



Douglas College

**MINUTES OF A MEETING OF EDUCATION COUNCIL
Held Monday December 10, 2007 at 4:15 pm
New Westminster Campus, Boardroom**

1. ROLL CALL:

Members Present:

Trish Angus (Ex-Officio)
Graeme Bowbrick (Vice-Chair)
Marilyn Brulhart
Anne Gapper (Acting Recorder)
Gerry Gramozis
Leon Guppy
Bruce Hardy
Anna Helewka
(alternate for D. McCloy)
Dianne Hewitt
Ted James
Ann Kitching (Ex-Officio)
Jan Lindsay (Acting for S. Witter)
Susan Meshwork (Chair)
Colleen Murphy
Teryl Smith
Sandy Vanderburgh
Titus Yip

Regrets:

Wendy Case
Kathy Denton
Elizabeth McCausland
Debbie McCloy
Susan Witter (Ex-Officio)

Absent:

Sebastian Bubrick
Alan Yang

2. APPROVAL OF THE AGENDA: The Chair requested an addition to the agenda to approve the amendment to the October 19, 2007 minutes. The agenda was approved as amended.
3. APPROVAL OF THE NOVEMBER 19, 2007 MINUTES: The minutes were approved as submitted.

APPROVAL OF THE OCTOBER 19, 2007 MINUTES: The Motion for Item 4.2 c) Program Approval Policy – New or Revised Degree was amended to read

“.....*the first two years of the program and in the final two years of the program*”. The minutes were approved as amended.

4. BUSINESS ARISING FROM THE MINUTES

4.1 Educational Policy Revisions

- a) Educational Policy Development and Review Policy
There being no discussion.

MOVED by C. Murphy; SECONDED by T. James

BE IT AND IT WAS RESOLVED:

THAT Education Council approve revisions to the *Educational Policy Development and Review Policy* as recommended by the Policy Sub-committee in the attached Appendix A.

The Motion was CARRIED.

- b) Language Competency Policy
There being no discussion.

MOVED by B. Hardy; SECONDED by T. James

BE IT AND IT WAS RESOLVED:

THAT Education Council approved revisions to the *Language Competency Standards Policy* as recommended by the Policy Sub-committee in the attached Appendix B.

4.2 Education Policy Revisions

- a) *Withdrawals, Course and Status Changes Policy*
T. James reported that the Policy Sub-committee agreed with the rationale behind the suggested amendment from M. Brulhart and H. Rourke. The Sub-committee was recommending that the policy be amended to allow students to register in Developmental Studies graded courses a maximum of three times.

Action: Please take this to your constituencies for feedback and consideration of a Motion to Approve at the January 21, 2008 Education Council meeting.

- b) *Credentials Awarded at Douglas College Policy*
T. James stated that the Policy Sub-committee agreed with the suggested policy amendment, received from J. Lindsay, to lower the minimum GPA to 2.0. The proposed wording received from J. Lindsay was as follows:

“Bachelor’s Degree: as defined as a minimum of 120 credit hours in a specific program field consisting of a defined program of study, including a minimum of 45 credits taken at the 3000/4000 levels. A minimum GPA of 2.0 on the last 60 credits is required for graduation.”

However the Sub-committee were suggesting alternate wording to clarify the intent of ‘the last 60 credits’. The Sub-committee’s recommended wording is:

“Bachelor’s Degree: as defined as a minimum of 120 credit hours in a specific program field consisting of a defined program of study, including a minimum of 45 credits taken at the 3000/4000 levels. A minimum GPA of 2.0 on the last 60 credits of the established program for the credential”.

Action: Please take this to your constituencies for feedback and consideration of a Motion to Approve at the January 21, 2008 Education Council meeting.

4.3 Curriculum Committee Recommendations
There being no discussion.

There was unanimous consent to short-cycle a Motion to Approve the Curriculum Committee’s recommendations as presented.

MOVED by M. Brulhart, SECONDED by C. Murphy

BE IT AND IT WAS RESOLVED:

THAT Education Council approve the new and revised guidelines for: INTR 1290, BUSN 1320, FINC 4300, FINC 4350, MARK 1120, MARK 2150, MARK 3215, MARK 3235, MARK 3300, MARK 3340, MARK 3360, MARK 3441, MARK 4410, MARK 4440, MARK 4483, HCSW 1200, TESL 2201, TESL 2202, TESL 2203, TESL 2204, TESL 2205

The Motion was CARRIED.

4.4 Admissions and Language Competency Committee Recommendations
T. Angus requested that Item No 6 Bachelor of Physical Education and Diploma in Sport Science be removed from the agenda with the exception of the first sentence, “The requirement for the First Aid and CPR level C has been removed” which the Chair requested members mark at 6 a).

There was unanimous consent to short-cycle a Motion to Approve the Admissions and Language Competency Committee recommendations as amended.

A. Kitching stated she was concerned if students were admitted with lower standards they may not be able to complete their programs. J. Lindsay replied that although admissions standards were being lowered in order to remove barriers to some students, graduation standards would not be lowered. She further stated the changes reflected a slight shift in philosophy of meeting students where they are at and bringing them up to a higher academic standard. The Chair added that many admission standards had been brought in with new programs and those programs were now making adjustments. T. Angus confirmed the Sub-committee had discussed this and she stated that the Associate of Arts Degree Limited Enrolment Program was the only lowering the standard and this program was introduced with a higher standard at the beginning. She further stated that most of the amendments referred to age requirements.

T. Angus explained the Sub-committee had discussed at length Item No 3 Health Care Support Worker Certificate request to lower the admission requirement from English 12 'C' to English 11 'C'. This change would bring Douglas College in line with other institutions, Douglas College's requirement would still be higher but not by as much.

T. Yip inquired as to the choice of age requirement dates in Child & Youth Care Counsellor Diploma Program of December 31 and the Youth Justice Worker Diploma Program of November 1. T. Angus explained that these dates had been determined by the practicum dates as some sites would not take students until they were 19.

MOVED by B. Hardy; SECONDED by C. Murphy,

BE IT AND IT WAS RESOLVED:

THAT Education Council approve the recommendations of the Admissions & Language Competency Committee as follows:

1 Associate of Arts Degree Ltd. Enrollment Program

The admission requirements for the program currently require a 73% minimum average from interim grades using English 12, BC Principles of Math 11 and one other provincially examinable Grade 12 course. The program is proposing to reduce the GPA to 70%.

2 Stagecraft Diploma Program

The requirement for a resume and letter of intent has been removed. The program will request this information in another way.

3 Health Care Support Worker Certificate

The English language admission requirement is recommended to change from English 12 with a "C" to English 11 "C". Many similar programs need only English 10.

4 Child & Youth Care Counsellor Diploma Program

The minimum age requirement has been changed from 19 to 18 years by December 31 of the year the student is admitted to the program.

5 Youth Justice Worker Diploma Program

The minimum age requirement has been changed from 19 years old by the start of classes to 19 years by November 1st of the first semester.

6 a) Bachelor of Physical Education and Diploma in Sport Science

The requirement for the First Aid and CPR level C has been removed.

The Motion was CARRIED.**5. NEW BUSINESS****5.1 Process for Reviewing Departmental Grading Policies**

T. James explained that due to the approved revision to the Academic Performance Policy at the October 15, 2007 meeting, the Policy Subcommittee had developed a suggested process for reviewing departmental grading policies. The Sub-committee recognized they did not necessarily have the best expertise so had decided to create a small policy review group which would consist of Education Council policy committee members and other representatives who have experience in policy development and review plus a member from each faculty to assist in the review their faculty's departmental policies. The Education Council Chair (and policy subcommittee member) would chair the Policy Review Group (PRG)

The proposed review process was outlined as follows:

- Deans/Assoc Deans/chairs will review their policies for clarity, compliance with overarching College educational policy, and basic fairness and the principles of natural justice, before they were presented to the Education Council Policy Review Group.
- Policies included for review will include all grading and other academic performance policies which have not been reviewed and approved by Education Council. This would include all promotional and/or continuance policies
- The Deans will be responsible for making sure relevant policies come to Education Council otherwise they run the risk of students ability to successfully appeal policies that are unapproved by Education Council. G. Bowbrick stated that it was important to have policies reviewed and approved in order to avoid appeals overloading the system.

There was extensive discussion, the main points of which are summarized below:

- J. Lindsay advised the deans had already been alerted to look at segmenting policies to see which policies would come under the College overarching policy.
- There will be tight communication between Education Council and the Registrar's Office if any departmental policies are revised to ensure that proper information is given to students.
- The time frame for completion of the policy review work will depend on how quickly the process flows.
- It was recognized that some departments would have many more policies to review than others, ie Health Sciences and Child, Family and Community Studies.
- The Education Council Policy Review Group (PRG) may prioritize its work based on the seriousness of the impact of a policy on students' education.
- A. Helewka advised that Health Sciences had already started the policy review process as they had a large volume of policies and they would be bringing them forward as quickly as possible.
- The Chair requested that the deans make their faculty aware of the current college educational policies.
- A. Helewka confirmed that departmental policies for Health Sciences are posted on line and as well each student has to sign that they have read the policies at the beginning of each semester.

Action: Please take this to your constituencies for feedback at the January 21, 2008 Education Council meeting

- 5.2 Revisions to the Program Development and Consultation Control Sheets
The Chair advised that she and the Education Council Acting Secretary had spent a great deal of time revising the program development and consultation control sheets. She explained the current forms were confusing for users as they were developed many years ago and were no longer aligned with the current program approval policies.

The Chair explained that main revisions to the forms are designed to:

- Align the forms with the new Program Approval Policies.
- Clarify the meaning of the term "consult".
- Allow for the inclusion of explanatory written comment from Departments that ask Education Council to resolve disputes about issues related to program development.
- Add Developmental Studies to the consultation list for all programs requiring first year English, Communications or Math courses or prerequisites.
- Clarify which consultations are required and which are not.

There was considerable discussion and feedback which is summarized below:

- Add 'required' to items 5, 6 and 7.
- Add contact person's name on the front page

- G. Bowbrick thought that the definition of consultation should be stated more clearly on the control sheets. He confirmed that he would look at the policy and will bring forward a definition at the January 21, 2008 meeting.
- The number of groups to be consulted has only been increased by adding Developmental Studies.

There followed extensive discussion about the time it took to consult each group. The Chair confirmed that she wanted to make the forms easier for Faculty to use and was open to any suggestions. The main points raised were:

- The Chair confirmed she had spoken to each group to ensure that they still required to be consulted. Each group had confirmed and had clear and compelling reasons to remain on the list, they will be invited to come to the table to explain their reasons if necessary.
- T. Angus suggested a workflow diagram could be added to the form with a time limit for each person to respond.
- There was concern raised about the time it took to meet with all the groups to get their signatures and that this would be worse when Health Sciences moved to David Lam.
- There was suggestion that a memo could be sent to all interested parties followed up by a meeting with everyone there to sign off on the form.

Action: Please take this to your constituencies for feedback at the January 21, 2007 Education Council meeting.

6. REPORTS

6.1 Report from the Chair

There was no report

6.2 Report from the President

J. Lindsay acting on behalf of S. Witter confirmed the Presidents report had been sent to the college community earlier in the day.

6.3 Report from the Board Representative

There was no report.

6.4 Report from the Secretary

There was no report.

6.5 Report from the Curriculum Committee

There was no report.

6.6 Report from the Educational Excellence Committee

There was no report.

6.7 Report from the Research Ethics Board

There was no report.

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

There was no report.

6.9 Report from the Standing Committee on Educational Policies

There was no report.

7. OTHER BUSINESS – For Information and Circulation

There was no other business.

8. ADJOURNMENT

Moved by S. Vanderburgh; Seconded by T. Smith

The meeting was adjourned at 5.15 pm

Chair _____ Secretary _____

APPENDIX A

Educational Policy Development and Review

Policy name: Educational Policy Development and Review	Overseen by: Vice-Presidents Instruction, Student Development	Effective date: September 2002	Related policies:	Replaces: New
Category: Education	Approved by: Education Council	Review date: September 2007		

Purpose

Policy Statement

Definitions

Procedural Guidelines

Development of New Policy
Maintenance and review of existing policy

Format

Appendix 1

Purpose

This policy provides guidelines for the development and maintenance of educational policy at Douglas College and outlines a framework for fair and consistent educational decision-making at all organisational levels. It also prescribes a format for documenting the resulting educational policies.

New or revised policy may be required because of, but not limited to, the following:

- needs of learners
- legislative changes or requirements;
- legal challenges;
- changes required due to the academic or administrative needs of the institution;
- changes required due to strategic directions of the institution;
- changes in related policy.

Policy Statement

Educational policies specify the principles and practices which govern educational decision-making at Douglas College as circumscribed by the College and Institute Act (1996) sections 23-25 and approved by Education Council. Departments/Programs have the authority to further define their educational practices through locally-approved and -applied policies, so long as these do not contravene the letter or spirit of any College-wide policies.

Specifically, Douglas College educational policy will:

- reflect the mission and values of Douglas College;
- be formulated in consultation with those concerned: learners, faculty, administrators, support staff, and other members of the Douglas College community;
- be written in plain English, avoiding jargon;
- identify the office responsible for its communication, application and maintenance (usually, the Vice-President, Instruction and/or Vice-President, **Educational Services Student Development**);
- reference all existing related policy;
- where appropriate, be subject to appeal through procedures outlined within the policy;
- be subject to review every **seven five** years in accordance with the Policy Review Schedule or by successful motion at Education Council.

Definitions

Educational Policy: policy developed in order that the institution can carry out those duties and responsibilities assigned to the Education Council by the College and Institute Act (1996) sections 23-25. Educational policy includes rules and practices for the administration of academic matters. It normally includes a purpose statement, policy statement, definitions, and procedural guidelines.

~~*Educational Policy Development and Review Co-ordinator:* provides editorial support to the Standing Committee on Educational Policies by maintaining a schedule (determined by the Policy Committee) that ensures all policies are reviewed regularly; reviewing new or substantially revised policies to help ensure that they do not contradict or duplicate existing policies; ensuring policies are presented in standard format and with consistent use of headings; ensuring names of offices and positions reflect current organisational structure; proposing wording changes to clarify intent or simplify language. At present, this function is assigned to the Director of Institutional Research who works in conjunction with the Chairs of Education Council and the Standing Committee on Educational Policy.~~

Procedural Guidelines

Educational policy will be developed and maintained as outlined in the following procedural guidelines:

Development of new policy

1. Suggestions for new Educational Policy may be brought forward by any person or group within the College community. Requests for new policy, with accompanying rationale, are submitted to the Education Council Chair in writing and distributed in an upcoming Education Council agenda.
2. Upon successful motion at Education Council (normally short-cycled), the request for new policy is referred to the Standing Committee on Educational Policies, with timelines where appropriate.
3. The Standing Committee establishes a process for developing the new policy and ~~designates one of its members to serve as the primary policy writer and liaison to any development committee.~~ The policy originator will be invited **to formulate language for the new policy and** to participate in deliberations. Policy will be formulated in consultation with those concerned: learners, faculty, administrators, support staff, and other members of the Douglas College community.
4. ~~The Educational Policy Development and Review Co-ordinator examines the draft policy to help ensure clarity, completeness, correctness of terminology and consistency with other College policies.~~
5. The draft policy is brought to Education Council and distributed in an upcoming agenda package for review by Faculty/Department Education Committees, and other constituent groups within the College.

6. Education Council deliberates upon the draft policy and the feedback of constituent groups and decides whether to approve it.
7. The President takes the Education Council-approved policy to the Board, either for approval (where required by the Act) or for information.
8. The Education Council Chair forwards the approved policy to the appropriate Vice President for implementation and notification of the College community.

Maintenance and review of existing policy policies

1. Policies will be reviewed on a ~~seven~~ five year cycle in accordance with the Policy Review Schedule.
2. In October of each year, Education Council will publish a list of policies due for review and invite feedback by a specified date to the Standing Committee on Educational Policies.
3. **Education Council will announce to the college community through its representatives that certain policies are up for review and will ask for comments regarding the relevancy and appropriateness of the policy and its provisions along with suggested revisions. Any comments received by the posted deadline will be given to the Standing Committee.**
4. **The Standing Committee will review the policy regarding its relevancy and the appropriateness of its provisions, will draft any proposed revisions, and recommend approval to Education Council.**

Amendments to existing policy

1. Suggestions for revisions to Educational Policy may be brought forward by any person or group within the College community. A written request for policy revision outside the normal review schedule will be submitted in writing, with accompanying rationale, to the Education Council Chair and distributed in an upcoming Education Council agenda. Depending upon the complexity of the proposed revision, Education Council will determine an appropriate process which may include immediate distribution to Faculty/ Department Education Committees and other constituent groups in the case of minor revisions, or referral to the Standing Committee on Educational Policies in the case of comprehensive revisions.
2. When the policy is referred to the Standing Committee on Educational Policies, the Standing Committee establishes a process for revising the policy. The policy revision originator will be invited to participate in deliberations. Policy revisions will be formulated in consultation with those concerned: learners, faculty, administrators, support staff, and other members of the Douglas College community.
- ~~3. The Educational Policy Development and Review Co-ordinator examines the draft policy revision to help ensure clarity, completeness, correctness of terminology and consistency with other College policies.~~
4. The draft policy revision is brought to Education Council and distributed in an upcoming agenda package for review by FECs/ DECs, and other constituent groups within the College.
- ~~5.~~ Education Council deliberates upon the draft policy revision and the feedback of constituent groups and decides whether to approve it.
- ~~6.~~ The President takes the Education Council-approved policy revision to the Board for approval (where required by the Act) or for information.
- ~~7.~~ The Education Council Chair forwards the approved revised policy to the appropriate Vice President for implementation and notification of College community.
- ~~8.~~ Superseded versions of policies will be maintained by the Education Council Secretary for consultative and historical purposes.

Format

Educational policies will include:

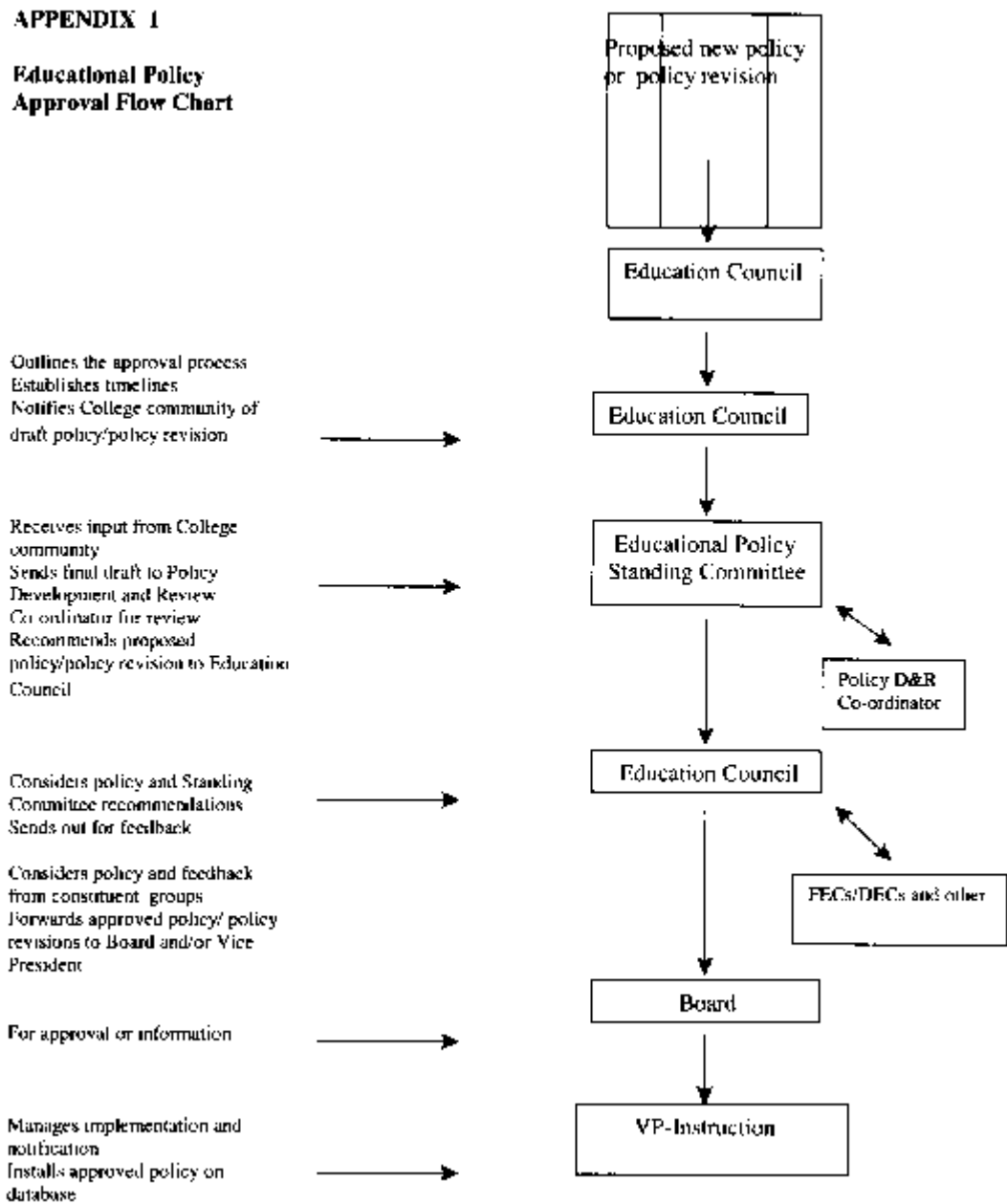
- a header listing policy name, category, approval body, responsible administrator(s), effective and review dates, related policies, and other policy or policies replaced or subsumed by this policy;
- a Purpose statement, outlining concisely a rationale for the policy and its relation to the mission and values of Douglas College, and explaining why the policy is needed, who it affects, and what it covers;
- a Policy statement in plain, concise, jargon-free English;
- definitions as required for clarity;

- procedural guidelines necessary to ensure fair and consistent application and interpretation of the policy;
- where appropriate, appeal procedures outlined within the policy.

Appendix 1

APPENDIX 1

Educational Policy Approval Flow Chart



APPENDIX B
Language Competency Standards

Policy name: Language Competency Standards	Overseen by: Vice-President Instruction	Effective Date: September 1999	Related Policies: Prior Learning Assessment and Recognition, Associated Studies	Replaces E02.04.01(1992)
Category: Education	Approved by: Education Council	Review Date: September 2001		

Purpose**Policy Statement****Definitions****Standards****Entry-Level Standards****Exit-Level Standards****Assessment****Alternative Assessments****Implementation****Jurisdiction****Review of Language Competency**

Purpose

The enhancement of skills in reading, writing, speaking and listening should be a goal of instruction in every course and program.

Policy Statement

Douglas College requires that all students demonstrate appropriate levels of English language competency before entry into, and prior to exit from, courses and programs.

Definitions

Language Competency: a defined level of skill in reading, writing, speaking and listening.

Entry-level standard: the defined standard required for entry into a course or program.

Exit-level standard: the defined standard required for graduation from a course or program.

Standards

Entry- and exit-level language competency standards will correspond to specific course or program requirements, outcomes, and objectives established and/or reviewed in consultation with the appropriate advisory committees, professional bodies, employers, colleges and universities.

Entry-Level Standards

Minimum entry-level standards of language competency will ensure that students can communicate in English with sufficient ability to complete anticipated coursework successfully. Some Departments/Programs may choose to set their entry standards at the same level as their exit standards.

Exit-Level Standards

Minimum exit-level standards of language competency will ensure that students can communicate in English with sufficient ability to handle future work-related and/or education-related communication tasks successfully. Students will be expected to demonstrate satisfactory achievement of exit-level language competency standards as part of the requirements to complete a course/program.

Assessment

Students ~~can will~~ demonstrate language competency through a variety of means: assessments, completion of specified pre-requisites, completion of course/competency equivalents at other post-secondary institutions, challenges, **and** other methods of prior learning assessment. The results of the assessment will, where necessary, indicate recommended options for the student to meet language competency entry/exit standards.

Alternative Assessments

Where appropriate, students with documented disabilities will be permitted to demonstrate language competency in other ways (please refer to educational policy *Accessibility to College Programs, Courses and Services for Persons with Disabilities*).

Implementation

The Assessment ~~Centre~~ **Services** will assist Departments/Programs to ~~implement~~ **schedule and conduct** language competency assessments following consultation with College faculty who have acknowledged expertise in language competency standards.

Jurisdiction

Where language development courses are required, each Department/Program area will determine the appropriate language development course(s) for students, after consultation with College faculty who have acknowledged expertise in language competency, such faculty to include those in Communications, Developmental Studies, English and English as a Second Language. The content, format, and delivery of courses will be determined through a process of consultation among the Department/Program faculty and the faculty in the Department(s) providing the language courses (see educational policy *Associated Studies*).

Review of Language Competency

Faculty will determine, with broad consultation among interested constituencies within the College and the broader community, the extent to which language competency standards are being met in practice. Where external language competency standards change, faculty will review and modify the pedagogy of programs so that external standards are met. All reviews of Departments/Programs will include an evaluation of curricular language competency standards.

This policy was last corrected on July 28, 2000.