



ATTENDANCE

Education Council Members

Natasha Mandryk (Chair)	David Wells	Marcus Ng
Sarah Kay (Vice-Chair)	Derek Sproston	Shirley Lew
Andy Sellwood	Heidi Parisotto	Sonal Singh
Belinda Kaplan	Janita Schappert	Todd Rowlett
Dave McMullen	Louise Dannhauer	Vivian Munroe

Regrets

Ali Oliver	Emmy Cheung
Dennis Innes	Gabby Sarnoh

Guests

Adrian Lipsett	Herbie Atwal	Marnie Findlater
Alicia Copp	Jennifer Gossen	Michael Yue
Andrea Korens	John Demeulemeester	Pam Khinda
Brenda Carmichael	Lucy Griffith	Shantel Ivits
Clay Little	Mari Klassen	Stefan Nielsen
Dawn Cunningham Hall	Mark Chiarello	Taryn Thomson

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 3:30 p.m.

2. ACKNOWLEDGEMENT

- S. Lew acknowledged the College’s location on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwx̱ wú7mesh (Squamish), and səliłw̓ ətaʔt (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the May 9, 2023 agenda as amended. Item 6f) Brand and Web Project (BAWP) Update was postponed to June. Presentation slides will be distributed for information after the meeting.

Moved by V. Munroe, Seconded & CARRIED (Unanimously)

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the April 11, 2023 minutes as presented.

Moved by T. Rowlett, Seconded & CARRIED (Unanimously)

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) English Language Proficiency (ELP) Requirements - Revisions

MOTION: THAT Education Council approve the decision to remove the following statement: *“at least three-years of full-time, face-to-face secondary or post-secondary education in an English-speaking country where English is the primary language of instruction”* from VCC’s English language proficiency requirements effective September 2024.

Moved by N. Mandryk, Seconded & CARRIED (Unanimously)

- D. McMullen presented the proposal to remove VCC’s English Language Proficiency (ELP) requirement for students to have completed three years of full-time, face-to-face secondary or post-secondary education in an English-speaking country, effective September 2024. This change is intended to remove barriers to access, simplify requirements for prospective students, and make VCC more competitive with other institutions.
- There were questions about consultations and the impact of this change on various programs. Consultation was limited due to timing; this revision is being brought forward now in time for the next international student admission cycle. There will be ongoing outreach and conversations with departments. The change in general ELP requirements does not override specific program or external regulatory body requirements that are in place, e.g., in health programs. Departments can choose to outline specific admission requirements within program content guides. The effective date of September 2024 allows some time for such updates to be made beforehand, if required.
- VCC’s ELP website will be updated to outline the various ways to meet language requirements, with three years of full-time face-to-face English instruction as one of multiple options. ELP pages for specific programs, such as within the School of Health Sciences, will continue to exist. The Registrar’s Office will monitor and evaluate the success of the revised ELP requirements. No detrimental effect on student success is expected since students will still need to demonstrate English language proficiency by other means.

b) Duolingo English Language Assessment

MOTION: THAT Education Council end the pilot program using the Duolingo English test and approve the permanent use of the Duolingo English Test as an acceptable option for meeting English language proficiency requirements at VCC.

Moved by N. Mandryk, Seconded & CARRIED (Unanimously)

- D. McMullen presented the proposal to make the use of the Duolingo English test permanent. Originally, an extension until April 2024 of the pilot project using Duolingo was approved by EdCo in March, and the plan was to review data and make a more permanent decision in the fall. The proposal for permanent use of Duolingo is being presented earlier in the context of other changes to ELP requirements.
- Some statistics on Duolingo at VCC were included in the meeting package. More data was requested comparing Duolingo with other assessments. Direct comparisons are challenging at this time, since Duolingo was introduced during the pandemic and other factors could have impacted student performance during this timeframe. The Registrar’s Office will collect and compare data on various ELP assessments and scores, both internally and externally, and will present this data to EdCo by next spring.
- There is no need to update individual program content guides, since they generally refer to VCC’s ELP page listing various acceptable language assessments.

c) Accuplacer English Language Assessment

MOTION: THAT Education Council approve the revised Accuplacer applicant calibration score for potential VCC students.

Moved by N. Mandryk, Seconded & CARRIED (Unanimously)

- The use of Accuplacer as an English language assessment tool at VCC was approved by Education Council last month. The taskforce working on the Accuplacer project meets regularly and includes faculty, representation from the Registrar's Office, and Senior Team members. Based on further conversations around scoring, D. McMullen presented proposed updates to the calibration.
- Conversations are ongoing with the College and Career Access (CCA) department, which favours higher assessment score requirements. For the time being, scores for this area were removed from the document. Another point of discussion is that current assessments in CCA are free of charge, while there is a fee for Accuplacer. However, there are plans to provide a waiver program for students in financial need.
- There was a discussion about EAL test scores; there have been consultations with appropriate departments, a scan of other institution, as well as field testing.

S. Kay left the meeting at 4:00 p.m.

d) Academic Year

MOTION: THAT Education Council recommend the Board of Governors approve the Academic Year 2023/2024, 2024/2025, and 2025/2026.

Moved by N. Mandryk, Seconded & CARRIED (Unanimously)

- D. McMullen presented the Academic Year for approval. Key dates are planned out three years in advance; these include term start and end dates, exam periods, and grade submission deadlines. It was clarified that setting dates for the winter break falls under the purview of People Services. N. Mandryk has been in conversation with the Registrar's Office around exam periods and appreciated the opportunity to provide feedback.

e) Contract Training Update

- M. Yue provided the annual contract training update. A background document on education services contracts and a summary of 2022/23 contracts was included in the meeting package. Twenty-six new contracts started during that timeframe.

f) Continuing Studies Non-Credit Course Outlines

- A. Lipsett presented the annual update on Continuing Studies (CS) non-credit courses. The number of offerings has increased compared to the previous year. Non-credit courses provide an opportunity to trial new offerings and test market demand for different types of programming. The number of micro-credentials is expanding; registration for all micro-credentials, including from the non-CS side is managed through CS' online registration system to streamline the process for students.
- There was a discussion about evaluation of non-credit courses, as well as feedback to students in non-credit offerings.

g) EdCo Planning Day

- A half-day EdCo planning session will be held on June 12. One topic of discussion will be academic freedom in governance. Members were invited to suggest additional topics.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) New Program: Sign Language Interpretation Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the program content guide for the Sign Language Interpretation Diploma.

Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)

- T. Rowlatt presented the program content guide (PCG) for the Sign Language Interpretation Diploma. The program was previously delivered by Douglas College and is being transferred to VCC for September 2023. The curriculum mirrors what has been taught at Douglas College, and only minor adjustments were made to language to align with VCC's registration process.
- The PCG was reviewed by M. Klassen, Department Head of ASL & Deaf Studies, and department faculty, as well as Douglas College faculty. Based on consultations, some final edits to admission requirements were made before the meeting: students will need to have taken first-year English, rather than English 12, since a high level of English skills is necessary for ASL interpretation. This has been the standard for this program for some time.
- To expedite the approval process, the PCG was presented directly to Education Council, without prior review by Curriculum Committee. The rationale for expediting the process was to alleviate uncertainty for potential students and facilitate admissions processes for the Fall 2023 intake. Curriculum Committee was informed of this approach and received the draft PCG for information.
- Course details are being finalized and will come to Curriculum Committee and EdCo in June. Course numbers, names and credits were determined in collaboration with the Registrar's Office.
- The plan is to teach the program in the current form for two intakes; simultaneously, the program structure will be reviewed to consolidate it with VCC's current ASL & Deaf Studies Certificate program.

S. Singh left the meeting at 4:41 p.m.

ii) New Courses: MATH 0610, 0615, 0620, 0625, 0630, 0635, 0640, 0645, 0650, 0655

MOTION: THAT Education Council approve, in the form presented at this meeting, ten new courses: MATH 0610, MATH 0615, MATH 0620, MATH 0625, MATH 0630, MATH 0635, MATH 0640, MATH 0645, MATH 0650, and MATH 0655.

Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)

- S. Ivits presented the proposal to split existing Basic Education math courses (from the beginner level to grade 9) into two parts, which was a key recommendation from the recent program renewal. Currently, students have 3 months to cover content equivalent to 1.5 years in the K-12 system. Creating two courses for each level will give students more time, as well as improve tracking of progress. The current proposal is for math levels 1-5; level 6 courses were approved at the last EdCo meeting.

iii) Program Update: Graphic Design Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Graphic Design Diploma and revisions to eight (8) courses.

Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)

- T. Rowlatt presented the proposal. The main changes were adding program learning outcomes and related course learning outcomes around equity, diversity, and inclusion (EDI). These changes were originally planned as part of the revisions to the diploma in 2021. Other edits included incorporating Prior Learning Assessment and Recognition (PLAR) for most courses.

- The department is exploring adding first-year pre-requisites to some second-year courses. The rationale is to clearly indicate that these courses are at the second-year level so students receive appropriate credit if they transfer to another institution.
- There were questions around scheduling and hours, particularly self-paced hours, in this program, which the department will review.

iv) Program Update: Counselling Skills Foundations: Mental Health & Addictions Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, the program content guide for the Counselling Skills Foundations: Mental Health & Addictions program, revisions to nine (9) course outlines, and three (3) new courses.

Moved by T. Rowlett, Seconded & CARRIED (Unanimously)

- A. Korens presented the proposal for the significantly revised and renamed Counselling Skills Foundations: Mental Health & Addictions Certificate program. Following the 2017/18 renewal, counselling programming was split into a Counselling Skills Foundational Certificate and an Addiction Counselling Skills Advanced Certificate. The advanced certificate did not launch due to low enrolment, despite the local need for counsellors with training in addictions.
- While the Counselling Skills Foundational Certificate already covered base-level addictions content, the redesign saw the addition of specific addictions-focused learning outcomes throughout and a new course on Pharmacology and Concurrent Disorders. With these changes, graduates will be eligible for membership in the Canadian Addiction Counsellors Certification Federation (CACCF). Another key update was embedding decolonization, equity, diversity and inclusion (EDI), and social justice throughout the program, making these core values (for the program and the professional field) explicit in the program content guide.
- Curriculum Committee had a longer discussion about the values embedded in the program and commended the department for their work.

b) Policy Committee

i) D.3.5 Prior Learning Assessment and Recognition (PLAR)

MOTION: THAT Education Council approve the revised D.3.5 Prior Learning Assessment and Recognition policy and procedures, in the form presented at this meeting.

Moved by L. Dannhauer, Seconded & CARRIED (Unanimously)

- L. Dannhauer presented on behalf of S. Kay. Policy D.3.5 Prior Learning Assessment and Recognition (PLAR) was last updated in 2017 and underwent a full review. PLAR provides an avenue for recognizing knowledge and skills acquired in a variety of ways outside of the formal education system and granting formal credit for them. Key policy changes include recognition of Indigenous knowledge and ways of being and introduction of a Credit Bank as a new PLAR option, in the context of a growing number of micro-credentials. The policy was posted for College feedback; the only substantive change suggested was to the definition of transfer credit. Policy D.3.11 Transfer Credit is undergoing review, which may prompt further updates to this definition.
- Education Policy Committee discussed the cost for PLAR as a potential barrier for students, since it is not covered by financial aid; this is part of a larger conversation across the sector.
- An environmental scan of PLAR across the post-secondary sector is in progress, and a PLAR working group is drafting a report. Report findings are not expected to necessitate changes to the PLAR policy.

ii) Committee Chair Report

- Policies F.1.2 Ethics and Integrity in Research and Scholarly Activity, F.1.1 Ethical Conduct for Research Involving Humans, and F.1.3 Conflict of Interest Related to Research (to be rescinded) are moving forward to the Board of Governors for approval.

- The committee working group exploring ways to incorporate anti-racism, justice, equity, diversity and inclusion (JEDI) and Universal Design for Learning (UDL) considerations into policy review met on April 12. The group will adapt the EDI Impact Assessment Tool specifically for policy review. The next meeting is in mid-May.

c) Education Quality Committee

i) Program Renewal Reports: Architectural Technician, Asian Culinary Arts, Basic Education, Paralegal, Medical Laboratory Assistant, University Transfer (UT) and Associate Degrees

- T. Rowlett reported that the committee met with deans in March to discuss overall trends identified during annual program reviews. The committee is working on a report for EdCo summarizing key takeaways and next steps around main themes, e.g., mental health and wellbeing.
- Several program renewals were completed; reports were included in the meeting package for information. The Instructional Associates in the Centre for Teaching, Learning and Research were recognized for their work on program renewals and support for departments.

d) Research Report

- A. Copp reported that the Research Ethics Board (REB) is working on a process for course-based review, following recent updates to VCC's research policies.
- Elder Sharon Jinkerson-Brass spoke to the REB in April about ceremonial research related to her work on the Downtown Eastside. Elder Glida Morgan, who previously worked with Vancouver Coastal Health, joined the REB as its first Indigenous community members.
- The REB reviewed two new multi-jurisdictional projects in April. One project was not approved. Data management and storage of student emails is a key topic requiring more discussion. The REB aims to respond within 10 working days, but it is recommended to allow 3–4 weeks for review of proposals and potential revisions.
- Harmonization is a big project at this time. A. Copp attended a retreat for REBs across BC, at which implementation of the RISE system, an online research administration tool, was discussed. Going forward, the College will take on projects only if VCC's REB is the board of record for multi-jurisdictional reviews, which will streamline the process.

8. CHAIR REPORT

- N. Mandryk reported on the Post-Secondary Board Governance Workshop hosted by the Ministry of Post-Secondary Education and Future Skills on April 17.
- Following the update on VCC's Strategic Innovation Plan (SIP) objectives at the last EdCo meeting, the list of objectives was distributed to EdCo. Members wishing to follow up on any of the objectives can reach out to N. Mandryk.

9. STUDENT REPORT

- M. Ng reported on SUVCC's Eid celebrations at both campuses. Welcome activities are planned for incoming summer students.

10. NEXT MEETING AND ADJOURNMENT

- EdCo Planning Day will be held on June 12, 9 a.m.–12 p.m. The next regular meeting will take place on June 13, 2023, 3:30–5:30 p.m.
- The meeting was adjourned at 5:13 p.m.

APPROVED AT THE JUNE 13, 2023 EDUCATION COUNCIL MEETING

**Natasha Mandryk,
Chair, VCC Education Council**