

**DOUGLAS COLLEGE
MINUTES OF A MEETING OF EDUCATION COUNCIL
HELD MONDAY, MAY 12th, 2003 AT 2:15 P.M. IN THE BOARD ROOM
NEW WESTMINSTER CAMPUS**

1. ROLL CALL

Members Present:

Hudson Andrews
Trish Angus (Non-Voting)
Marilyn Brulhart
Laura Byrne
Colin Campbell
Ted James
Joel Koette
Jan Lindsay
Kim Longmuir
Susan Meshwork (Vice Chair)
Elsie Neufeld
Michael Ouellet
Arlene Patko
Brenda Pickard (Secretary)
Graham Rodwell
Penny Swanson (Chair)
Trevor Tombe
Carey Vivian
Wendy Wheeler
Des Wilson
Susan Witter (Ex-Officio)

Regrets:

Ray Chapman
Ann Kitching (Ex-Officio)

Guests:

Diana Christie
Kathy Denton
Kuros Gadareh
Yasmin Irani
Fran Johnson

The Chair introduced three new Council members who will begin in the Fall term: Diana Christie, Assessment Centre Coordinator; Kuros Gadareh, Physics Instructor; and Fran Johnson, General Nursing Instructor.

2. APPROVAL OF THE AGENDA: The Chair added three items: 5.4 - Associate of Arts closed enrolment program; 5.5 - Internet Use policy and 5.6 Educational Excellence Awards. The Chair advised members that the Student Success Task Force has requested items 5.1a) Transfer Potential and 5.1c) Institutional Comparisons to be removed from the Agenda at this time. In order to accommodate a guest, the Chair asked members to move item 5.6 to the beginning of the Agenda. The Agenda was approved as revised.
3. APPROVAL OF THE MINUTES OF THE APRIL 14, 2003 MEETING: The Minutes

were approved as circulated.

4. BUSINESS ARISING FROM THE MINUTES

- 4.1 Sport Science Diploma in Coaching - revisions: D. Wilson noted that Council is being asked to approve the addition of a new set of courses (previously approved) now named Sports Science (formerly named Coaching) and approve a change in the title of the credential from Coaching Diploma to Sports Science Diploma in Coaching. He added that a new set of admission criteria for the program has been approved by the Admissions and Language Competency Committee.

MOVED by W. Wheeler, SECONDED by E. Neufeld,

BE IT AND IT WAS RESOLVED:

THAT Education Council approve the new set of courses now named Sports Science and the new set of program admission requirements for the Sport Science Diploma in Coaching program.

The Motion was CARRIED.

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

BE IT AND IT WAS RESOLVED:

THAT Education Council recommend to the Board the credential name change from the Coaching Diploma Program to Sports Science Diploma in Coaching Program.

The Motion was CARRIED.

- 4.2 Changes to the Admission Policy: The Chair noted that this is the first policy change as a result of the Student Success Task Force recommendations. She noted that the Subcommittee on Educational Policy met last week with T. James and suggested some wording changes. She added that the Educational Policy Committee recommends the policy with the revisions.

T. Angus noted that page two, under "Required Documentation" the first sentence should read "Applicants to credit programs/courses are required to submit secondary school transcripts and other necessary documentation at the point of **application**, where that documentation.....". The change was noted.

MOVED by J. Lindsay, SECONDED by K. Longmuir,

BE IT AND IT WAS RESOLVED:

THAT Education Council approve the revised Admission policy.

The Motion was CARRIED.

- 4.3 SFU GPA for Associate Degree Graduates from Douglas College: The President referred to the letter from last month's package regarding the decision of SFU to change the admission requirement for Associate Degree holders to receive priority registration from 2.0 to .25 below that of other transfer applicants. She expressed concern that 1) Douglas College, who is the largest sending institution, and other Colleges were not consulted and, 2) Douglas College is in the process of an Associate Degree marketing campaign advising students that a GPA of 2.0 or higher would be sufficient for them to receive priority registration. She added that this places students and the College in a difficult situation. The President advised members that Graham Rodwell, Lorna McCallum and herself met with Frank Gelin (BCCAT) and administrators from SFU to discuss this matter. She noted that SFU may consider a two-year phase in of the new requirement. She added that the College has not received an official response from SFU.
- 4.4 Policy review: Accessibility to College Programs, Courses and Services for Persons with Disabilities: The Chair reminded members that this policy has come to Council as a result of the regular five year review process.

There was some discussion regarding the paragraph under "Examinations". T. James advised members that it was the responsibility of the Centre for Students with Disabilities (CSD) to administer exams only when the accommodations necessary were extraordinary. He noted that advice could be asked of the CSD at any time while developing an accommodation. T. James clarified that it is not instructors per se who must provide the exam accommodation, it is the department, i.e., the instructor is responsible for organizing the accommodation (with the assistance of the CSD if necessary). He added that it can be invigilated by a staff person, for example, in the fieldbase.

The Chair advised members that this policy will go back to the Educational Policy Committee for revisions and will come to Council within the next year.

- 4.5 Policy review: Research Ethics Policy: The Chair advised members that the Policy Committee has made some wording changes to the policy. Most notably the section on "student research" guidelines.

The issue of joint research with other institutions was discussed. The intent of the policy was clarified that under Section 1.C.1 (as defined by the Tri-Council Guidelines) Faculty can ask to waive the Douglas College review process if the research has already been reviewed by another institution which adheres to the Tri-Council guidelines.

T. James thanked members who provided feedback to the policy.

MOVED by K. Longmuir, SECONDED by J. Lindsay,

BE IT AND IT WAS RESOLVED:

THAT Education Council approve the Research Ethics Policy.

The Motion was CARRIED.

- 4.6 Policy review: Program Approval Process - New and Revised Credit Programs: The Chair advised members that the review of this policy is part of the regular five year process. She noted the policy does not yet conform to Ministry guidelines as those have not yet been finalized. She added that once the Ministry has finalized the guidelines, those would be added to the policy in the appendices.

There being no additional feedback to the internal process of the policy, the Chair advised members that this will now go back to the Educational Policy Committee and come back to Council next year.

- 4.7 Applied Degree Standards Committee: The Chair advised members that H. Andrews distributed the draft Guidelines for applied degrees and will appreciate any feedback. She noted the Committee is looking for additional members. The Chair noted that Gary Tennant has volunteered for the Committee.

H. Andrews advised members that the College-wide Applied Degrees Forum was well attended. He added that the Committee will develop the Guidelines further into a Standards document.

H. Andrews advised members that his term on Council is up at the end of August and asked members to submit their names to P. Swanson if they were interested in joining the Committee. He noted that Fran Johnson expressed an interest in the Committee.

- 4.8 Student Success Task Force: T. James reported that he was hopeful the Task Force would complete and finalize their report by the end of May.

4.9 Admission and Language Competency Committee Recommendations: There were no recommendations.

4.10 Curriculum Committee Recommendations: There being no discussion,

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

MOVED by E. Neufeld, SECONDED by D. Wilson,

BE IT AND IT WAS RESOLVED:

THAT Education Council approve the submitted curriculum guidelines for THEA 110, 111, 171, 180, 210, 211, 271, 280, 310, 311, 410 CSSW 120, 220, BUSN 429, DVST 411, ACCT 410 and DOPT 212.

The Motion was CARRIED.

5. NEW BUSINESS

5.1 Student Success Task Force Recommendations: The Chair asked for feedback on the proposals.

Proposal 8: T. James advised members that students who are goal-directed are more likely to succeed academically than those who have not formulated clear educational goals. He noted this proposal recommends that Douglas College learn more about student goals as well as to encourage and support students in clarifying their academic, career and personal goals. He noted the following recommendations:

1. The Registrar's Office could include a question as part of the on-line application for admission that asks students to identify their career and personal goals.
2. Add an "Academic Exploration / unclassified" designation to the application. This would allow students the option to take some courses before declaring their academic objectives.
3. The Communications and Marketing Office in association with other relevant departments enhance students' knowledge of College resources and programs that will help students identify and support their declared goals.
4. The Institutional Research Office should develop and refine tools to collect data about student goals. Additionally, the College should collect data from students who have completed their course of studies.

The following discussion ensued:

- a note was made to clarify the language regarding the 100 and 200 level courses i.e., will this include DVST courses?
- it was noted that a student would have to declare a course of study after 15 credits.
- it was noted that students take courses for a number of reasons - not just to earn a credential.
- a caution was made that this is a public institution and does the College have the right to tell students that they are limited to taking 100 and 200 level courses unless they declare a course of study. A suggestion was made to have the College send a letter to the student asking them to make an appointment with an Academic Advisor to help them identify a program of studies rather than restricting the student to 100 and 200 level courses.
- it was noted that the College has an “institutional responsibility” to help students achieve their educational goals and this proposal was an attempt to address this issue.
- it was noted that many students are leaving with significant debt and are leaving with no credential.
- it was noted that the College may wish to redefine student success and classify students accordingly.
- it was noted that from a philosophical perspective, students should be recognized in some way if they achieve *their* goals even if they do not pursue a credential.
- a member suggested that a student may not be able to articulate their program of studies even after 30 credits.
- the Registrar alerted members to the fact that 80% of General Studies students have declared what course of studies they intend to pursue.
- a comment was made that this proposal has a tone of the College trying to manage people who can't manage themselves.
- it was noted that there will be policy changes. Also noted were significant resource issues.

Proposal 10: T. James advised members that this proposal recommends that Douglas College orient all new students in a more proactive way to the opportunities, expectations and challenges of being a student in a post-secondary environment.

1. The College establish a three phase series of orientation sessions: Day 1 (held on mid-June); Day 2 (held at the end of August); and, Day 3 (held after 2 weeks in the semester).

2. The Office of Institutional Research should conduct research across the College with students and faculty to identify the specific content that should be included in each phase of the orientation and how best to deliver this content.
3. Participation by Faculty Chairs and Coordinators and Staff is critical.
4. The Communications and Marketing Office develop a web-based orientation package for new students who are not able to attend the orientation days or who start their first semester in the Winter or Summer.
5. That the College use the Campus Pipeline portal as a way of maintaining contact with students and providing them with on-going information about what is happening at the College.

The following discussion ensued:

- members were supportive of this proposal in that it would orient students in a more proactive way: helping them to understand exactly what they have “signed up for”; assisting them in understanding educational goals and, making the best use of their time at the College.
- it was reiterated that both Faculty and Staff would have to “buy into” the orientation process in order for it to be successful.
- it was noted that this will create workload issues.

Proposal 11: T. James noted that, as the consequence of low grades becomes more significant to students, the College should review its grading practices to determine if an additional policy regarding student evaluation is needed.

1. That Education Council establish a Steering Committee to assist the College to focus during 2003/04 on issues associated with grading practices and the evaluation of student learning.
2. Douglas Development provide institutional support to the work of the Steering Committee by arranging a series of cross-College forums or discussion points that focus on disseminating best practices information regarding grading practices and student evaluation.

The following discussion ensued:

- there was extensive discussion regarding consistency throughout the College regarding grading practices. Some noted that it would not be possible to have a cross-College grading system as program areas differ greatly.
- a student explained that instructors generally advise the class how they will be graded.
- a suggestion was made to leave it up to the individual Department

in determining grading practices.

Proposal 12: T. James advised members that this proposal suggests that the College provide a way of permitting students to re-take a final course examination if the student misses a passing score by a few marks.

1. That Douglas College implement a means of offering Supplemental Final Examinations for student who are eligible by satisfying certain qualifying conditions.
2. That Douglas College restrict access to Supplemental Final Examinations based on criteria designed to ensure that such exams do not provide an incentive for students to avoid preparing for regular examinations or to provide an advantage to students who can afford to write extra examinations.

The following discussion ensued:

- T. James noted that this proposal was intended for the student who performs well during a semester but for some reason performs slightly under a pass mark on a final exam. He noted that the Supplemental Exam would allow the student a second chance to perform better instead of having to re-take the course. This would also free up a seat for another student.
- in response to a question, T. James noted that this Exam would not replace the Incomplete (I) Contract. He added this would not be the same as a Challenge exam.
- it was clarified that a fee would be charged for the Exam.
- it was noted that a policy with strict criteria would need to be developed.
- it was noted, as currently written, it would be unfair for a student who generally achieves high marks during the semester and does poorly on the final exam, possibly for similar reasons as lesser achieving student who does poorly on the exam. The lesser achieving student would be provided a Supplemental Exam and the higher achieving student would be provided no recourse.
- it was noted, that this Proposal is not suggesting that any student who does not receive the mark they wanted could take a Supplemental Exam, it is intended for special circumstance situations.
- a question was asked as to how many students would fit into the two to three percent failing grade category.
- it was suggested that failing the exam may be indicative that the student has not learned the course content and that such a student would need to repeat the course in order to succeed at a higher

level.

ACTION

Please take these Proposals to your constituency groups for further feedback.

- 5.2 Registration system changes from the Student Success Task Force: T. James advised members that Education Council approved in principle the recommendations contained in Proposal 3: *Priority Registration*. He noted that the Task Force has developed new policy language that would enact the recommendations contained in the Proposal. He added that the procedures governing the current registration system were approved by Education Council as procedures rather than as a policy. He noted that the Task Force is now recommending that Education Council create a policy on this topic.

T. James referred to the Policy Statement wherein it states that the College would “construct its registration procedures to give priority to students with superior GPA achieved at the College or elsewhere/ returning student will be given priority over new students within the same GPA registration category; mature student will be given consideration if they have not yet achieved a GPA by showing that their life experiences demonstrate superior achievement; and, special consideration may also be given to student in designated groups for whom early registration is institutionally desirable”.

The Registrar noted that students who do not have a GPA can produce LPI scores or do the Douglas College Writing Assessment.

T. James highlighted one change to the calculation of GPA. He noted that previously the GPA was calculated on all courses, the Task Force now recommends that the proposed revision be “cumulative College GPA with no minimum number of courses”.

ACTION

Please take these proposals to your constituency groups for further feedback.

- 5.3 FTE Growth, and Master Education Plan: The President advised members that new funding would be limited to the government’s New Era Commitments. She added that new funding would be limited to the Health Sciences area at Douglas College. She referred to the memo in the package and highlighted eleven areas the College will focus on over the next three years.

ACTION

Please take these proposals to your constituency groups for further feedback.

- 5.4 Associate in Arts closed enrolment program: The Chair advised members that this is a program revision and needs to go to the Standing Committee on Admission and Language Competency. She noted that she had a discussion with G. Rodwell and they concluded this should come to Council for preliminary feedback. The Chair noted that the Standing Committee on Admission and Language Competency will review this revision and bring its recommendation to the June meeting. She added that if the revisions are recommended by the Committee, members will be asked to short-cycle the recommendation in order to have this in place by September, 2004.

G. Rodwell noted that students are often taking longer to complete the degree as they are unable to get the courses they need. He added that this proposal is intended to give students an additional route to complete the Associate in Arts degree (closed enrolment program) within two years.

G. Rodwell noted that courses would be open to all Douglas students who possess the prerequisite to take them; however, students who are part of the closed program and who meet the admission requirements would have earlier registration dates. He noted that students would be required to maintain a GPA of 2.8 and would be required to be full-time students taking fifteen credits per semester. G. Rodwell added that these requirements are similar to those in the Sports Sciences closed enrolment program.

ACTION

Please take these proposals to your constituency groups for further feedback.

- 5.5 Internet Use policy: The Chair advised members that Al Atkinson would like feedback on the policy.

ACTION

Please take these proposals to your constituency groups for further feedback.

- 5.6 Educational Excellence Awards: Fran Johnson advised members that the Committee met on April 28th, 2003 and selected the recipients of the Excellence awards. She noted that the nominations were well-prepared. Fran advised members that there were twelve nominations: one nomination for Administrative Excellence; two nominations for Student Excellence; four nominations for Staff Excellence; and, four nominations for Faculty Excellence.

Fran distributed a confidential memo to members with the Committees recommendations.

Council members supported the Committee's recommendations.

Fran advised members that the recommendations are confidential until the nominees and the nominators have been contacted.

6. REPORTS**6.1 Report from the Chair**

The Chair advised members that the Vice President's Academic Council (VPAC) requested a review of the Academic Dishonesty policy to include information related to electronic copies of papers and the potential for plagiarism, as well as the appropriate role of tutors. They suggested also that guidelines be developed to assist Faculty in detecting plagiarism. The Chair noted that she has struck a small sub committee of experts to help with this: Sandra Hochstein from the Library and Fiona Lee from Nursing. She was hopeful that a recommendation would come to Council next year.

The Chair noted the Forums on Applied Degrees and on Educational space were very interesting. She noted that there will be more forums on where Douglas is headed next year and encouraged members to attend.

The Chair reminded new and returning members that a meeting to elect a Chair and Vice Chair will commence at 1:45 p.m. on June 16th. (The Chair noted that both herself and Susan Meshwork are willing to continue in their respective positions.) **She also noted the regular meeting will commence at 2:15 p.m.**

The Chair advised members that there will be a brief orientation for new members prior to the June meeting.

6.2 Report from the President

The president advised members that the President's Report has been sent out via GroupWise.

6.3 Report from the Board Representative

There was no report.

6.4 Report from the Secretary

The Secretary reminded members that Annual Reports are due June 3, 2003.

6.5 Report from the Research Ethics Board

There was no report.

6.6 Report from the Standing Committee on Educational Policies

K. Longmuir reported that the Committee will meet again on May 15th. She

added the focus of the meeting will be to review the Student Appeals, Program Approval Process - New and Revised Credit programs and the ongoing Program Approval Process for Continuing Education Certificate programs. Also the Committee will discuss any Calendar/ policy discrepancies.

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

There was no report.

6.8 Report from the Educational Excellence Committee

There was no report.

6.9 Report from the Curriculum Committee

There was no report.

6.10 Report from the Education Technology Forum

There was no report.

6.11 Report from the International Education Advisory Committee

There was no report.

7. NEW BUSINESS - For Information and Circulation

7.1 Letter Regarding Psychiatric Nursing Degree

7.2 A02.05.01 Compliance with the Freedom of information and Protection of Privacy Act

8. ADJOURNMENT Moved by E. Neufeld, Seconded by W. Wheeler, the meeting adjourned at 4:15 p.m.

_____ Chair

_____ Secretary