



EDUCATION COUNCIL MINUTES

Wednesday, April 27th, 2016
BOARDROOMS 12:00 PM – 2:00 PM

PRESENT:

Aruna Gore
Ursula Katic
Tim Dueck
Sandra Tiessen
Elaine Herbert

Kylie Thomas
Joanne Armstrong
Mandy Jimmie
Tom Willms

Don Vincent
Jaime Grismer
Denyse Oswald-Finch
Anna Brown

ABSENT:

Ken Tourand
Ed Muir
Melissa Pinyon

Deb Canada
John Badger
John Chenoweth

Linda Epps
Susannah Manuel

Guest: Al Fukushima

Recorder: Ali Antoine

Chair Don Vincent called the meeting to order at: 12:35pm.

1. Review and/ or acceptance of the Agenda

Motion 1: To accept the Agenda as presented.

Moved by Joanne Armstrong, seconded by Jaime Grismer

Motion Carried

Discussion: Elaine Herbert added student field trip waiver forms. (D.2)

2. Review and/ or acceptance of the Minutes from February 24th, 2016.

Motion 2: Move to accept the Minutes from February 24th, 2016.

Moved by Joanne Armstrong, seconded by Dr. Aruna Gore

Motion Carried

Part A Education Council Decision Items (Section 24 of Act)

A.1 Social Work Course Outlines (2): Elaine Herbert and/or Dr. Aruna Gore

Motion 3: To accept the SOCW course outlines as amended for:

SOCW 3XX – *Social Work & Healthcare, 3 credits*
SOCW 4XX – *Aboriginal Health & Wellness, 3 credit*

Moved by Elaine Herbert, seconded by Kylie Thomas

Motion Carried

Discussion: There was a debate on assigning course numbers. Kylie Thomas will assign course numbers and recommends SOCW 340 and SOCW 445.

The following amendments are recommended:

- SOCW 3XX Course Outline

Prerequisite:

Previous: SOCW 200A, SOCW 200B

Revision: Program Admission and/or Instructor Permission

- SOCW 4XX Course

Prerequisite:

Previous: SOCW 200A, 200B, SOCW 3XX

Revision: Program Admission and/or Instructor Permission

Student Evaluation Procedures:

Previous:	Assignments	50-75%
	Final	25-50%
	Total	100%

Revision:	Assignments	50-70%
	Final	30-50%
	Total	100%

Learning Outcomes:

Previous: demonstrate knowledge and skills regarding Indigenous principles of holistic health and wellness including family, ceremony, and traditional teachings. Students will compare and contrast Aboriginal health models with mainstream medical models and develop knowledge of the systems of care;

Revision: demonstrate knowledge and skills regarding Indigenous principles of holistic health and wellness including family, ceremony, and traditional teaching. By

comparing and contrasting Aboriginal health models with mainstream medical models and develop knowledge of the system of care;

Previous: demonstrate the influence of using a lens of decolonization in social work healthcare practice;

Revision: demonstrate a lens of decolonization in social work healthcare practice;

A.2 Business Diploma Program Update and Clarification of Course Requirements – Guest AI Fukushima (Tabled from the February 24th meeting)

Motion 4: To add ECON 101 and ECON 102 as requisite courses for the Business Diploma program and to remove BUSM 251 effective September 2015.

Moved by Anna Brown, seconded by Tom Willms

Motion Carried

Motion 5: To evaluate the effectiveness of STSC and discuss alternative methods to improve student writing skills by December 31, 2016.

Moved by Anna Brown, seconded by Elaine Herbert

Motion Carried

Discussion:

Error in the course calendar stating that STSC 101 is a required course for the Business Program. First year elective to be removed.

Kylie Thomas recommends collecting data for STSC 101 for further discussion. Review engagement surveys, student evaluations and student voices.

A. 3 RCMP Course Outlines – Dr. Aruna Gore and Guest Sgt. Merle Carpenter (Tabled from the February 24th meeting)

Motion 6: To accept the RCMP course outlines as amended for:

Aboriginal Gang Reduction Strategies, 5 credits

Integrated Approaches to Interpersonal Violence & Abuse in the Aboriginal Community, 5 credits

Moved by Anna Brown, seconded by Denyse Oswald-Finch

Motion Carried

The following amendments are recommended:

- Aboriginal Gang Reduction Strategies Course XXX

Course Description:

Previous: This course is for active police members who frequently face growing Aboriginal gang activity in their regions. Students will focus on understanding the unique characteristics of Aboriginal gangs and the development of police prevention, intervention and suppression approaches. Students will participate in a critical analysis of various approaches to gang reduction strategies. This course is open to police officers who work in communities currently experiencing or expecting to experience Aboriginal gang-related activity.

Revision: This course is for active police members who frequently face growing Aboriginal gang activity in their regions. Students will focus on the unique characteristics of Aboriginal gangs and the development of police prevention, intervention and suppression approaches. Students will participate in a critical analysis of various approaches to gang reduction strategies. This course is open to police officers who work in communities currently experiencing, or expecting to experience, Aboriginal gang-related activity.

Learning Outcomes:

Previous: participate in introductions to the course;

Revision: remove: participate in introduction to the course;

- Integrated Approaches to Interpersonal Violence and Abuse in the Aboriginal Community Course XXX

Course Description:

Previous: Participants will discuss the legal requirements for the successful prosecution of criminal acts associated to interpersonal violence and abuse the development of police/community action plans to reduce and prevent the cycle of interpersonal violence and abuse and the ability to create high performance community based teams to address patterns of violence. This two-week course will provide unique insight into the psychology and dynamic of interpersonal violence and abuse in the Aboriginal community.

Revision: Participants will discuss the legal requirements for the successful prosecution of criminal acts associated with interpersonal violence and abuse, the

development of police/community action plans to reduce and prevent the cycle of interpersonal violence and abuse and the ability to create high performance community based teams to address patterns of violence. This two-week course will provide unique insight into the psychology and dynamic of interpersonal violence and abuse in the Aboriginal communities.

Learning Outcomes:

- Previous: distinguish between interpersonal violence and abuse in the Aboriginal non-Aboriginal communities;
- Revision: distinguish between interpersonal violence and abuse in the Aboriginal and non-Aboriginal communities;
- Previous: describe the unique preventative measures needed to address interpersonal violence and abuse in the Aboriginal community;
- Revision: describe the unique preventative measures needed to address interpersonal violence and abuse in the Aboriginal communities;
- Previous: identify key agency and the community stakeholders dealing with violence in Integrated Approaches to Interpersonal Violence and Abuse in the Aboriginal Community Action Plan.
- Revision: identify key agency and the community stakeholders dealing with violence in integrated approaches to interpersonal violence and abuse in the Aboriginal community action plan.
- Discussion: The title exceeds the maximum allowable amount of characters (44). Aruna will follow up with RCMP curriculum writer, Jocelyne Simillian-Khan, for an alternative.

(Update: As per Jocelyne Simillian-Khan, course will now be called: *Approaches to Interpersonal Violence*’.)

Kylie Thomas to number the courses at the 200 level.

Part B Education Council & Board of Governors Advisory Items (Section 23 of the Act)

- B. 1 SPAC Minutes dated March 30, 2016 were presented and acknowledged.

Part C Other

- C. 1 Education Council Chair: Roles and Responsibilities Working Draft

C. 2 Future Education Council meeting dates:

SPAC: May 25, 2016

Edco: June 29, 2016

Discussion: Chair and Vice Chair to review for the next meeting.

Part D Revised Course Outlines from Previous Education Council meetings

D.1 None

D.2 Student Field Trip Waiver Forms (Elaine Herbert)

Discussion: Who is responsible for field trip forms? What policy/procedures need to be followed? A new policy is pending; however, the draft is not ready to be shared.

Meeting adjourned at 2:00 pm