Camosun College Education Council - Regular Meeting

==3:50 pm== **- 6:00 pm, Monday, Sept 26, 2011**

CC 321, Interurban

Arrive early and grab a drink and refreshment. Bring your own mug or water bottle.

Time	Item	Presenter
==3:50==	**Education Council Group Picture – meet in CC 321 – to be posted on the Web**	
4:10	**Call to order and declaration of quorum (1 min.)**	**Kathy Tarnai-Lokhorst**
4:11	**Acknowledgement of Coast Salish Territory (1 min.)** *We acknowledge that Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'Ianew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. http://camosun.ca/aboriginal/territory.html*	**Kathy Tarnai-Lokhorst**
4:12	**Approval of Minutes – June 20, 2011 (3 min.)** *– refer to doc. in agenda package*	**Kathy Tarnai-Lokhorst**
4:15	**Chair's Report (5 min.)**	**Kathy Tarnai-Lokhorst**
4:20	**VP Education & Student Services Report (5 min.)**	**Baldev Pooni**
4:40	**Presentation – Proposed Certificate in Herbal Studies (20 min.)**	**Val Montague**
5:00	**College Curriculum Committee Report (30 min.)** *– refer to doc. in agenda package. DOC NOT AVAILABLE YET. Expected to be ready for Thurs Sept 22.*	**Nicole Greengoe**
5:30	**Student Appeal Policy – Amendment (5 min.)** *– refer to doc. in agenda package.* *Minor housekeeping revision to change the number to contact from VP Ed & SS office to Board.*	**Baldev Pooni**
5:35	**Learning Outcomes Standard – (10 min.)** *– refer to doc. in agenda package.*	**Shelley Butler**
5:45	**Education Council By-Laws (5 min.)**	**Kathy Tarnai-Lokhorst**
5:50	**EdCo Approvals Review and Renewal Committee (5 min.)**	**Kathy Tarnai-Lokhorst**
	Goodbye *Thank you all for coming to conduct the business of Education Council. Your presence and contributions are valued. Wishing everyone good health and a safe travel home.*	**Kathy Tarnai-Lokhorst**

Next Regular Meeting   **Kathy Tarnai-Lokhorst**

Monday, Oct 17, 2011
4:00-6:00
CC 321, Interurban

Members (*Quorum = 10***)**

Voting Council Members	Kathy Tarnai-Lokhorst, Faculty
Baldev Pooni, Administration	Nancy Sly, Faculty
Barbara Herringer, Administration	Nicole Greengoe, Administration
Bradley Clements, Students	Patricia Gaudreault, Faculty
Carly Hall, Faculty	Paul Brady, Faculty
Cynthia Wrate, Faculty	Stephen Bishop, Faculty
Darragh Grove White, Student	Thea Todd, Faculty
Deanna Roozendaal, Administration	
Gail Baxter, Support Staff	**Non-Voting Council Members**
Joanne Cumberland, Support Staff	Kathryn Laurin, President
John Gordon, Faculty	Shelley Butler, Permanent Secretary
Karin Kaercher, Faculty	Vacant – Board of Governor Rep

Guests

For Information Contact:

Education Council Executive:

Chair: Kathy Tarnai-Lokhorst, Trades and Technology, Interurban, 370-4412, lokhorst@camosun.bc.ca

Vice-Chair: Carly Hall, Health and Human Services, Lansdowne, 370-3240, hall@camosun.bc.ca

CCC Chair: Nicole Greengoe, Student Services, Interurban, 370-3840, greengoe@camosun.bc.ca

VP Ed & SS: Baldev Pooni, Office of VP Ed & SS, Interurban, 370-4543, pooni@camosun.bc.ca

Permanent Secretary: Shelley Butler, Office of VP Ed & SS, Interurban, 370-4690, butler@camosun.bc.ca

Intranet:

For the most up to date agenda and other resources visit us on our Share Point site.

College Faculty, Staff, Admin Computers on Campus: http://sp1/sites/edco/homepage

Non-College Computers or Students: http://sp1.camosun.bc.ca/sites/edco/homepage

> (*UserName is your Camosun number, password is your regular Camosun password (Students use the password provided)*

If you cannot attend please inform Shelley Butler @ 370-4690 or butler@camosun.bc.ca

EDUCATION COUNCIL

DRAFT Minutes of the Meeting
Monday, June 20, 2011, 4:10-6:00
CC 321, Interurban

PRESENT

1. Baldev Pooni (Administration)
2. Barbara Herringer (Administration)
3. Chloe Markgraf (Student)
4. Chris Gillespie (Board Rep)
5. Debbie Hlady (Faculty)
6. John Gordon (Faculty)
7. Karin Kaercher (Faculty)
8. Nicole Greengoe (Administration)
9. Pamela Webster (Student)
10. Patricia Gaudreault (Faculty)
11. Stephen Bishop (Faculty)
12. Stephanie Revel (Support Staff)
13. Shelley Butler (Permanent Secretary)

REGRETS / ABSENT

1. Deanna Roozendaal (Admin)
2. Edward Lai (Student)
3. Haley MacDonald (Student)
4. Carly Hall (Faculty), Vice-Chair
5. Kathryn Laurin (President)
6. Kathy Tarnai-Lokhorst (Faculty), Chair
7. Nancy Sly (Faculty)
8. Tony Nelson (Support Staff)

GUESTS

1. John Boraas, Access
2. Maureen Niwa, English
3. Fred Hughes, Arts and Science
4. Sarah Lowen, Access
5. Lois Feryhough, Arts and Science
6. Lynda Funston, Financial Aid
7. Kelly Crossman, Student Society
8. Matthew Martin, Student Society
9. George Ivanishvili, Student Society
10. Sahra Maclean, Student Society
11. Madeline Keller-MacLeod, Student Society
12. Michael Glover, Student Society
13. Chantal Kyffin, Student Society

MEETING

1. **CALL TO ORDER & DECLARATION OF QUORUM**
   The Regular Meeting was called to order at 4:10 by Karin Kaercher, Acting Education Council Chair.

2. **ACKNOWLEDGEMENT OF COAST SALISH TERRITORY**
   Karin acknowledged the Coast Salish Territory. Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'Ianew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples.

3. **ACCEPTANCE OF AGENDA**
   The June 20, 2011 agenda was accepted as presented with one revision. Nicole Greengoe will be providing the update regarding the Awards Committee instead of Deanna Roozendaal.

4. **APPROVAL OF MINUTES**
   The May 16, 2011 minutes were accepted as presented via a unanimous consent.

5. **EDUCATION COUNCIL VICE-CHAIR'S REPORT –Nil**

6. **VP EDUCATION & STUDENT SERVICES REPORT – Baldev Pooni**
   Baldev noted that the Strategic Plan is complete and available for viewing on the Internet.

7. **Applied Communication, Hospitality Management, Exercise and Wellness – Financial Aid Changes – Lynda Funston**

   There have been changes to the financial aid eligibility rules for programs with work experiences, Coops, Internships, etc. These changes just recently announced are effective for Sept 2011. While this applies to all programs at the college we have three programs immediately affected due to the program framework. These are the Hospitality Management, Exercise & Wellness and Applied Communications programs that no longer meet financial aid eligibility.

   An urgent request was put forward to the Education Approvals office late last week to have these programs revised and approved immediately in order for them to meet financial aid eligibility. As students and the college are significantly and negatively impacted by these new rules it was decided that these revisions would be approved immediately by the Education Council Executive Committee. Paperwork will follow-up and the details of the change will be brought forward to the College Curriculum Committee and Education Council at the September meeting for information.

   Motion
   It was moved by Nicole and seconded by Stephen that Education Council approves the proposed curriculum changes to:

   Applied Communication - All internships are increased from 250 to 300 hours (min. 20 hrs week), the internships are changed from optional to mandatory, and COMM 102 is dropped from the program.
   Hospitality Mgmt - The internship is increased from 18 to 20 hrs week.
   Exercise and Wellness - All internships are changed from mandatory to optional.

8. **COLLEGE CURRICULUM COMMITTEE REPORT – Nicole Greengoe**

    Nicole presented the report as follows:

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1. **ENGL 103, 104, and 106 – Addition (new courses)**

    Add three new courses that will serve as alternates to ENGL 092 &094 (alternate to English 12), and 096 (alternate to English 12). These new tuition based courses can be used toward financial aid eligibility and will prepare students for the demands of academic post-secondary writing. The intent is to seek some form of course transfer to other BC post-secondary institutions.

    Maureen Niwa, Chair of the English Department provided comment and answered questions pertaining to the proposed courses.   Students were permitted to address Council to express their concern about the introduction of these courses.

    Comments from Council, the students and the English Department Chair, Maureen Niwa included, but were not limited to the following:
    - *Camosun is 400 full-time equivalent (FTE) adult basic education (ABE) seats <u>over</u> the funding we receive from government. We created these 3 courses to allow for an alternate stream for students (i.e. maintain our capacity) versus doing less.*
    - *The College really struggled with this decision. It wasn't taken lightly.*
    - *This is a "dangerous shift" from tuition-free to tuition based ABE.*
    - *This is a "dangerous precedent" we are setting.*
    - *Students have a powerful voice at the government level to express these concerns more so than administration, faculty and staff.*
    - *Bringing back tuition based ABE will lead to a dismantlement of tuition-free ABE as we have taken the pressure off government. We have "given the key to government to dismantle" ABE.*
    - *Don't believe this is the demise of tuition free ABE.*

    Full Recommendation
    CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

    Motion
    It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

    ENGL 103 Preparatory Academic Writing (Substantive/Major Addition (New)) - New Course (ID 6495)
    ENGL 104 Preparatory English Lit (Substantive/Major Addition (New)) - New Course (ID 6496)
    ENGL 106 Preparatory Indigenous Lit (Substantive/Major Addition (New)) - New Course (ID 6497)

    Motion Carried.
    Yes (6)
    No (1) Chloe Markgraf
    Abstain (2) Patricia Gaudreault, Barbara Herringer

2. **BIOL 152 and 153- Revision**

    Summary/Purpose
    Revise the calendar description and learning outcomes to reflect more closely what is being taught, including removal of the "nursing applications" component of the course.

    CCC Concerns/Questions/Comments
    The CCC requested a wordsmith to the Calendar Description and the Learning Outcomes to improve clarity. The Department has done.

    Full Recommendation
    CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval (with implementation concern).

    Motion
    It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

    BIOL_152_Anatomy & Physiology 1 (Substantive/Major Revision) - Course Calendar Description, Learning Outcomes, Other: (ID 6490)
    BIOL_153_Anatomy & Physiology 2 (Substantive/Major Revision) - Course Calendar Description, Learning Outcomes, Other: (ID 6491)
    Motion Carried.

3. **Diploma in Sport Performance and SPP 150 - Revision**

    Summary/Purpose
    Program - Switch the terms some courses are offered to provide a better foundation for students in the program.
    SPP 150 – Replace the secondary math and biology requirements with a first year sport management course as this will provide for more articulation opportunities and increase student success in the course.

    Full Recommendation
    CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

    Motion
    It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

    Sport Performance (Diploma in) (Substantive/Major Revision) - Program Content (ID 6492)
    SPP_150_Sport Biomechanics (Substantive/Major Revision) - Course Pre-Requisite (increase) (ID 6493)
    Motion Carried.

4. **MATH 059 – Addition (new course)**

Summary/Purpose
This course is intended only for nautical students. It is designed as a refresher course for nautical students that need to refresh their Intermediate Mathematics skills in order to be successful in the nautical programs.

Full Recommendation
CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

MATH_059_Math for Ship Stability (Substantive/Major Addition (New)) - New Course (ID 6494)
Motion Carried

5. **Computing Systems Technology Access - Cancellation**

Summary/Purpose
Cancel the Computing Systems Technology Access program. This program was first created in Jan 2004 as there was a perceived need for some mid-career learners at the time. Subsequently, the program has never actually run due to low demand. Any future students that may express an interest or need in this area will now be directed to the School of Access for upgrading opportunities. Note that students can still access the "MATH 172 Basic Technical Math 1" (that was originally in the program) to complete their Math academic upgrading.

Full Recommendation
CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

Computer Systems Technology Access (Certificate in) (Substantive/Major Cancellation (No Replacement)) - Cancel Program (ID 6488)
Motion Carried

6. **Early Childhood Care and Education and ECCE Courses – Cancellation (replacement by ELC program and ELC courses)**

Summary/Purpose
The Early Childhood Care and Education (ECCE) program went through the formal college Program Review and Renewal process a few years ago. As a result of this process a significantly new version of this program "the Diploma in Early Learning and Care" was developed and approved at the January 2010 Education Council meeting. As the last intake of students in the older ECCE program

was in Sept 2010 the school is now seeking official cancellation of the credential name and courses as they are no longer offered and replaced with a new program.

Full Recommendation
CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

Early Childhood Care and Education (Diploma in) (Substantive/Major Cancellation (Replacement)) - Cancel Program (ID 6489)
ECCE_100_Child Development 1 (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6498)
ECCE_102_Child Development 2 (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6499)
ECCE_110_Principles of Practices 1 (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6500)
ECCE_111_Principles of Practice 2 (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6501)
ECCE_120_Curriculum 1 (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6502)
ECCE_121_Curriculum 2 (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6503)
ECCE_140_Practicum 1 (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6504)
ECCE_141_Practicum 2 (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6505)
ECCE_142_Practicum 3 (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6506)
ECCE_151_Self, Family & Community (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6507)
ECCE_220_Health, Safety and Nutrition 2 (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6508)
ECCE_240_Inclusive Child Care (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6509)
ECCE_250_Infant/Toddler Theory (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6510)
ECCE_260_Practicum (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6511)
Motion Carried

9. **NEXT REGULAR MEETING**
   Monday, Sept 26, 2011
   4:00-6:00
   Interurban, CC 321

10. **ADJOURNMENT**
    The meeting adjourned at 5:25 pm.

EDUCATION COUNCIL

<mark>**DRAFT Minutes of the Special Meeting**</mark>
Monday, June 20, 2011, 4:00-4:10
CC 321, Interurban

PRESENT
1. Baldev Pooni, Admin.
2. Barbara Herringer, Admin.
3. Nicole Greengoe, Admin.
4. John Gordon, Faculty
5. Joanne Cumberland, Support Staff
6. Bradley Clements, Student
7. Darragh Grove-White, Student
8. Gail Baxter, Support Staff
9. Patricia Gauldreault, Faculty
10. Karin Kaercher, Faculty
11. Cynthia Wrate, Faculty
12. Stephen Bishop, Faculty

REGRETS / ABSENT
1. Deanna Roozendaal, Admin.
2. Carly Hall, Faculty
3. Paul Brady, Faculty
4. Nancy Sly, Faculty
5. Kathy Tarnai-Lokhorst, Faculty
6. Thea Todd, Faculty

GUESTS
1. Christopher Gillespie, Board Rep

MEETING
1. **CALL TO ORDER & DECLARATION OF QUORUM**
   The Special Meeting was called to order at 4:00 by Christopher Gillespie, Chair for Special Meeting.

2. **Review of Election Process**
   Chris briefly outlined the process for the election.

3. **Election of the 2011-2012 Chair**
   Chris called for nominations from the floor. Stephen nominated Kathy Tarnai-Lokhorst. Kathy is absent from the meeting but accepted the nomination should she be nominated in writing prior to the meeting. Chris called the question with a show of hands. The question is moved. Kathy Tarnai-Lokhorst has been elected as the 2011-2012 Chair.

4. **Election of the 2011-2012 Vice-Chair**
   Chris called for nominations from the floor. Stephen nominated Carly Hall. Carly is absent from the meeting but accepted the nomination should she be nominated in writing prior to the meeting.

Chris called the question with a show of hands. The question is moved. Carly Hall has been elected as the 2011-2012 Vice-Chair.

5. **NEXT REGULAR MEETING**
    Monday, Sept 26, 2011
    4:00-6:00
    Interurban, CC 321

6. **ADJOURNMENT**
    The meeting adjourned at 4:10 pm.

Camosun College Curriculum Committee Report
Monday, Sept 12, 1:00-4:00, CC 321, Interurban

- **Present:,** Nicole Greengoe (Chair), Peggy Tilley, Lynda Warren, Ian Humphries, Shelley Butler, Corrine Michel, Shohreh Hadian
- **Regrets/Absent:** Kristal Anderson
- **Guests:** Val Montague, Debbie Sargent, Gloria Darroch

CURRICULUM REPORT

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1. **Proposed Certificate in Herbal Studies – Presented by Val Montague**

   Summary/Purpose
   Add a new Continuing Education Certificate program in Herbal Studies. Herbal Medicine is the ancient use of plant remedies in the treatment of disease. Modern science now allows us to better understand their healing powers and how they can complement traditional medicine. The philosophy behind herbal medicine is to treat the person, not the disease. Our six-month part-time program educates students to safely create effective, simple, affordable herbal medicines for personal use, using sustainable practices. Students will:

   - Learn how to identify and use local wild and cultivated healing herbs.
   - Become knowledgeable in Western, Ayurvedic, and traditional Indigenous philosophy and their use of herbs.
   - Create effective, simple, affordable herbal medicines for personal use and learn about sustainable herbal practices.
   - Apply a holistic approach to health and healing with herbs using modern science to enhance and complement your knowledge, efficacy and safety

   Students will explore traditional and western approaches of using herbs for different body systems and will compare and contrast commercially available herbal remedies. The program theory includes an introduction to the physical structure and systems of the human body. Legal and ethical considerations of practicing herbalism will also be discussed. The practical component of this program, "Learning on the Land", includes hands-on herb identification, harvesting, and medicine making for personal use. Students are also introduced to the western herbal approach of using herbs for different body systems and will compare and contrast commercially available herbal remedies.

   As the herbal industry is not presently regulated, this credential provides validation that the student has received a quality education from a reputable public post-secondary institution. While many students will choose to attend for personal interest, this credential serves to raise the standard of the industry and helps to promote a broader acceptance of holistic medicine. This program provides a strong foundation for students to create herbal remedies for personal use and to apply their knowledge in a community setting. Students may pursue continuing education towards professional membership in the American Herbalist Guild.

   CCC Concerns/Questions/Comments
   1. The CCC requested that the department consult with Janice Simcoe re. the program and receive sign-off from the Aboriginal Ed and Community Connections Dept as an "affected department" as Indigenous

content will be taught. <mark>The department has consulted with Janice and talks are underway with local elders in the community to secure their support.</mark>

2. The CCC requested the department clarify the intended outcome for program graduates and re-write the Program Description and Learning Outcomes to better reflect this. The department has done.
3. The department was advised to include some pre-requisites to help manage student progression through the program. During the course of review with the CCC it was determined that the pre-reqs. would create a issue for students that must pay for the full program up front with no refunds, but not be allowed to continue in the program should they fail a course pre-requisite. As such, the department has removed the pre-requisites from the individual courses, however a student must receive a "B-" in each letter graded course in order to qualify for the credential. This allows a student to continue in the program courses, and even makes it easier for them to come back and pick up a course they may have not achieved a "B-" in, in order to qualify for the credential.
4. The CCC requested some wordsmiths to the documents to improve clarity. The Department has done.

Janice Simcoe has signed-Sept 22/11

Full Recommendation *(note 1 CCC member's vote is still pending until the sign-off from Janice is confirmed)*
CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

Herbal Studies (Certificate in) (Substantive/Major Addition (New)) - New Program/Credential (ID 6644)
HERB_501V History of Herbal Medicine (Substantive/Major Addition (New)) - New Course (ID 6645)
HERB_502V Holistic Anatomy & Physiology (Substantive/Major Addition (New)) - New Course (ID 6646)
HERB_503V Holistic Consulting Process (Substantive/Major Addition (New)) - New Course (ID 6647)
HERB_504V Materia Medica (Substantive/Major Addition (New)) - New Course (ID 6648)
HERB_505V Learning on the Land (Substantive/Major Addition (New)) - New Course (ID 6649)

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2. **Bachelor of Business Admin. (BBA) Work Experience Courses**

Summary/Purpose
1. Reduce the number of BBA work experience courses from two (2) 360 hours courses to one(1) 420 hour course.
2. Cancel the current BBA work experience courses - BUS 399 (360 hours) and BUS 499 (360 hours).
3. Replace the cancelled BBA work experience courses with new ACCT 499 (420 hours), or HRML 499 (420 hours), or MARK 499 (420 hours) depending on the student's BBA program.

The school notes that one work experience satisfies the work experience set by the DQAB and reduces the total length time to complete the BBA without sacrificing academic quality. Also, some limited work opportunities may cause the graduation of some students to be delayed because they cannot find a suitable second work term. Note that the change will also be consistent with the COOP 201 option in the program, which requires 420 hours, and thereby ensures equal work experience requirements for both coop and non-coop students. The school and Co-op will be working together to develop a communications plan to communicate the proposed changes to students. It is also the intent of the program to recognize students that have existing relevant work experience via the PLA route, and strongly recommend that students without work experience enrol in Coop.

CCC Concerns/Questions/Comments

<u>MARCH – JUNE 2011</u>
This curriculum change came to the CCC in March 2011. At that time there were two significant concerns expressed by the CCC. As a result of these concerns the curriculum item was tabled until a later date once the issues were considered further:

> **Issue 1:** The CCC recommended sign-off from Gloria Darroch, Director of Cooperative Education. Gloria reviewed the curriculum and rationale and had some concerns regarding comments made by the school re. the Cooperative Education option. Most notably Gloria stated the Coop is a viable option for <u>all</u> students seeking a value-added work experience. In addition, Gloria wished clarify the range of cooperative education options open to the BBA program. Gloria met with the school and subsequently signed-off on the curriculum in June 2011.
>
> **Issue 2:** The CCC had concerns that students could come into the program with little to no work experience, seek a pre-approval for a PLA work placement by a faculty member, go and complete the work experience while they were a student in the program, and then PLA the course for credit toward their program completion. This appeared to water down the intent and definition of the PLA.

<u>SEPTEMBER 2011</u>
The school brought forward the curriculum again for review by the CCC. The Cooperative Education issue appears to be resolved, however there is still concerns expressed re. the "pre-approval of a PLA work experience" while a student in the program.

Generally speaking the CCC <u>supports</u> a student that may come into the program with prior relevant work experience and request that it be PLA'd for the 499 course; however, the CCC <u>did not support</u> a student that seeks a "pre-approval" of a PLA work experience from a faculty member prior to the student going out into the work experience. Some potential issues noted by the CCC that arise from this model:

- "Watered down our definition and process of PLA"
- Challenges the value of Cooperative Education, as this option would appear less attractive to a student as the PLA course is 50% of the cost of the Coop course.
- Confusion from employers in the community who may believe they are employing a student who is enrolled in a work experience course at Camosun (i.e. Coop,or ACCT 499, etc.), when in fact the student is not in an official course. Are there any risk or liability issues as a result of this?

The School of Business has stated repeatedly that using the PLA process in this way works best for their students and faculty when trying to recognize work experience earned while in the program. Other solutions, such as "self-directed 499 courses" that actually run, create too many financial barriers for students, and administration hassles and logistical issues to warrant their viability.

Some CCC members have noted the following points:

> *"My opinion is that in creating these courses we have watered down our definition and process around PLA and it also challenges the value of our COOP Education in my mind. However, I understand the practical implications and realities of creating 499 and 399 as courses and, upon reflection, I am concerned about some of the logistical and make work aspects of going forward with creating full courses at the 399 and 499 level".*
>
> *"It seems as though formally accommodating these students while maintaining fairness and equity among students and to certain systems cannot happen within our current structures and policies and that something new needs to be developed."*

"Even though I was part of the discussion, I don't feel accommodating the students can happen within our current structures and policies. This would undermine our current system and that something new needs to be developed".

Recommendation is Undecided

No consensus reached –Of members that attended the meeting there were 2 Recommendations, 1 Recommendation with Concern, 2 Abstentions, 1 Vote Pending due to concerns – <mark>Forward to Education Council for Decision</mark>

<mark>**Pending Motion**</mark>
It was moved by _____ and seconded by _____ that Education Council approves the proposed curriculum changes to:

Business Admin, Accounting Major (Bachelor of) (Substantive/Major Revision) - Program Description, Program Content, Program Completion Requirements (ID 6315)
ACCT_499_Unsupervised ACCT Work Exp (Substantive/Major Addition (Replacement)) - New Course (ID 6316)
HRML_499_Unsupervised ACCT Work Exp (Substantive/Major Addition (Replacement)) - New Course (ID 6318)
MARK_499_Unsupervised ACCT Work Exp (Substantive/Major Addition (Replacement)) - New Course (ID 6317)
BUS_399_Work Term 1 (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6332)
BUS_499_Work Term 2 (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6333)

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3. **Associate Degree of Arts and Associate Degree of Science**

Summary/Purpose
Following a program review and renewal and based on data and feedback provided, revisions were made to the Associate of Arts and Associate of Science degree programs. Revisions were made to program description and learning outcomes, and the Associate Degree of Science admission requirements. It was also determined through this process that a number of the specific discipline options in the program would be cancelled mainly due to low enrolments. It was determined that it is more viable to put resources into the promotion of the Diploma of Arts and Science than a number of the Associate Degree discipline options, which are very restrictive re. program content/completion requirements.

CCC Concerns/Questions/Comments
Nil.

Full Recommendation
CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

Associate Degree () (Substantive/Major Revision) - Program Description, Program Admission Requirements, Learning Outcomes (ID 6642)
Anthropology (Associate Degree of Arts) (Substantive/Major Cancellation (No Replacement)) - Other: Cancel Program Discipline (ID 6651)
Asia-Pacific Studies (Associate Degree of Arts) (Substantive/Major Cancellation (No Replacement)) - Other: Cancel Program Discipline (ID 6652)
Chemistry (Associate Degree of Science) (Substantive/Major Cancellation (No Replacement)) - Other: Cancel Program Discipline (ID 6658)

Computer Science (Associate Degree of Science) (Substantive/Major Cancellation (No Replacement)) - Other: Cancel Program Discipline (ID 6659)
French (Associate Degree of Arts) (Substantive/Major Cancellation (No Replacement)) - Other: Cancel Program Discipline (ID 6653)
Geographic Information Science (GIS) (Associate Degree of Science) (Substantive/Major Cancellation (No Replacement)) - Other: Cancel Program Discipline (ID 6660)
Geography (Associate Degree of Arts) (Substantive/Major Cancellation (No Replacement)) - Other: Cancel Program Discipline (ID 6654)
Geography (Associate Degree of Science) (Substantive/Major Cancellation (No Replacement)) - Other: Cancel Program Discipline (ID 6663)
Math & Physics (Associate Degree of Science) (Substantive/Major Cancellation (No Replacement)) - Other: Cancel Program Discipline (ID 6661)
Philosophy (Associate Degree of Arts) (Substantive/Major Cancellation (No Replacement)) - Other: Cancel Program Discipline (ID 6655)
Physics (Associate Degree of Science) (Substantive/Major Cancellation (No Replacement)) - Other: Cancel Program Discipline (ID 6662)
Political Science (Associate Degree of Arts) (Substantive/Major Cancellation (No Replacement)) - Other: Cancel Program Discipline (ID 6656)
Sociology (Associate Degree of Arts) (Substantive/Major Cancellation (No Replacement)) - Other: Cancel Program Discipline (ID 6657)

4. HIST 290 - Addition

Summary/Purpose
New Course. Created at the suggestion of the Chair of History at the University of Victoria. These special topics courses permits history instructors to offer a variety of courses in areas of expertise. Instructors may use these courses to gauge student interest in a particular topic before offering a course on a regular basis for unassigned credit.

CCC Concerns/Questions/Comments
The CCC requested the department consider submitting the special topics title for the course when it is determined so the course title will appear on a student's transcript. This makes for greater ease of course transfers for students. The department and student services will discuss how to manage this process at a later date.

Full Recommendation
CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

HIST 290 Special Topics in History (Substantive/Major Addition (New)) - New Course (ID 6518)

5. MATH 115, 187, and 189

Summary/Purpose

MATH 115 – Increase hours from 5 to 6 a week and reduce the pre-requisite from an "A" to a "B" in Math 11. The increase in hours will allow for moving through content a bit more slowly, adding "just-in-time" review as needed. In addition the learning outcomes have been regrouped. Note that for pre-requisite and credential purposes the proposed version of the course is equivalent to the old version of the course.

MATH 187 and 189 – Simplify the pre-requisite by removing MATH 110, as the MATH 110 content is recommended by not required to succeed in the course.

CCC Concerns/Questions/Comments

Nil

Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

MATH_115_Pre-Calculus (Substantive/Major Revision) - Course Calendar Description, Course Pre-Requisite, Course (Activity) & Hours, Learning Outcomes (ID 6664)
MATH_187_Technical Math 2 (Substantive/Major Revision) - Course Pre-Requisite (relax) (ID 6516)
MATH_189_Technical Math 3 (Substantive/Major Revision) - Course Pre-Requisite (relax) (ID 6517)

6.   **Diploma in Golf Management**

Summary/Purpose

Move GOLF 114 from year 1 to year 2 as it was better for workload balance for students.

CCC Concerns/Questions/Comments

Nil.

Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

Golf Management (Diploma in) (Substantive/Major Revision) - Program Content (ID 6544)

7.   **BUS 210**

Summary/Purpose

Remove the existing pre-requisite of BUS 110, or 150, or PADM 112, and add a pre/co-requisite of BUS 150 to ensure students have greater flexibility in completing the Advanced Diploma in a timely fashion by removing barriers that have been created by unnecessary pre-requisites.

CCC Concerns/Questions/Comments

The School originally submitted the pre-req. to remove the BUS 110 or 150, or PADM 112, and replace it with English 12 or equivalent. The CCC questioned the school regarding the rationale as the original pre-requisites. were put in place in 2008 due to a need for the students to have a foundation of learning before taking BUS 210. The school reviewed the CCC feedback and revised the request to keep BUS 150 as a pre/co-requisite instead. The CCC has reviewed and is in support of the school's decision.

Full Recommendation
CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

BUS_210_HR Management Foundations (Substantive/Major Revision) - Course Pre-Requisite (relax), Course Pre/Co-Requisite (increase) (ID 6541)

8. **BUS 285 - Addition**

Summary/Purpose
New Course. Traditionally, professional identity has been formed primarily in the workplace with little conceptual support from undergraduate curriculum. Professionalism is now considered a fundamental competency in many careers.   As educators, we must define professionalism, deliberately teach it, and assess our students. This course is more than a course in ethics and etiquette. It complements the student's discipline specific knowledge with a professional toolkit for their working lives.

CCC Concerns/Questions/Comments
1. The CCC requested a wordsmith in the Calendar Description to improve clarity. The School has done.
2. The CCC requested clarification the term "learning agility" in the Calendar Description. The School has provided.

Full Recommendation
CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

BUS_285_Workplace Professionalism (Substantive/Major Addition (New)) - New Course (ID 6540)

9. **BUS 380 and MARK 225**

Summary/Purpose
BUS 380 - Add 1 hour a week (from 3 to 4) to course hours to allow for greater time to explore themes and course content to a level where students are able to deliver projects and assignments that reflect the course requirements.

MARK 225 – Add 1 hour a week (from 3 to 4) to provide a greater grounding in Public relations writing, etc. and to make the course time consistent with other required and elective courses in the diploma and BBA programs. In addition, a learning outcome was added related to the development of public relations writing skills.

CCC Concerns/Questions/Comments
Nil

Full Recommendation
CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

BUS_380_New Venture Development (Substantive/Major Revision) - Course (Activity) & Hours (ID 6543)
MARK_225_Public Relations (Substantive/Major Revision) - Course (Activity) & Hours , Learning Outcomes (ID 6542)

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10. ELC 150B

Summary/Purpose
New Course. This bridging course has been developed for students who completed the 2 credit Health, Safety and Nutrition course (ECCE 150). The revised Health/Safety & Nutrition course (ELC 150) is 3 credits and has integrated concepts from the former second year Health and Safety course (ECCE 220). The bridging course includes the outstanding concepts and content required to demonstrate the learning outcomes of ELC 150.

CCC Concerns/Questions/Comments
Nil.

Full Recommendation
CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

ELC_150B_Health/Safety/Nutrition Bridge (Substantive/Major Addition (New)) - New Course (ID 6650)

Education Council
Briefing Notes

Submitted by:

Shelley Butler, Coordinator Education Approvals

Date:

Sept 26, 2011

Topic:

Learning Outcomes – Programs and Courses – Educational Standards and Guidelines.

Background:

About 10 years ago, a "primer" for learning outcomes was developed by the VP Education and Student Services office. The document described what learning outcomes are, the benefits and characteristics of learning outcomes, and how one might approach writing a course learning outcome. This document was intended to help faculty write learning outcomes that meet a standard for approval.

About 5 years ago, an updated primer called the "learning outcomes standard" was developed in consultation with the Educational Support and Development department. The document described what learning outcomes are, how to construct learning outcomes, examples of learning outcomes and performance indicators, and suggested "action words" to use when constructing learning outcomes. This document was intended to help faculty write learning outcomes that meet a standard for approval by Education Council.

In June of 2011 it was suggested by the Program Review and Renewal department that an update to the "learning outcomes standard" was needed due to some outdated information in the document. I have made the suggested changes from the Program Review and Renewal department and also brought other elements in the document in line with the other Educational Standards and Guidelines documents we are now producing for use by the College (i.e. formal template with purpose, scope/limits, principles, etc included). In addition, I have included two

well-recognized examples of learning taxonomies that can help curriculum developers write learning outcomes and can guide recommendation and approval bodies in assessing learning outcomes.

The document has been reviewed and edited by Julie Martin (Program Review and Renewal), Carly Hall (EdCo Vice-Chair), Sue Doutre (EA to VP Ed & SS), Kathy Tarnai-Lokhorst (EdCo Chair), Nicole Greengoe (CCC Chair)and their various feedback has been incorporated.

Decision Being Sought:
I request that Education Council support a process for approval of the DRAFT standard:

- Provide feedback on the DRAFT standard.
- Forward to the Education Leadership Team (ELT), Education Management Operations Team (EMOT), and the College Curriculum Committee (CCC), etc. for additional feedback.
- Once feedback has been evaluated and included/not included in the standard a motion to approve is called.

	Educational Standard:	EX 260-001-004
	Approved by:	Education Council
	Approval Date:	
	Amendment Date:	
	Office of Primary Responsibility:	VP Education & Student Services

CAMOSUN COLLEGE

Educational Standards & Guidelines

Educational Standards are intended to guide and support Schools, Departments, and College committees in the development, recommendation and approval of quality curriculum.

As per the College and Institute Act Sec 24(2c), Education Council has the power to set the criteria for the "academic standards" at the institution. All Educational Standards will be vetted by a group of relevant stakeholders and receive approval by Education Council.

Learning Outcomes
Programs and Courses

Purpose/Rationale:

The purpose of this standard is to guide curriculum developers in writing program and course learning outcomes that will meet the expectations of the recommendation and approval bodies at the College.

Scope/Limits:

This standard applies to all curriculum that leads to a Camosun College credential.

Principles:

1. Learning outcomes will contribute to the significant and/or cognitive learning of a student.
2. Learning outcomes will be assessable and meaningful.
3. Learning outcomes will be in alignment with course exercises and activities, course delivery methods, and course assessment and evaluation.
4. There will be 4 -8 broad learning outcomes per course or program; however we respect the decision of each department to determine the level of detail (i.e. inclusion of performance indicators or sub-outcomes) they require in their formally approved curriculum documents.

What are Learning Outcomes?

Learning outcomes are broad goals or statements of what students will know and be able to do once they have completed a unit of study, be it a course or a program. Learning outcomes should require students to demonstrate integration of knowledge and abilities in relatively complex performances similar to those required in day-to-day living or in the work or professional role for which they are being prepared.

A learning outcome consists of three (3) parts.

1. An **action word** that calls upon the learner to do something that demonstrates learning.
2. **A topic** that specifies what is to be acted upon.
3. A broad statement **of the criterion or context** of the performance.

Examples

Upon successful completion of this course, a student will be able to:

o Formulate and solve problems independently and collaboratively using the tools and techniques of calculus
o Use vocabulary and concepts appropriate to (discipline) in written reports and verbal presentations
o Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals
o Install, troubleshoot, and maintain electrical conductors, components and equipment in accordance with established standards, practices and codes

Performance Indicators / Sub-Outcomes

Performance indicators or sub-outcomes describe discrete bits of knowledge and/or abilities that are necessary in order to achieve broader learning outcomes. This level of detail usually appears in Course Outlines or comprehensive program documentation. Generally, performance indicators or sub-outcomes are not recommended to appear in the formal College Course Descriptions and Program Outlines. However, the decision is at the discretion of each department, as some areas prefer to document this level of detail within their formally approved curriculum documents.

Examples

Learning Outcome: By the end of the Visual Arts program, students will be able to discuss art history in relation to how it informs contemporary art practice.

Performance Indicators / Sub-Outcomes:
o Explain how artistic style is a function of the historical record
o Summarize how the purpose and meaning of a work of art is related to its historical period
o Give examples of how artists are influenced by their historical period
o Discuss the artist's role in society historically and in the contemporary context

Learning Outcome: By the end of the Dental Hygiene program, students will be able to use clinical skills in a safe and effective manner within dental hygiene practice.

Performance Indicators /Sub-Outcomes:
o Utilize current, effective infection control practices
o Use principles of body mechanics
o Organize equipment within easy access
o Organize work environment to maximize efficiency
o Select and adapt instruments, materials and medicinals to meet the needs of each client.

Learning Taxonomies

Learning taxonomies describe "different kinds of learning" and are useful constructs for writing and assessing learning outcomes. Also, in an integrated course design these taxonomies inform the development of course activities, assessment and evaluation. Included are two well known examples of useful learning taxonomies curriculum developers may wish to use in their curriculum development process.

Fink's Taxonomy of Significant Learning (2003) – *non-hierarchical*

Significant learning is learning that is meaningful and creates a lasting change in a learner's life. As we position Camosun College to become "**Canada's college of life-changing learning**" (*Camosun College Strategic Plan 2011-2014*) Fink's Taxonomy of Significant Learning" is a useful tool to help us reach that vision.
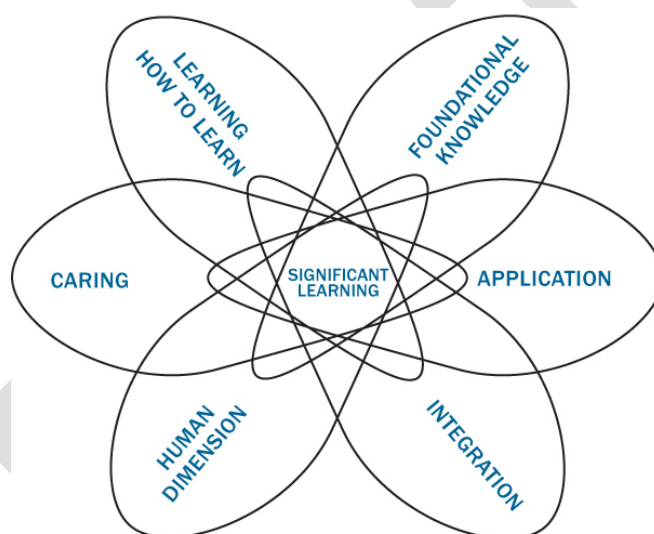
"When a course or learning experience is able to promote all six kinds of learning, one has a learning experience that can truly be deemed "significant".

Dr. L.D. Fink, "What is Significant Learning?" University of Oklahoma, 2005

We value the inclusion of the six learning dimensions in our program and course learning outcomes where it is appropriate to what the student is learning.
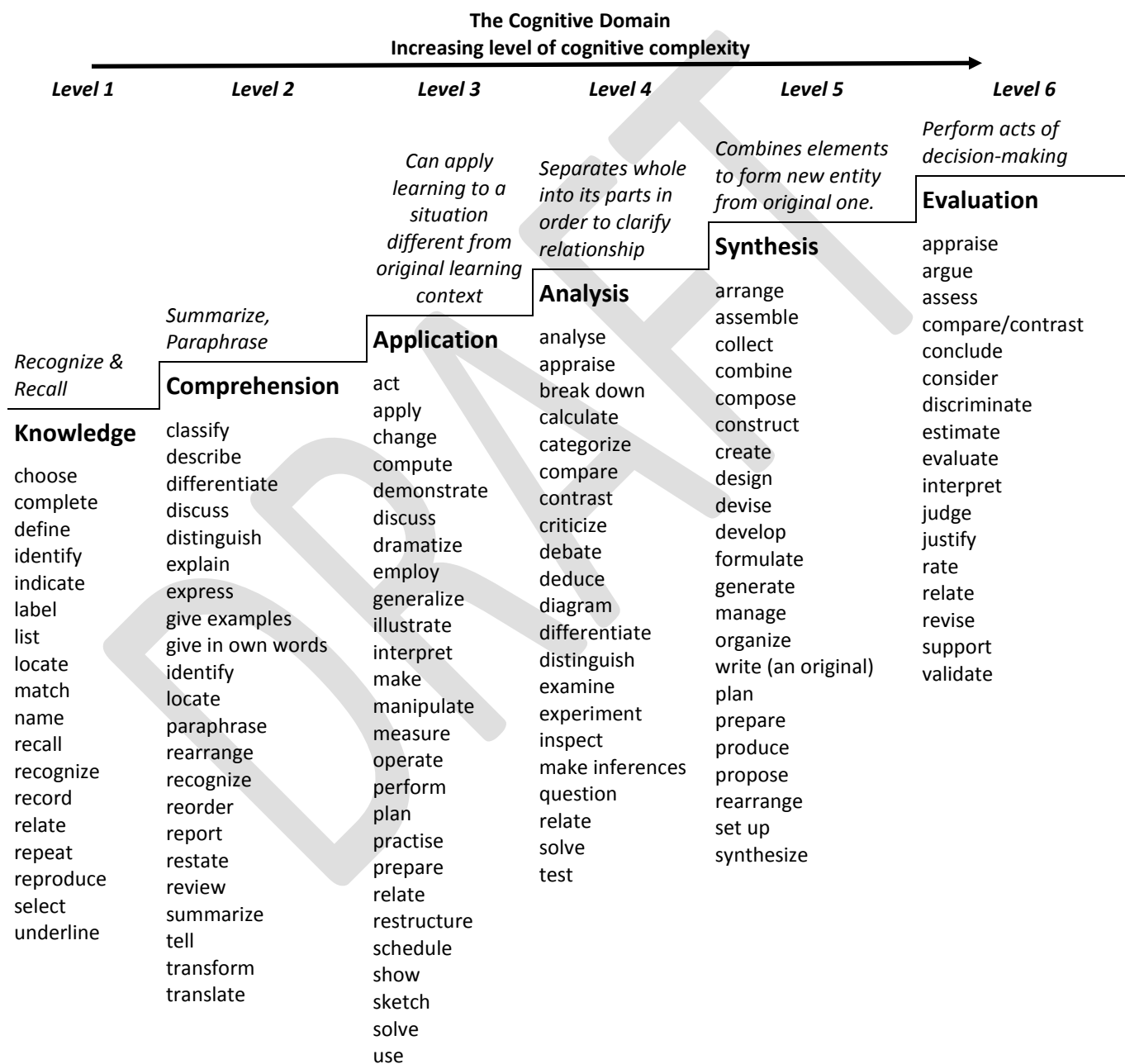
Learning Dimension	Description	Example Outcomes *Upon successful completion of this course, a student will be able to:*
Foundational Knowledge	To understand and remember information and ideas	Describe, identify, list, recall, summarize
Application	To think critically, creatively, and practically to solve problems and manage projects	Analyse, apply, assess, calculate, create, coordinate, critique, interpret, imagine, judge, manage, question, solve (problems)
Integration	To make connections between ideas, subjects & people	Connect, compare, describe, identify the interaction between..., integrate, relate
Human Dimensions	To learn about one-self and others	Assess, be able to work in teams on..., interact with others to..., reflect, see themselves as...,
Caring	To develop new feelings, interests, values	Get excited about..., express an interest in..., interpret, reflect, value
Learning to Learn	Learn how to be a better student by asking questions and becoming a self-directed learner	Analyze, create a plan for future..., critique, formulate their own questions about..., identify where sources of information may be found on...

Bloom's Taxonomy of Cognitive Learning (1956) – *hierarchical*

Learning is demonstrated through the building of knowledge and the mastery of intellectual skills in a sequential order. This taxonomy is a "classic" in education; however, when we consider current initiatives in education that aim for significant life-changing learning it only addresses part of the picture. Significant life-changing learning goes beyond the mastery of cognitive skills.

Example Outcomes

Upon successful completion of this course, a student will be able to:

The Cognitive Domain
Increasing level of cognitive complexity

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
					Perform acts of decision-making
				Combines elements to form new entity from original one.	**Evaluation**
		Can apply learning to a situation different from original learning context	*Separates whole into its parts in order to clarify relationship*	**Synthesis**	appraise
			Analysis		argue
				arrange	assess
	Summarize, Paraphrase	**Application**	analyse	assemble	compare/contrast
			appraise	collect	conclude
		act	break down	combine	consider
Recognize & Recall	**Comprehension**	apply	calculate	compose	discriminate
		change	categorize	construct	estimate
Knowledge	classify	compute	compare	create	evaluate
	describe	demonstrate	contrast	design	interpret
choose	differentiate	discuss	criticize	devise	judge
complete	discuss	dramatize	debate	develop	justify
define	distinguish	employ	deduce	formulate	rate
identify	explain	generalize	diagram	generate	relate
indicate	express	illustrate	differentiate	manage	revise
label	give examples	interpret	distinguish	organize	support
list	give in own words	make	examine	write (an original)	validate
locate	identify	manipulate	experiment	plan	
match	locate	measure	inspect	prepare	
name	paraphrase	operate	make inferences	produce	
recall	rearrange	perform	question	propose	
recognize	recognize	plan	relate	rearrange	
record	reorder	practise	solve	set up	
relate	report	prepare	test	synthesize	
repeat	restate	relate			
reproduce	review	restructure			
select	summarize	schedule			
underline	tell	show			
	transform	sketch			
	translate	solve			
		use			

We value assessable and meaningful cognitive learning outcomes in our courses and programs where it is appropriate to what the student is learning.

Policy:	E-2.4
Jointly Approved By:	Board of Governors & Education Council
Approval Date:	Board: Oct. 27, 2003 EdCo: Sep. 22, 2003
Amendment Date:	
Policy Holder:	VP Education & Student Services

Student Appeals

Purpose / Rationale

The purpose of this policy is to provide an appeal process for students who have reason to believe they have been graded unfairly or treated unjustly in relation to discipline by Camosun College ("the College").

Scope / Limits

This policy applies to all students enrolled in Camosun College courses and programs. This policy does not apply to non-final grades.

Principles

1. The College recognizes the right and responsibility of its faculty and staff to assess student performance and impose discipline in appropriate circumstances. The College also recognizes the right of students to be assessed in a manner that is fair, just and reasonable and to have sanctions imposed in proportion to the nature and seriousness of their conduct.

2. The College is committed to the provision of a fair and timely appeal process through which student concerns regarding *final* grades and imposed discipline can be addressed.

3. Students will have access to a multi-stage process within their Schools for appealing a decision regarding a **final** grade or imposed discipline. (See Section A below.)

4. A final stage of appeal (a formal hearing beyond the School) may be provided if, in the assessment of the Vice President, Education and Student Services, sufficient grounds for an appeal have been demonstrated. (See Section B below.)

5. A student can withdraw his or her appeal at any stage of the appeal process. If the student withdraws the appeal, the matter will be considered closed and no further appeal will be allowed with respect to the same matter.

6. Forfeitures of College Awards or Credentials will be decided by the Vice President of Education and Student Services and may be appealed to the President within 10 working days of the forfeiture of the College award or credential.

7. Suspensions from the College, will be decided by the President and may be appealed to the Board of Governors within 10 working days of the imposed suspension.

A. Multi-stage School Level Appeal (First Stage Appeal)

1. The appeal process for a final grade begins with a student initiated discussion with the instructor.

2. The appeal process in the case of discipline begins with a student-initiated discussion with the decision-maker (the individual who imposed the discipline).

3. These discussions must be initiated by the student within **ten (10) working days** of the official posting of the final grade or imposition of discipline. If the student is unable to reach the instructor or decision-maker, assistance should be sought through the School office.

4. The student and the instructor or decision-maker should discuss fully the basis on which the student feels unjustly treated and ways in which his or her concerns may be addressed. These discussions must be concluded within **five (5) working days** of being initiated. The decision of the instructor or decision-maker must be made in writing and copied to the Chair.

5. Failing satisfactory resolution at the instructor or decision-maker level, the student may take his or her concerns to the next level of authority within the School by raising the matter for full discussion with the department Chair within **five (5) working days** of the instructor or decision-maker's written decision. These discussions must be concluded within **five (5) working days** of being initiated, and the decision of the Chair must be made in writing and copied to the Dean.

6. Failing satisfactory resolution at the department Chair level, the student may take his or her concerns to the final level of authority within the School by raising the matter for full discussion with the Dean or his or her designate. These discussions must commence within **five (5) working days** of the written decision of the Chair and conclude within **five (5) working days** of being initiated. The Dean's decision will be communicated to the student in writing and a copy of the decision will be provided to the Vice President of Education and Student Services.

B. Final Appeal Stage

1. If the student is not satisfied with the decision of the Dean, the student may apply to the Vice President of Education and Student Services to have a panel convened to hear a final appeal ("Panel").

2. The student shall submit a completed *Request for Final Stage Appeal* form (see link below) and all supporting documentation to the Office of the Vice President Education and Student Services within **ten (10) working days** of receiving the Dean's written decision.

3. The student *Request for Final Stage Appeal* form is available through the Student Services Department, from all School administration offices, and online.

4. The Vice President of Education and Student Services will evaluate the *Request for Final Stage Appeal* and supporting documentation and will determine if there are sufficient grounds for an appeal. The Vice President of Education and Student Services may seek further information and/or clarification from any person involved in the appeal.

5. The grounds for a final stage appeal related to Final Grades are:

   a) the course outline has not been followed by the instructor;

b) the evaluation criteria have not been applied according to the College Grading Policy (see link below); or

c) the evaluation criteria have not been applied in a reasonable, fair and just manner.

6. The grounds for an appeal related to inappropriate conduct are:

a) the student is denying the conduct;

b) the student is appealing the severity of the discipline; or

c) new information has come to light that would have an impact on the imposed discipline.

7. Prior to directing that a Panel be convened, the Vice President of Education and Student Services must be satisfied that there is sufficient credible evidence on which the panel might reasonably conclude that one or more of the grounds for considering an appeal listed above have been met.

8. The Vice President of Education and Student Services may

a) direct that a Panel be convened;

b) direct that a Panel not be convened;

c) direct that some but not all of the issues raised in the Appeal be presented to a Panel;

d) remit the matter back to the Dean for reconsideration with recommendations and/or directions; or

e) direct that the matter be remitted for an independent academic reassessment.

f) If a reassessment is deemed appropriate, the Vice President of Education and Student Services shall select a qualified new assessor or assessors who may be external to the College. Steps will be taken to ensure the impartiality of the assessor(s) and, where possible, to ensure the anonymity of the student. The assessor(s) may raise, maintain or lower the students' grade as appropriate. The decision of the assessor(s) is final and binding.

9. If appealing a suspension from the College by the President, the student shall submit a completed *Request for Final Stage Appeal* form (see link below) and all supporting documentation to the Board of Governors within ten (10) working days of receiving the President's written decision.

C. The Student Appeal Panel

1. If the Vice President of Education and Student Services determines that sufficient grounds for an appeal have been demonstrated, he/she may convene a panel and communicate to the student the details related to process, timing and location of the Panel Hearing.

2. The Panel will be comprised of a Chair, two students, and two College personnel. The Chair will have a vote and will be responsible for ensuring that the members of the Panel are free of conflict of interest related to the case being heard. Every attempt will be made to hear the appeal in a timely manner.

3. The decision of the Panel will be final and binding and will be communicated to the student in writing.

D. LEGISLATED REFERENCES

College and Institute Act Sections: 23 (1) (j); 24 (2) (e); and 37 (2), (3), (4)

E. LINKS

Supporting Forms

E-2.4.1 Summary of Decisions for the First Stage of a Student Appeal Form

E-2.4.2 Request for Final Stage Appeal Form

Related Policies

E-1.5 Grading

E-1.6 Educational Approvals

E-2.5 Student Conduct

O-5.10 Human Rights

REQUEST FOR A FINAL STAGE STUDENT APPEAL

Please Note:

1. To receive consideration, all requests for final stage appeals related to grades or inappropriate conduct:

    ➢ must establish the grounds for a final stage appeal;

    ➢ must be filed in writing within **ten (10) working days** of receipt of the President's, Dean/Director's written decision regarding the final grade or imposed consequence; and

    ➢ must be submitted to the **Office of the Vice President of Education & Student Services, Interurban Campus, Campus Centre, Room 307.**

    ➢ If the student is appealing a suspension from the College by the President, the appeal must be submitted to the Board of Governors, Lansdowne Campus, Paul Building, Room 217.

2. For complete information see the *Student Appeals Policy* and the *Student Conduct Policy*.

Name:	**Phone:**
Address:	**Email:**
Type of Appeal: ☐ **Final grade** ☐ **Imposed discipline**	**Program:**
Who assigned the grade or imposed the discipline?	**Course Name:** (*if relevant*)

Grounds for Final Stage Appeal: *Please √ appropriate box(es).*

1. I am requesting a **FINAL STAGE** appeal of a final grade for the following reason(s):

    ☐ the course outline has not been followed by the instructor;

    ☐ the evaluation criteria have not been applied according to the College grading and promotion policy; and/or

    ☐ the evaluation criteria have not been applied in a reasonable, fair and just manner.

2. I am requesting an appeal regarding discipline for the following reason(s):

    ☐ I deny the conduct;

    ☐ I disagree with the severity of the discipline; and/or

    ☐ new information has come to light that would have an impact on the decision regarding imposed discipline.

Please attach a written submission which must include:

1. *the facts that establish the grounds for a final stage appeal;*
2. *the outcome(s) you seek; and*
3. *all supporting documentation.*

Student's Signature:	**Date:**