business and General Studies are developed and recommended to the Board for timely implementation. The Chair introduced the members of the Task Group as herself, Trish Angus, Ted James, Barbara Allen, Wilma Marshall, Carey Vivian, Lorna McCallum and Len Millis, all of whom were present.

The Chair briefly summarized the process and consultation that the Committee had undergone. Referring to the report, the Chair noted that, after initial discussions, the Committee had sent a tentative recommendation to open-enrollment FECs--that completion of the DCWA with a minimum score of Writing Skills Review (or a substitute or equivalent assessment) be a requirement for admission into open-enrollment courses. The feedback received to that recommendation suggested some support for the proposal and some reservations--from areas concerned about the impact this might have upon student numbers, from Departments who did not feel the standard would be helpful for them and requested an exemption, from Departments within Student Development concerned that students in Developmental Studies and EASL would be barred from open-enrollment courses until they had met the requirement.

The Committee then engaged in further deliberations, resulting in the recommendation now brought to Council--that completion of the DCWA (or a substitute or equivalent assessment) be a requirement for admission to open-

enrollment courses in the Faculties of LLPA, Sci & Tech, CBA and H&SS but that the results not constitute a binding requirement unless a Department chooses to specify successful completion of the DCWA with a minimum level of Writing Skills Review (or a substitute or equivalent assessment) as a prerequisite for registration in all or particular courses.

As a result of their writing assessment, prospective students would thus be given advice as to their likelihood of success in open-enrollment courses and would be informed, if appropriate, as to the upgrading options available to them. But students would not be barred from any courses unless an individual Department chose to put in place the pre-requisite requirement.

- 4.2(b) Registrar's Response - Operational Concerns: T. Angus presented her concerns about the recommendation outlined in a memo distributed at the meeting which she apologized for not having been able to prepare earlier. Trish indicated that, although she was a member of the Committee, she could not endorse the recommendation's advisory nature nor the idea of individual Departments placing their own pre-requisite language-competency admission standard on their courses which she felt could cause confusion for students and members of the public.

The following comments and concerns were raised:

- the original recommendation which put in place a threshold requirement was more useful than the current recommendation;
- more background is need about the students who fail or do poorly in open-enrollment courses;
- writing is not the predominant means of evaluation in many courses so this particular Assessment may not serve all Departments' needs;
- an entry-level assessment should also test reading, listening, error-recognition, note-taking, and comprehension skills;
- students must be clearly informed that the Assessment results constitute advice only (except where Departments put pre-requisites in place);
- a TOEFL score should be added to the list of DCWA exemptions (it was noted that the Report already recommends this);
- international students whose TOEFL result (below 560) indicates that they do not have the required level of listening, reading, writing or oral skills are currently excluded from taking courses other than EASL until they have completed 300-level EASL studies;
- an Assessment whose results are not binding across the open-enrollment Faculties may penalize those areas that choose to emphasize student success by putting in place a pre-requisite requirement;
- the intent of the recommendation to identify students who need support at the start of their studies so that they can get the help they need is good;
- used as proposed, the Assessment would constitute a useful diagnostic tool;

- a mandatory Assessment with advisory results is in place at another institution where it has been found that students do in fact take the recommendation seriously;
- more resources would be needed to mark assessments.

T. James indicated that most of the preceding points had been discussed extensively by the Committee, resulting in the recommendation as currently presented.

The Chair added that this item was on the Agenda as a Notice of Motion for Endorsement. She added that the open-enrollment Faculties do have the right to establish pre-requisites for admission to their courses already. She noted that the Committee attempted to address the open-enrollment Faculties as a single unit. The Chair noted that the limited-enrollment programs are required to put in place entry-level language competency requirements as should open-enrollment Faculties. She added that this could best be accomplished if the open-enrollment areas were dealt with as a large group rather than distinct units.

The Chair noted that she had prepared a brief questionnaire to be completed by Departments in open-enrollment Faculties which asked whether they supported the recommendation and whether they would consider establishing a pre-requisite threshold for entry to any of their courses. It was noted for the information of open-enrollment Faculty Council members that the questionnaire's mention of the DCWA should have been followed by the words "or a substitute or equivalent assessment" as the Report indicates.

ACTION Please take the Report and the Registrar's response out to your FECs, DEC's and other constituent groups for full consultation over the next two months (including discussion and completion of the questionnaire at February Department meetings in open-enrollment areas). Please bring any questions or requests for clarification to February's meeting. This item will be brought forward to the March meeting for final discussion and possible endorsement.

- 4.3 Unit Review Co-ordinating Committee: The Chair reminded members that at December's meeting, Council approved in principle the role and membership of the Unit Review Co-ordinating Committee. She noted, though, that there had not been discussion on how Education Council appointees would be named. She added that Jean Cockburn's name had been put forward as a recommendation to fill the Faculty member position as Jean is a member of the provincial committee, SCOEA, which produced the institutional review documents. The Chair advised members that Jean has agreed to serve on the Committee. Other Committee members are Terry Farrell, Dean of Humanities and Social Sciences, on behalf of the Planning and Priorities Committee, and Janet Allwork, Chair of Education

Council.

In response to a question raised at last month's meeting about whom this Committee would report to, the Chair reported that Susan Witter had suggested the Committee report to SMT with discussions related thereto to take place in the Constituency Group Leader portion of the meeting when Education Council, DCFA, BCGEU and DSS representatives are present. Members felt that was satisfactory.

- 4.4 Curriculum Committee Recommendations: The Chair advised members that the report was on the side table for pick up.

R. Chapman advised members that the submissions his Committee is receiving are becoming more clear as a result of the memo that was distributed to FEC Chairs and Deans last month.

There was unanimous consent to short-cycle the Motion to approve the submitted revised curriculum guidelines.

MOVED by K. Longmuir, SECONDED by D. Samuel,

BE IT AND IT WAS RESOLVED:

THAT Education Council approve the submitted curriculum guidelines for ECED 401, ECED 420, ECED 450, CISY 510, MUSC 110, MUSC 111, MUSC 120, MUSC 410, MUSC 411, CMNS 105, PRFU 400, NURS 105, NURS 106, NURS 108, NURS 113, NURS 115, NURS 118, NURS 123, NURS 128, NURS 206, NURS 207, NURS 208, NURS 209, NURS 217, NURS 218, NURS 219, NURS 228 and NURS 308.

The Motion was CARRIED.

5. NEW BUSINESS

- 5.1 Continuing Education Community and Workplace Leadership Certificate Program: Sharon Smith advised members that the certificate program would be offered in partnership with the University College of the Fraser Valley. She added that this program was developed in response to community needs and will be marketed to people in social service and health care areas to enhance their leadership skills.

In response to a question, Sharon advised members that the program will be run

on a cost recovery basis, adding that there would therefore be no negative impact upon areas such as Learning Resources.

R. Chapman advised members that the Curriculum Committee is recommending approval of the submitted curriculum guidelines and program proposal.

The Chair reminded members that the Continuing Education Program Approval Policy indicates that, if no further discussion is required, Council can short-cycle the Motion for Approval upon the recommendation of the Curriculum Committee.

There was unanimous consent to short-cycle the Motion to approve the Continuing Education Community and Workplace Leadership Certificate Program.

MOVED by G. Street, SECONDED by K. Longmuir,

BE IT AND IT WAS RESOLVED:

THAT Education Council approve the Continuing Education Community and Workplace Leadership Certificate Program.

The Motion was CARRIED.

6. REPORTS

6.1 Report from the Chair

The Chair reminded members that at Council's last meeting she suggested reviewing and recommending changes to the terms of reference of Education Council committees. She asked that each committee engage in that review over the next several months in accordance with criteria the Chair will provide. The Chair suggested setting aside Monday, May 28th from 9:00 a.m. - 12 noon for this review and noted that Committee Chairs would be asked to attend. She added a lunch would be provided. The Chair also reminded members that the Education Council meeting is scheduled to take place at 2:15 p.m. on May 28th.

The Chair reminded members that elections for Education Council take place this term. T. Angus advised members that she has asked the DCFA and BCGEU for any recommended changes in procedures for elections. She noted that the call for nominations will go out in the second week of February and hopes that the process will be complete by mid March.

The Chair asked members to consider whether they were willing to run again and

if not, to encourage someone from their area to stand for election.

The Chair asked members to review their information binders. She asked if members had suggestions for additional information to be included in the binders to forward their suggestions to the Secretary.

The Chair informed members that a Web Task Group has been formed by ETF and includes two instructors; a concern has been expressed that Education Council should have a link to this Group and the Chair asked for a volunteer. The Chair advised members that the first meeting is set for January 29th.

The Chair asked Committee liaison to ensure that written reports were provided for the package.

6.2 Report from the President

The President reported that, due to the Ministry's failure to fund capital requirements beyond a program's first year, SMT will not be supporting any new letters of intent for programs that require ongoing capital requirements.

The President advised members that campus configuration discussions are on-going.

The President advised members that SMT will be meeting for a retreat focusing on budgetary issues and development.

The President noted that the Equity and Diversity Committee was sponsoring a writing competition for students focusing on what diversity means to them at Douglas College.

6.3 Report from the Board Representative

There was no report.

6.4 Report from the Standing Committee on Educational Policies

There was no report.

6.5 Report from the Standing Committee on Planning and Priorities

T. Farrell reported that the Committee has not met thus far.

6.6 Report from the Standing Committee on Admissions and Language Competency Standards

A report from T. Angus was in the package for information.

6.7 Report from the Residency Credit Exemption Committee

A memo from T. Angus was in the package for information.

6.8 Report from the Educational Excellence Committee
There was no report.

6.9 Report from the Curriculum Committee
A memo to FEC/DEC Chairs, Deans was in the package for information.

6.10 Report from the Research and Standardized Testing Committee
There was no report.

6.11 Report from the Education Technology Forum
There was no report.

6.12 Report from the International Education Advisory Committee
There was no report.

7. NEW BUSINESS--For Information and Circulation

- 7.1 Letter to Fran Johnson from Bev Miller
- 7.2 Letter of Intent approval - Community Mental Health Worker Citation Program
- 7.3 Results from Student Profile and Perceptions Survey
- 7.4 Provincial Survey of PLA Students

8. ADJOURNMENT: Moved by B. Allen, Seconded by T. Farrell, the meeting adjourned at 6:05 p.m.

D. Lancien asked members to remind their constituents and students of the upcoming DOUGIMUN in February.

_____ Chair _____ Secretary