agenda

Camosun College Education Council
4:00 – 6:00 pm - Regular Meeting
Monday, Sept 24, 2012 - CC 321, Interurban

Please bring your own mug or water bottle.

TIME	ITEM	PRESENTER
4:00	**Call to order and declaration of quorum (1 min.)**	**Carly Hall**
4:01	**Acknowledgement of Coast Salish Territory (1 min.)**	**Carly Hall**
	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	
4:02	**Round-Table Check-In (3 min.)**	**Carly Hall**
4:05	**June 18, 2012 Minutes for approval (2 min.)**	**Carly Hall**
4:07	**Reports (5 min.)**	
	1. **Education Council Chair (3 min.)**	**Carly Hall**
	2. **VP Education (nil)**	**John Boraas - Regrets**
	3. **Board Member (2 min.)**	**Carly Hall**
4:12	**Committee Reports (6 min.)**	
	1. **Awards (nil)**	**Joanne Cumberland**
	2. **Education By-Laws (nil)**	**John Boraas - Regrets**
	3. **Education Approvals Review & Renewal (3 min.)**	**Nancy Sly**
	4. **Alternatives & Electives (3 min.)**	**Kathy Tarnai-Lokhorst**
	Request for Notice of Motion to approve the Standard at the Oct meeting.	
4:18	**Curriculum Presentations and College Curriculum Committee Report (40 min.)**	
	1. **Certificate in Engineering Transfer – (20 min.)**	**Peggy Tilley**
	2. **Curriculum Items – College Curriculum Report (20min.)** *See attached in CCC Report*	**Nicole Greengoe**
5:00	**Presentations and/or Discussions (45 min.)**	
	1. **Education Council Retreat** *Presentation of the new model for education approvals.*	**Julie Martin, Karin Kaercher and Patti Odynski**
TBD	**Governance Items Arising from Curriculum (TBD)** *– may be deferred to following meeting due to timing issues.*	**Carly Hall**

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

agenda

2012-2013

TIME	ITEM	PRESENTER
	1.	
	2.	

Goodbye   **Carly Hall**

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.

Next Meetings: **Carly Hall**

Regular Meeting

Monday, Oct 15, 2012
4:00-6:00 pm
CC 321, Interurban

Members *(Quorum = 9)*

Voting Council Members

Barbara Herringer, Administration (regrets)	Paul Brady, Faculty
Carly Hall, Faculty	Sarah Loewen, Administration
Cynthia Wrate, Faculty	Thea Todd, Faculty
Gail Baxter, Support Staff	
Joanne Cumberland, Support Staff	**Non-Voting Council Members**
John Boraas, Administration	Kathryn Laurin, President (regrets)
John Gordon, Faculty	Shelley Butler, Permanent Secretary
Karin Kaercher, Faculty	George Ivanishvili – Board of Governor Rep
Kathy Tarnai-Lokhorst, Faculty	
Mindy Cui Yu Jiang, Student	**Observer**
Nancy Sly, Faculty	Nathaniel Goyet-Lamoureux, Student (Official CCSS
Nicole Greengoe, Administration	Student Observer)
Patricia Gaudreault, Faculty	

Guests

Peggy Tilley, Arts and Science	Patti Odynski, Educational Research and Development
Julie Martin, Educational Research and Development	

For Information:

    Education Council Executive:

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

        Vice-Chair: Cynthia Wrate, Business, Interurban, 370-4134, wratec@camosun.bc.ca

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

        VP Ed: John Boraas, Office of VP, Interurban, 370-4543, boraas@camosun.bc.ca

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

    Intranet:

agenda   **2012-2013**

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http://sp1/sites/edco/homepage; **or**
http://sp1.camosun.bc.ca/sites/edco/homepage

Curriculum Documents (detailed):

- **Prior to CCC recommendation:** View CCC Agenda Packages (PDF's) – prior to CCC recommendation - http://sp1/sites/edco/ccc/ or http://sp1.camosun.bc.ca/sites/edco/ccc/

- **Post CCC recommendation:** Latest Curriculum Docs and Updates (Word .doc). Search by school, course or program - \\nas2\cecp\

EDUCATION COUNCIL

<mark>DRAFT</mark> MINUTES OF THE MEETING

MONDAY, JUNE 18, 2012, 4:00-6:30

CC 321, INTERURBAN

PRESENT

Barbara Herringer (Administration)	Kathy Tarnai-Lokhorst (Faculty), Chair
Carly Hall (Faculty), Vice-Chair	Nancy Sly (Faculty)
Cynthia Wrate (Faculty)	Patricia Gaudreault (Faculty)
Gail Baxter (Support Staff)	Paul Brady (Faculty)
Joanne Cumberland (Support Staff)	Sarah Loewen (Administration)
John Boraas (Administration)	Shelley Butler (Permanent Secretary)
John Gordon (Faculty)	Stephen Bishop (Faculty)
Karin Kaercher (Faculty)	

REGRETS / ABSENT

Darragh Grove-White (Student)	Nicole Greengoe (Administration)
George Ivanishvili (Board)	Thea Todd (Faculty)
Kathryn Laurin (President)	

GUESTS

Ian Humphries, (Acting CCC Chair) VP Education	Michael Glover, Student Society
Joyce van de Vegte, Trades and Technology	Nathaniel Goyet-Lamoureux, Student Society
Agatha Thalheimer, Business	Richard Stride, Business
Mary Ellen Purkis, UVic Dean of HSD	

MEETING

A. CALL TO ORDER & DECLARATION OF QUORUM

The Regular Meeting was called to order at 4:02 by Kathy Tarnai-Lokhorst, Education Council Chair.

B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY

Kathy 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.

C. ACCEPTANCE OF AGENDA

The June 18, 2012 agenda was accepted via unanimous consent.

D. APPROVED MINUTES

The May 28, 2012 minutes were approved via unanimous consent.

E. REPORTS

1. EDUCATION COUNCIL CHAIR'S REPORT – KATHY TARNAI-LOKHORST

Kathy gave a brief report of her trip to Africa a couple of weeks prior. In addition, she noted the Board of Governors is awaiting a recommendation by Education Council regarding potential revisions to the Admissions Policy (i.e. Standard related to Selective Qualification / Admission) when that discussion is finalized.

Carly Hall presented Kathy with flowers, a card, and pen to acknowledge her 3 years of dedicated service as Chair of Education Council.

2. ACTING VP EDUCATION – JOHN BORAAS

John gave the following updates:

- Sue Doutre, Executive Assistant to the VP Education will be leaving the College to take a position at the University of Victoria.
- Ian Humphries and Ranjan Bhattacharya have moved to a more central role for the College in the office of the VP Education. This new structure, and the affect across the schools is still a work in process.
- The Inspiring Learning Education Plan is now being distributed throughout the College. John thanked those who participated in its creation.

3. BOARD REPORT

Nil.

F. COMMITTEE REPORTS

1. AWARDS COMMITTEE – JOANNE CUMBERLAND, COMMITTEE CHAIR

Nil

2. EDUCATION BY-LAWS COMMITTEE – JOHN BORAAS, COMMITTEE CHAIR

The By-Laws Sub-Committee will meet on June 26th.

3. EDUCATION APPROVALS REVIEW AND RENEWAL – NANCY SLY, COMMITTEE CHAIR

Nancy noted…

4. ALTERNATES AND ELECTIVES –KATHY TARNAI-LOKHORST, COMMITTEE CHAIR

Kathy drew attention of council to the Briefing and the DRAFT Electives Standard. She noted the committee will take feedback in writing over the summer. Council members are requested to send feedback in writing to Shelley Butler, Coordinator Ed Approvals. She also opened the floor for any comments. Two comments were received during the meeting:

- Confirm the scope of the standard (i.e. is or isn't it applicable to curriculum that leads to a Camosun College credential).
- Determine how the standard fits with fundamental level programs where courses do not carry credits.

G. COLLEGE CURRICULUM COMMITTEE PRESENTATIONS & REPORT – NICOLE GREENGOE, COMMITTEE CHAIR

1. Advanced Diploma in Mechanical Engineering Bridge to UBC; and Advanced Diploma in Mechanical Engineering Bridge to UVic

Joyce van de Vegte presented these two new (replacement) credentials. These two credentials replace the one original Advanced Diploma in Mechanical Engineering Bridge. The learning outcomes and curriculum requirements for both bridge programs vary depending on the destination university the student is going to. This change will provide clarity for students, the partner university, and the college regarding the appropriate curriculum required for each bridge program completion.

The *Mechanical Engineering Bridge to the University of British Columbia* is a 6-month program offered by Camosun College with the full support and co-operation of the University of British Columbia (UBC). This program provides access to the third year of Engineering for graduate Mechanical Engineering Technologists. Successful students may then continue their studies toward a Bachelor of Applied Science degree at UBC. The program is offered on the College quarter system. The Mechanical Engineering Bridge to the University of British Columbia program is intended for graduates of Mechanical Engineering Technology programs with high academic standing.

The *Mechanical Engineering Bridge to the University of Victoria* is a 6-month program offered by Camosun College with the full support and co-operation of the University of Victoria (UVic). This program provides access to the third year of Engineering for graduate Mechanical Engineering Technologists.   Successful students may then continue their studies toward a

Bachelor of Engineering degree at UVic. -The program is offered on the College quarter system. The Mechanical Engineering Bridge to the University of Victoria program is intended for graduates of Mechanical Engineering Technology programs with high academic standing.

Questions

Motion

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

Mechanical Engineering Bridge to the University of British Columbia (Advanced Diploma) (Substantive/Major Addition (Replacement)) -	New Program/Credential	(ID 61419)
Mechanical Engineering Bridge to the University of Victoria (Advanced Diploma) (Substantive/Major Addition (Replacement)) -	New Program/Credential	(ID 61418)
Mechanical Engineering Bridge (Advanced Diploma) (Substantive/Major Cancellation (Replacement)) -	Cancel Program	(ID 61417)
ENGR 291 Solid Mechanics and Dynamics (Substantive/Major Addition (New)) -	New Course	(ID 61420)
ENGR 292 Fluids and Thermodynamics (Substantive/Major Addition (New)) -	New Course	(ID 61421)
ENGR 293 Project Management and Design (Substantive/Major Addition (New)) -	New Course	(ID 61422)
		Motion Carried

2.   Foundations Academic Upgrading Certificate

Remove COMP 030 and SCI 050 from the program, and wordsmith the curriculum document for clarity. COMP 030 is removed from the Fundamental Academic Upgrading program due to a number of factors including the lack of student need for the course, as a cost-savings measure, and assistance with fundamental computer skills is available in the Help Centre. SCI 050 is removed from the Intermediate Upgrading program as it did not form part of the learning outcomes, or completion requirements. The original intent of the course in the program was not realized so it can be removed.

Motion

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

Fundamental Academic Upgrading (Certificate in) (Substantive/Major Revision) -	Program Completion Requirements, Program Content, Program Delivery Arrangements, Program Description	(ID 61425)
		Motion Carried

3.   **ENGL 172**

Revise the pre-requisite for the course to also allow The Dept of National Defence (DND) students in the NET, NWT, and WEng programs to take this course. Revise the hours for this course at the request of the DND. The curriculum is set for this course by the DND.

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

ENGL 172 Technical Communications 2 (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 61424)
		Motion Carried

4.   **ENGL 266**

New Course. The Department of English realizes that many students are interested in reading, discussing and analyzing classical and contemporary stories designed for children and youth, as well as the film adaptations that interpreted these works (e.g., *Alice in Wonderland, Harry Potter, Twilight* series, and *Lord of the Rings* to mention a few). A second year course that critically analyses the techniques and characteristics of literature for a young audience would be one of the options among the department's revolving second year literature courses. Expertise in the department currently allows for the offering of this course, which has been desired and requested for three years. It would complement a number of disciplines within the School such as psychology, visual arts, philosophy, sociology, history, and creative writing.

Due to partnership with Orca Books in Victoria, we have two annual department awards associated with children's literature, and a growing body of library books aimed at children and youth. This course will receive university transfer credit at a number of receiving institutions, either as direct course credit, or second year unassigned English credit.

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

ENGL 266 Literature for Children & Youth (Substantive/Major Addition (New)) -	New Course	(ID 61423)
		Motion Carried

5. LRNS 100

Cancel course due to budget cuts.

Motion		
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:		
LRNS 100 Effective Learning and Study Skills (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61415)
		Motion Carried

6.   Mechanical Engineering Technology

The primary revision is to swap two course in Academic Term 2 and 3 to improve student success by providing them with particular course content earlier in the program. A number of swap options were considered and the one proposed was the most acceptable and beneficial for all parties involved. In addition, a typo was corrected in the Admission Requirements re. the Math requirements.

Motion		
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:		
Mechanical Engineering Technology (Diploma in) (Substantive/Major Revision) -	Program Admission Requirements, Program Content	(ID 61426)
		Motion Carried

7. COMP 152 (Computer Concepts with Programming)

New Course. This course is intended for Arts and Science students who have some computer knowledge. This course will present computers and communications systems that affect the world we live in and the individual's responsibility in the use of computers. Students develop the skills required to effectively use a word processor, spreadsheet, presentation tools, and database software. The student will also be introduced to programming in HTML, scripting and a high level programming language.

This enriched course is intended for students with some background in computer concepts. Students without prior computer background should select COMP 156. Students who have taken COMP 156 should not take COMP 152.

Motion		
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:		
COMP 152 Computer Concepts with Programming (Substantive/Major Addition (New)) -	New Course	(ID 61436)
		Motion Carried

8.   ENGR 262 and 264

The department is updating the short description, pre-requisite, course activity and hours, and the learning outcomes to reflect the content and teaching practice that has existed for several years now.

Motion

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

ENGR 262 Analytical Methods (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Learning Outcomes	(ID 61433)
ENGR 264 Engineering Mechanics (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Pre-Requisite (increase), Learning Outcomes	(ID 61432)
		Motion Carried

9.   Civil Engineering Bridge

To add a special note that requires a student to achieve a greater level of success to move onto the program at UBC than what is required to graduate from the program at Camosun. The department has clarified that the Advanced Diploma in Civil Engineering Bridge is valuable for the student even if they cannot progress onto UBC.

Motion Pending

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

Civil Engineering Bridge (Advanced Diploma) (Substantive/Major Revision) -	Learning Outcomes, Other:	(ID 61435)
		Motion Carried

10.   Arts and Science Studies Diploma – Coop Appendix

To add the option of a work experience. This will be viewed as an enhancement by students and will offer them the same opportunities of the Arts and Science Associate Degree students.

Motion

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

Arts and Science Studies Diploma	Coop Education: yes	(ID 61438)

Arts and Science Studies Diploma Coop Appendix	New Appendix	(ID 61439)
ASDP 101 Cooperative Work Experience 1	New Course	(ID 61440)
ASDP 102 Internship Work Experience 1	New Course	(ID 61441)
ASDP 201 Cooperative Work Experience 2	New Course	(ID 61442)
ASDP 202 Internship Work Experience 2	New Course	(ID 61443)
		Motion Carried

11. Bachelor of Business Administration (Accounting Major; Mark. Comm. Mgmt Major; Hum. Res. Mgmt & Lead. Major)

The primary revision is to allow students to enter the four year BBA degree in year one. Currently students enter the BBA in year 3 with a min. GPA of "B-" Identifying BBA bound students sooner will help the School of Business welcome them sooner, invite them to orientation, and set them up with a personal learning plan, etc. As a result of this change a Year 3 progression requirement (of a "B-" GPA in 13 indentified first and second year courses) is being proposed for the Accounting majors, and all three programs are proposing a "C+" completion requirement.

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

Business Admin, Accounting Major (Bachelor of) (Substantive/Major Revision) -	Program Admission Requirements, Program Completion Requirements, Program Description	(ID 61429)
Business Admin, HR Mgmt & Leadership Major (Bachelor of) (Substantive/Major Revision) -	Program Admission Requirements, Program Completion Requirements, Program Description	(ID 61427)
Business Admin, Mrkting Comm Mgmt Major (Bachelor of) (Substantive/Major Revision) -	Program Admission Requirements, Program Completion Requirements, Program Description	(ID 61428)
		Motion Carried

12. Computer Systems Technician/Technologist (via electronic vote)

Add LRNS 102 (learning skills course) into the program as a required course in Academic Term 1 to contribute to student success.

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

Computer Systems Technician/Technologist (Substantive/Major Revision)	Program Content	(ID 61431)
		Motion Carried

Motion Carried
Via Electronic Vote June 20, 2012
(10 yes votes received – Thea, John G., Barbara, Joanne, Karin, Paul, Carly, Patricia, Cynthia, Kathy)

I. DISCUSSION

1. INTERNATIONAL OPPORTUNITIES – JOHN BORAAS

Deferred to next meeting due to time constraints.

2. SELECTIVE QUALIFICATION – DRAFT EDUCATIONAL STANDARD – JOHN BORAAS

John gave a brief introduction to the draft standard, including a summary of its development to date. He requested Cynthia Wrate, who drafted the most recent version of the standard, give an overview of it. Cynthia reviewed the standard with the council. Questions and discussion followed, including but not limited to:

- *I Like the name "Selective Qualification"*
- *I don't like the name "Selective Qualfiication". What we are talking about is admission. Should be considered "Selective Admission".*
- *Most other institutions commonly refer to this as "Selective Admission".*
- *Want to add the principle statement from our Policy into this standard that refers to "tailoring our admission policy to support demonstrated community need or to enable partnerships".*
- *We should only be doing this on an exceptional basis.*
- *Do not agree that this should be on an exceptional basis. Selective admission is supported by the principle in our policy. Selective Admission is not against our policy's principle and should be considered where legitimately appropriate.*
- *This should go to the Board. It will.*
- *Believe in our philosophy of first qualified first served, but grappling with the demonstrated need for it in some areas.*
- *Need to be clear on the terms "qualified" and "admitted". Qualified does not change because your GPA rank is higher from one term to the next. Qualified means you meet the all the requirements, however being admitted can change from term to term depending on where you rank in the GPA ranking. Is this what others understand to be the case?*
- *This is a hard conversation.*
- *This is not aligned with the personal values of some Education Council members re. first qualified first served, however there are other values that we need to respond to re. community need and student success. We may be placing greater value on first qualified first served over balancing the needs of student success and community need.*
- *Need some more work on this document.*

There was unanimous consent by Education Council members to table this document for further development.

3. REVISIONS TO THE NURSING ADMISSION REQUIREMENTS – STEPHEN BISHOP

Stephen highlighted various point from the Department of Nursing submission to move to a selective admission process for Sept 2013. Mary Ellen Purkis, UVic Dean of HSD was also invited to the Education Council table to participate in the discussion. Questions and discussion followed.

Note – It was recommended that the Department of Nursing look into an objective test to assess the spoken English fluency of the students. The English as a Second Language Department at Camosun should be able to assist in this.

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

Nursing (Science in) (Bachelor of) (Substantive/Major Revision) -	Program Admission Requirements, Program Content (minor)	(ID 61437)

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Motion Carried
Abstention (Gail, Nancy [re. lack objective oral assessment], Karin)

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K. NEXT MEETINGS

Regular Meeting

Monday, Sept 24, 2012, 4:00-6:00, Interurban, CC 321

L. ADJOURNMENT

The meeting adjourned at 6:40 pm.

Education Council Briefing Notes

Submitted by:

Electives and Alternates Education Council Sub-Committee

Kathy Tarnai-Lokhorst (Chair), Joanne Cumberland, Lynda Warren, Gloria Darroch, Ian Humphries, Agatha Thalheimer

Date:

Sept 24, 2012

Topic:

Electives DRAFT Standard & Guideline

Background:

Community Colleges are complex in that their program and course offerings are vast and varied. With the introduction of applied degree programming this mix has become increasingly more complex, requiring some specific definition with respect to electives.

While some informal definitions exist, through the efforts of Academic Advising to help support students and program areas (i.e. "Academic Electives"), these definitions have not been endorsed at the appropriate level within the organization nor are they universally understood or accepted. Differences of opinion are emerging with respect to the legitimacy of these definitions. This is resulting in confusion, frustration and challenges at the curriculum, change, development and approval level.

While this issue has arisen primarily as it relates to curriculum development within the applied degrees, it points to the fact that Camosun does not have a universal set of standards and principles with respect to the appropriate choice of electives suitable for credential completion, transfer/articulation requirements.

The purpose of the sub-committee was to determine appropriate elective definitions based on the nature and level of programs at Camosun College.

The sub-committee has met five times over four months, reviewed the use of electives in a number of post-secondary institutions nationwide, and developed principles and terminology to guide the setting of electives.

The sub-committee has chosen to focus on distilling the terminology related to electives down to two categories: "Electives" (broad term) and "Approved Electives" (limiting

N:\

term). While the sub-committee believes electives should be open and broad as possible they recognize the need for some programs to limit them to meet individual program requirements (i.e. accreditation requirements, licensing requirements, transfer/articulation requirements, professional designation requirements, etc.)

Note – this briefing and standard was shared with Education Council on June 18. Feedback regarding the standard was requested to be in writing. None has been received to date.

Decision Being Sought (for information only, for decision, etc.):

Notice of motion. The Electives and Alternates committee requests that a motion to approve the DRAFT standard be given at the Oct 15th Education Council meeting. All Education Council members are requested to review the standard over the next 22 days as a motion is intended to be put forward and voted on.

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

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.

Electives (DRAFT)

Purpose/Rationale:

To guide the School Curriculum Committee, College Curriculum Committee, and Education Council in the review and approval of elective course content offered in Camosun College credentialed programs.

Scope/Limits:

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

Principles:

1. Electives are as open and broad as possible to allow for students to explore their own breadth and/or depth of study.
2. Electives are recognized as a valuable component of the student learning experience.
3. Electives are identified in a manner that is sustainable by balancing the interests of students, pedagogy, and the institution.
4. Electives are credit bearing courses that align with program learning outcomes.

Terminology:

Elective

Any course selected by the student that may be applied toward an identified Camosun credential.

Approved Electives

Electives that are "limited" due to the requirements of a specific program.
- Specified by level, subject, discipline, school, UT, etc. (e.g. "may select any 200 or higher BIOL or PHYS courses", "may select any 300 or higher business courses", etc.).
- Choices within required curriculum (e.g. "choose 1 of 3" of the following courses", "choose 5 of 7 of the following courses", etc.). Generally used to achieve a desired program level learning outcomes.
- Specific list of courses (e.g. "may choose from the following list of courses only")
  We will need to remove our current language that refers to "Academic Electives", "Required Electives", "Restricted Electives","Options", "Open"etc. from the curriculum.

Excluded Courses

Specific courses that may not be applied toward an identified Camosun credential for a specified reason (e.g. duplicate content, no credits, etc.)

CAMOSUN COLLEGE CURRICULUM COMMITTEE REPORT

Sept 10, 2012, 1:00-3:30, CC 321, Interurban
Present: Nicole Greengoe (Chair), Peggy Tilley, Carl Everitt, Elizabeth West, Ian Humphries, Shelley Butler, Shohreh Hadian
Regrets/Absent: Lynda Warren, Kristal Anderson, Marlene Welsh
Guests: nil

CURRICULUM REPORT

1. Certificate in Engineering Transfer (new program)

Summary/Purpose

Peggy Tilley presented the Certificate in Engineering Transfer. This full-time 10 month program provides a solid foundation in first year science and English and an introduction to engineering mechanics and project design. This program prepares students for entry into either the second year Bachelor of Engineering (BEng) or Bachelor of Software Engineering (BSEng) at the University of Victoria (UVic). Students may also apply for course-to-course transfer to other post secondary institutions. Part-time students are welcome but should note that not all courses are offered each semester.

UVic Engineering encouraged Camosun to put together a full first year engineering transfer program that would provide guaranteed and seamless transfer into 2nd year engineering at UVic. UVic reports that currently about 15 Camosun science students are transferring to UVic engineering each year with partial credit for first year. This new Engineering Transfer Certificate was listed as a priority program in the new Education Plan (Appendix B – page 23).

Students wishing to enter engineering at another postsecondary institution may obtain partial credit for first year engineering using course-to-course transfer. With the adoption of this program, Camosun will now have two seamless routes into engineering: this 10-month academic route which includes two applied engineering courses will provide a path into 2nd year engineering at UVic and our popular two year technology programs followed by intensive 6 month academic studies bridging programs provides transfer into 3rd year engineering at UVic and UBC. Delivering these different options for students will further enhance our already strong Engineering profile at Camosun.

CCC Concerns/Questions/Comments

The CCC requested a minor wordsmith in the ENGR 195 short description, a clarification on one of the ENGR 195 learning outcomes, and a confirmation of all cascading changes as a result of the MECH 210 credits change. The department has completed.

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:

Engineering Transfer (Certificate in) (Substantive/Major Addition (New)) -	New Program/Credential	(ID 61473)
ENGR 195 Intro to Engineering Design (Substantive/Major Addition (New)) -	New Course	(ID 61472)
MECH 210 Statics and Dynamics (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Credits, Course Pre/Co-Requisite (replacement)	(ID 61471)
MATH 125 Introduction to Linear Algebra (Substantive/Major Addition (New)) -	New Course	(ID 61470)

2. ENGL 142 (new), ENGL 140 (cancellation), and all cascading changes

Summary/Purpose

The Department of English wishes to **cancel** *English 140: Technical and Professional English*, and **replace** it with a new course, ***English 142: Academic/Professional English.***

While English 140 has served Business and Sports Access students for the last six years (and prior), its course description, outcomes, and curriculum needed a thorough review and update.

An English 140 Review Committee recommends the revisions/changes to the course, deemed sufficiently substantial to justify its re-articulation into a new course (*ENGL 142: Academic/Professional English*). The changes/revisions do the following: maintain an alignment with curriculum and classroom practices; increase career relevancy for its academic areas; emphasize essential skills for academic and workplace writing; adjust lecture/lab hours appropriately; stay current to academic/professional skills needed in the workplace; and target student needs required in Access programs, including Business and Sports.

Informational literacy, presentation skills, indigenized and team-based writing outcomes also need to be included in this course based on feedback from Business and Sports programs during the first year English course review process.

English 142 prepares Camosun Access students for the language demands of career-directed programs. The intent is to seek ABE Articulation for the course to English 12 (i.e. equivalency), and to allow it as an alternate to ENGL 140 for purpose of credentialing.

These changes uphold the Strategic Plan's Pillar II (Culture of Excellence), Strategy 4 – "Achieve excellence through continuous improvement and flawless execution."

As ENGL 140 is equivalent to English 12, and ENGL 142 will be seeking articulation the ABE articulation grid for equivalency to English 12 this results in a college-wide cascading curriculum change. In addition, as ENGL 142 is an alternate replacement to ENGL 140 this will result in a handful of program content changes where ENGL 140 appeared. As such, there are approx. 60 program and 162 course cascading changes.

CCC Concerns/Questions/Comments
1. The CCC requested clarification regarding which school/dean is bringing the new course forward. The department chair has clarified that the course is administered by School of Access (i.e. Sarah Loewen).
2. The CCC requested clarification regarding whether the department was seeking university transfer or ABE articulation for the course. The department has clarified they are seeking ABE articulation.

3. The CCC requested clarification on consultation with Business and Sport re. the new course. The department clarified they did receive feedback from Business and Sport, including formal/informal instructor and student feedback.
4. The CCC noted that the relationship between the old ENGL 140 and the new ENGL 142 and other English courses may present some challenges for such things as determining tuition, etc. given some of the "shared content" between courses.
5. The CCC noted that given the recent number of changes in the English course offerings, it might be useful for the English Dept to clarify how ENGL 142 compares to the other prep English groupings (i.e. roadmap to understand the various routes that are available to students). Currently, it doesn't seem clear which courses serve which purpose.
6. The CCC requested a couple of wordsmiths to the document to improve clarity. The school has done.

Full Recommendation (4 votes) and Full Recommendation w/ Concerns (1 vote)

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval. Note the concern expressed is related to point #5 above.

Motion

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

ENGL 142 Academic/Professional English (Minor Addition (Replacement)) -	New Course	(ID 61475)
ENGL 140 Technical Professional English (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61474)
Business Access (Certificate in) (Substantive/Major Revision) -	Program Content	(ID 61502)
Exercise and Wellness Access (Certificate in) (Substantive/Major Revision) -	Program Content	(ID 61477)
Sport Management Access (Certificate in) (Substantive/Major Revision) -	Program Content	(ID 61476)
All cascading changes as a result of the cancellation of ENGL 140 and the replacement with ENGL 142.	(i.e. pre-requisites, pre/co-requisites, admission requirements – replace ENGL 140 with 142)	

3. ABES 051 (new)

Summary/Purpose

Olaf Neilson, Trades Training and Development Coordinator, conferred with the Academic and Career Foundations Department and suggested the department develop an Essential Skills support course for students preparing to work in the Ship Building Industry or related emergent or existing trades training.

A similar support course was piloted by the ACF Department for students in the Residential Building Maintenance Worker Program, level 1, in winter 2012 sponsored by Dean's funds. That pilot was initiated in response to the School of Trades and Technology identifying that a sizeable portion of learners in the RBMWP would benefit from training in the Essential Skills of numeracy, reading text and document use given that the RBMWP program has no formal math or English prerequisites. The pilot was taught concurrently with the RBMWP.

This proposed Essential Skills course could be scheduled in advance or concurrent with the targeted trades training and is intended to develop learners' proficiency in reading comprehension, numeracy and

document use related to the trade. As much as possible, curriculum from the trade would be used to teach the Essential Skills concepts.

This course does not replace math and/or English upgrading to meet trades prerequisites; instead this Essential Skills course is intended for trades programs that have no formal math and/or English prerequisites. This Essential Skills course aligns with the Education Plan 2012-2014, Pillar 2, Teaching Excellence: We achieve excellence by focusing on student success; [and] making interdisciplinary connections.

CCC Concerns/Questions/Comments
The CCC requested a number of wordsmiths 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.

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

ABES 051 Essential Skills (Substantive/Major Addition (New)) -	New Course	(ID 61483)

4. Associate Degree – Creative Writing

Summary/Purpose
To capture other courses that may be developed or transferred from other institution, the English Dept proposes to generalize the listing for first-year Creative Writing courses. The revision also includes some wordsmiths to update the program outline.

CCC Concerns/Questions/Comments
The CCC requested some additional wordsmiths 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.

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

Creative Writing (Associate Degree of Arts) (Substantive/Major Revision) -	Program Admission Requirements, Program Content, Program Description, Program Participation Requirements	(ID 61484)

5. MATH 109, 112, 113, 126, 174B, 185, 187, 189, 222, 225

Summary/Purpose

MATH 109, 112, 113: relax pre-requisites to them to bring the courses in alignment with other institutions, and anecdotal evidence suggests students will be successful with them.

MATH 126, 174B, 185, 187, 189, 225: update of titles, short descriptions, pre-requisites, and learning outcomes as the outcome of a course review and renewal process.

MATH 222: cancel course. The course was part of two technology programs, which no longer require this 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 109 Finite Mathematics (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 61486)
MATH 112 Fundamentals of Math 1 (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 61487)
MATH 113 Fundamentals of Math 2 (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 61488)
MATH 126 Basic Discrete Mathematics (Substantive/Major Revision) -	Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 61489)
MATH 174B Mathematics for Electronics 2 (Substantive/Major Revision) -	Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 61490)
MATH 185 Technical Math 1 (Substantive/Major Revision) -	Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 61491)
MATH 187 Technical Math 2 (Substantive/Major Revision) -	Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 61492)
MATH 189 Technical Math 3 (Substantive/Major Revision) -	Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 61493)
MATH 222 Probability and Statistics (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61494)
MATH 225 Differential Equations (Substantive/Major Revision) -	Course Calendar Description, Course Pre/Co-Requisite (relax), Learning Outcomes	(ID 61495)

6. Engineering Bridges – Mechanical to UVic, Elect & Comp Eng, and Mining Eng.

Summary/Purpose

The Engineering Bridge programs are a partnership between Camosun College and UVic or UBC. UVic has requested we follow the grading policy for the Mech and the Elect/Comp Eng Bridge program that are required for bridges to UBC. In addition, the Mining Bridge to UBC also needs to be updated to the same grading policy. As such, for students to be accepted into the technology programs at UVic or UBC via the bridge programs the student must have completed their courses with a grade of C or better. If the student has received a D or F in a course and retakes it, they must obtain a C+ or better grade when it is retaken.

CCC Concerns/Questions/Comments

The CCC requested a wordsmith. 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.

Motion

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

Electrical and Computer Engineering Bridge (Advanced Diploma) (Substantive/Major Revision) -	Other:	(ID 61497)
Mechanical Engineering Bridge to the University of Victoria (Advanced Diploma) (Substantive/Major Revision) -	Other:	(ID 61496)
Mining Engineering Bridge (Advanced Diploma) (Substantive/Major Revision) -	Other:	(ID 61498)

7. NURS 143 and 181 (revisions)

Summary/Purpose

Move 1 hour from NURS 181 (practical course) to NURS 143 (lab course) to enable students more opportunities to develop basic nursing personal care skills. Learning outcomes have been adjusted to reflect this. Also, a change to requisites to ensure students are taking the practical and lab course together.

CCC Concerns/Questions/Comments

1. The CCC requested clarification on the course title for NURS 143 as it appears to be in error.
2. The CCC requested clarification on the decision to make NURS 181 a co-requisite for NURS 143. The department has clarified that their preference is for students to take NURS 181 with 143 as students should not be taking the practical course before they have taken lab course. However, the department will allow exceptions for students that may have taken NURS 143 prior to NURS 181.
3. The CCC requested clarification on the credits for both courses as they appear to be calculated under the old credit model. They department has not moved the program over to the new credit model at this time yet. They will look into this for the future.

Full Recommendation ~~Pending~~

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.   Full Recommendation Received Sept 21/12, S.Butler

Motion ~~Pending~~

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

Healing Workshop 2

NURS 143 ~~Health Workshop 2~~ **(Substantive/Major Revision) -**	Course Calendar Description, Course Co-Requisite (increase), Course Pre/Co-Requisite (relax) Course Title	(ID 61504)
NURS 181 Nursing Practice 2 (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Learning Outcomes	(ID 61505)

8. CMNS 100 and 130 (new courses)

Summary/Purpose

CMNS 100: An introduction to communication course is a core, foundational course for all communication studies. Students will benefit from an understanding of how to communicate effectively interpersonally and in groups in a variety of communication contexts. A knowledge of how we communicate culturally, interculturally and socially, along with listening and presentation skills, is important for all students as they continue their studies at Camosun, and as they engage with their communities.

This course differs from the existing COMM 105 and the proposed CMNS 130 in its emphasis on interpersonal communication theories and knowledge, including social media; and the development of persuasive messages. This course will have value as an elective to a variety of disciplines at Camosun. Additionally, it is anticipated this course will have transferability to UVic, UFV (MACS 110), Kwantlen (CMNS 1130), SFU (CMNS 110), and Okanagan College (CMNS 100). As UVic doesn't specifically offer communication courses, Camosun will be filling a void in local post-secondary offerings.

CMNS 130: An understanding of how mass media (traditional and emerging digital forms) affect us individually, culturally and as a society is essential in this information age. Students will benefit by being informed citizens and consumers; knowing how mass media work will benefit the communities students are engaged in.

This course differs from the existing COMM 105 and the proposed CMNS 100 in its emphasis on Canadian mass media (particularly journalism) and the examination of media effects on audiences. This course will have value as an elective to a variety of disciplines at Camosun, and it is one of a suite of courses students can take to complete the first year of Media Studies at VIU, allowing transfer into second year. Additionally, it is anticipated this course will have transferability to UVic, UFV (MACS 130), Kwantlen (CMNS 1130), SFU (CMNS 130), and Okanagan College (CMNS 110). As UVic doesn't specifically offer communication courses, Camosun will be filling a void in local post-secondary offerings.

CCC Concerns/Questions/Comments

The CCC requested some wordsmiths 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.

Motion		
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:		
CMNS 100 Introduction to Communication (Substantive/Major Addition (New)) -	New Course	(ID 61499)
CMNS 130 Mass Media Communication (Substantive/Major Addition (New)) -	New Course	(ID 61500)

9. **PSYC 171, 273, 274 –** *Submission Tabled by the Department*

Summary/Purpose

PSYC 171 (new): Add new introductory survey course to the psychology offerings to allow students to gain a basic understanding of development across the lifespan, then specialize further in second year by taking a more in-depth look at child, adolescent or adult development. Students will benefit from this change by having transferability to first year to UVic, and an opportunity to specialize within a two year institution.

PSYC 273 and 274 (revision): Renumber 100 level courses to 200 level, and increase the pre/co-requisites from English 12 or alternate to a pre-requisite of two first year PSYC courses.

CCC Concerns/Questions/Comments

1. The CCC requested clarification on why the course has an increase in course number and requisite, but there has been no apparent change to the learning outcomes.
2. The CCC requested clarification on the cascading changes as a result of this change.

The department has chosen to table the submission at this time, and will re-submit the curriculum the following month in order to address the CCC feedback.

Documents as submitted to CCC (prior to any revisions):
http://sp1/sites/edco/ccc ;or http://sp1.camosun.bc.ca/sites/edco/ccc
Select the 2011-11-07-CCC Agenda Package – View PDF's of the curriculum.

Documents post-CCC meeting (revisions incorporated):
\\nas2\cecp\
Search by School, Course or Program

Education Council Retreat

Thursday, August 30, 2012
Dunlop House

Kathy Tarnai-Lokhorst	Ian Humphries	Patricia Gaudreault
Carly Hall	Bill Code	Ranjan Bhattacharya
Karin Kaercher	Joanne Cumberland	Shelley Butler
Cynthia Wrate	Nancy Sly	
Gail Baxter	Mindy Cui Yu Jian	
Stephen Bishop	Kimberly Eden	

Facilitators: Julie Martin, Patti Odynski

1) Welcome, introductions and acknowledgement of territory

2) New education approvals model:
    a) Introduction and context

Nancy provided background and context to this initiative. The impetus for a renewed education approvals model originated in the 2010-2011 Education Plan, and the subsequent work of the Curriculum Enhancement project, in particular the 'Leading practices in curriculum' paper and consultations with a range of college stakeholders. The development of a streamlined and enabling curriculum approvals process was identified as a priority by all stakeholder groups with support from Education Council, College Curriculum Committees, faculty, administration and staff.

Several initiatives have occurred, including a facilitated program review of Education Council, and the creation of a subcommittee whose role was to explore and create a streamlined and enabling education approvals process. This sub-committee of Ed Co was struck in the Fall of 2012 and the work of the group is being presented at today's retreat. The purpose of today's meeting is to review the model, seek endorsement, and identify an implementation plan and timelines.

    b) Discussion of proposed Educational Approvals Model

(A link to the document/diagram will be provided)

ELT and the VP of Education have been informed of the proposed model and are supportive of the model.

The new model is meant to:

- Streamline the approvals process

- Enable
- Separate operational issues from curriculum issues
- Shift the focus to quality curriculum
- Emphasize the role of Ed Co as a governance council

The new model eliminates School Curriculum Committees as a formal step in the approvals process and has 2 bodies involved in the vetting and approval of curriculum: The Integrated Curriculum Committee and Education Council.

The <u>Integrated Curriculum Committee</u> will be composed of:

- Faculty with curriculum experience (Chair)
- Faculty reps from each School
- Faculty with Intercultural/Indigenization experience
- Ed Approvals Coordinator
- Director, EAS
- SS Rep (Registrar or designate)

<u>Education Council</u>

- A governance body – approving curriculum in principle
- Focus on education standards and guidelines

This model re-focuses the approvals process to quality curriculum. Implementation and operations are separated from education approvals. The scope of ICC and Ed Co are focused on and shift to that of quality curriculum and governance.

Development work takes place prior to ICC and includes involvement with student services, education leadership, college services and supports early in the development process.

Schools will have the both the responsibility and opportunity to create their own individualized curriculum 'approvals' processes that meet the needs of the School and those of the institution, the Education Plan and the Strategic Plan. Some Schools may choose to maintain existing School Curriculum Committees as a forum for reviewing and putting forward new or revised courses and programs. Other Schools may choose to develop an alternate process.

3) Discussion:
   <u>School roles and responsibilities in curriculum development, implementation</u>: With the elimination of School Curriculum Committees, the School 'vetting' process needs to be addressed.
   - Schools should be represented visually in the diagram of the model.
   - The structure and process currently provided by SCC if eliminated, creates a void.
   - What guidelines do schools need (or want)? Who should provide the guidelines?
   - Is it Ed Co's responsibility to direct or create a process for the Schools to ensure that quality curriculum that is aligned with the education and strategic plans for the College is developed?

- Is it the responsibility of the institution is to ensure that the processes are in place and as such, what supports and resources are needed?
- What is Ed Co's role in this restructuring at the School level?

Streamlining: The new process is streamlined in that much more of the work occurs up front. Ideally, curriculum would be approvals ready when it reaches ICC and Ed Co. Curriculum should not cycle through committees several times.

- The approvals process will be more 'efficient' in terms of time as the ICC members will not need to do curriculum 'development'. Curriculum documents will be approvals ready by the time they reach ICC and if they are not ready they will be returned to the developer for further attention.
- There will be an initial investment of extra time and education at the committee level however, the elimination of required School Curriculum Committees is a cost saving overall. Meeting times for ICC and Ed Co should also be reduced as the scope and direction of each group will be more focused.
- Overall, this process will be streamlined and enabling when the right people are in the right place doing the right jobs.
- CETL (Center of Excellence for Teaching and Learning) will provide support to curriculum developers and Ed Co as the college moves towards enacting this new model.

4) Implications of this model?

Communicating the model to stakeholders:

- There is a need and a desire to be sensitive to the way in which this model is communicated to the college community, particularly as it relates to operational issues. It is expected that most will welcome a streamlined, enabling process and there is an awareness of the challenges of the proposed model in particular, the shift that will need to take place in the 'culture' of education approvals at Camosun.
- How can we ensure accountability at the School level without SCC's?
- How is this 'streamlined'? What are the metrics? Will there be fewer meetings?
- Ensuring accountability (documentation, databases). What kinds of documentation will be required and need to be developed to support this model?
- Knowledge, skill set for members of the Integrated Curriculum Committee – education will be required to enable committee members to support and contribute to the new model
- Having the right people doing the right work at the right time is key to the success of this initiative
- Ed Co needs to become more comfortable with governance, less 'hands' on with the development of curriculum.
- There is a need to enhance the existing diagram/schematic to show that Schools are involved in curriculum development.
- Should external stakeholders be added? (peer review, Ministry (DQAB)

<u>Decision:</u> Education Council endorses this model and will continue with development, education and communication of the model to the College community in the coming year. A Steering committee of Education Council members and additional stakeholders will drive and guide the process required to transition to the new model.

"This is a vision that will allow us to work at a level of the body which we represent".

5) Next steps:
   a) At the next Ed Co executive meeting, a broad plan for developing processes and structures related to the new approvals model will be prepared to be taken forward to Education Council
   b) Education Council will strike a Steering Committee composed of volunteers from Ed Co and other stakeholder groups; this Committee will determine the scope, working groups or sub-committees, and develop timelines for implementation of the new approvals process.
   c) Education Council will strike a new sub-committee of Ed Co to further develop the role of Education Council, describing and defining its' governance role and accountabilities
   d) The Education Divisional Associate will seek input and collaboration with Program Review/Renewal, and Student Services to develop processes.
   e) The Education Approvals Coordinator, the Education Divisional Associate and Student Services will complete a needs assessment about documentation related to curriculum.

Parking Lot:

- Should there be a student on ICC?
- Need to develop Terms of reference for ICC
- Can the Chair of ICC be on Ed Co?
- College and Institute Act allows for an additional member – could that allow us to include the Chair of ICC on Ed Co? Is that a good idea?
- Revisit minor/major change designations.
- What resources do we need to make this work (operations)