





Agenda





Monday, Oct 20, 2014

4:00 – 6:00 pm – Regular Meeting

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.)	Cynthia Wrate
4:01	Acknowledgement of Coast Salish Territory (1 min.) <i>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'lanew; 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</i>	Cynthia Wrate
4:02	Round-Table Check-In (3 min.)	Cynthia Wrate
4:05	Acceptance of Agenda (1 min.)	Cynthia Wrate
4:07	Minutes for approval (2 min.) 	Cynthia Wrate
4:09	Reports (10 min.) <ol style="list-style-type: none"> Education Council Chair (6 min.) <ul style="list-style-type: none"> Retreat Expedited Approvals  VP Academic (2 min.) Board Member (2 min.) 	Cynthia Wrate John Boraas Laylee Rohani
4:19	Committee Reports (1 min.) <ol style="list-style-type: none"> Awards (1 min) <i>Nov 5th Meeting to select the recipients of 4 awards. Will bring forward to Nov 17th Education Council Meeting for approval.</i> Educational Approvals Steering Committee (nil) Education Council Policy and Standards Committee (nil) 	Joanne Cumberland Karin Kaercher Cynthia Wrate
4:20	Integrated Curriculum Committee Report (20 min.) <ol style="list-style-type: none"> Curriculum Presentation for Information and Acknowledgement (15 min.) <ul style="list-style-type: none"> International Pathway for Practical Nursing 	Carly Hall, Karen Neilson, Geoff

TIME	ITEM	PRESENTER
		Wilmshurst, Diana Shields
	2. Curriculum Recommended for Approval (5 min.) 	Karin Kaercher
	• Regular Curriculum	
	3. Issues Arising from Curriculum Review (nil)	Karin Kaercher
4:40	Presentations and/or Discussions (80 min.)	
	1. Technology Program Revisions Quarter to Semester Project (20 min.)	Eric Sehn and Steven Rumpel
	2. Student Appeals Policy (10 min.)	Steven Rumpel
	3. Education Council Priorities (50 min.)	Cynthia Wrate
6:00	Meeting Adjourned	Cynthia Wrate

Next Meeting:***Regular Meeting***

Monday, Nov 17, 2014

4:00-6:00 pm

CC 321, Interurban

Members (*Quorum = 11*)**Voting Council Members**

Carly Hall, Faculty

Craig Derksen, Faculty

Cynthia Wrate, Faculty

Dominic Bergeron, Administration

Hannah Thomson, Student

Joanne Cumberland, Support Staff

John Boraas, Administration

Leslie Martin, Support Staff

Lisa Robertson, Faculty

Narine Grigoryan, Faculty

Nicole Greengoe, Administration

Steven Rumpel, Administration

Shohreh Hadian, Faculty

Stephen Bishop, Faculty

Todd Ormiston, Faculty

Tony Vernon, Faculty

Vicky Qu, Student

Non-Voting Council Members

Peter Lockie, President

Laylee Rohani, Board of Governors

Shelley Butler, Permanent Secretary

Karin Kaercher, ICC Chair (*Regular Guest*)**Guests**

Karen Neilson, Health and Human (tentative)

Geoff Wilmshurst, International (tentative)

Diana Shields, International (tentative)

Erich Sehn, Trades and Technology

For Information:**Education Council Executive:**

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

Vice-Chair: Stephen Bishop, Health & Human Services, 370-3113, bishops@camosun.bc.ca

ICC Chair: Karin Kaercher, CETL, 370-3365, kaercher@camosun.bc.ca

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

Permanent Secretary: Shelley Butler, Office of VP Academic, Interurban, 370-4690, edapprovals@camosun.bc.ca

Intranet:

For the most up to date agenda and other resources visit us on our Share Point site. "UserName" is your Camosun number, password is your regular Camosun password. Students use the password that will be provided to you.

<http://sp1/sites/edco/homepage>; or

<http://sp1.camosun.bc.ca/sites/edco/homepage>



DRAFT Minutes

Monday, Sept 29, 2014

4:20 – 4:35 pm

CC 321, Interurban

Present

Carly Hall, Faculty
 Craig Derksen, Faculty
 Cynthia Wrate, Faculty
 Dominic Bergeron, Administration
 Joanne Cumberland, Support Staff
 John Boraas, Administration
 Karin Kaercher, ICC Chair (*Regular Guest*)
 Leslie Martin, Support Staff
 Lisa Robertson, Faculty

Narine Grigoryan, Faculty
 Nicole Greengoe, Administration
 Shelley Butler, Permanent Secretary
 Shohreh Hadian, Faculty
 Stephen Bishop, Faculty
 Steven Rumpel, Administration
 Todd Ormiston, Faculty
 Tony Vernon, Faculty
 Vicky Qu, Student

Regrets/Absent

Laylee Rohani, Board of Governors
 Peter Lockie, Interim President

Hannah Thomson, Student

Guests

Nil

ITEM

PRESENTER

A. Call to order and declaration of quorum

Cynthia Wrate

The Regular Meeting was called to order at 4:44 by Cynthia Wrate, Education Council Chair.

B. Acceptance of Agenda

Cynthia Wrate

The Sept 29, 2014 agenda was accepted via unanimous consent with on two error corrections:
 (1) Steven Rumpel replaces Richard Stride, and (2) Peter Lockie replaces Kathryn Laurin.

C. Minutes for approval

Cynthia Wrate

The June 16, 2014 minutes were approved via unanimous consent.

D. Committee Reports

1. Awards

Joanne
 Cumberland

Joanne noted that there are four Education Council awards currently open for nomination with a deadline of application for Oct 20, 2104.

ITEM	PRESENTER
E. Presentations and/or Discussions	
<p data-bbox="196 312 699 344">1. Camosun Student Appeal Policy</p> <p data-bbox="266 350 1360 772">Steven presented the revision to the policy. There has been a request to narrowly open the scope of the policy to respond to the review concerns raised during the MRT accreditation process that outlines the need for timelines in the final appeal stage. Questions and discussion were welcomed at the September Education Council meeting, where potential policy revisions, for consideration, were highlighted. Following the meeting, the intent is to present proposed policy changes (in alignment with the scope of this request), open discussion and respond to any questions from Education Council members – and ultimately seek approval – at the October Education Council meeting. This timing is proposed in order to proceed to a Board of Governors review and request for approval in early November, to comply with the externally established, CMA timeline of November 17, 2014.</p> <p data-bbox="266 821 1138 852">Questions and discussion followed. This included but was not limited to:</p> <ul data-bbox="315 858 1360 1104" style="list-style-type: none"> • What is the process if administration is unable to meet the outlined timelines? <ul style="list-style-type: none"> ○ Consider alternate phrasing. ○ Consider avenues open to students (i.e. student society, ombudsman, etc.) • Timelines could stretch out an appeal for a whole term. What about students that are at risk in the learning situation (i.e. practicum) while an appeal is underway? <ul style="list-style-type: none"> ○ Consider how this is covered by other policies. • Consider more context re. the “5 working days”, or the “10 workings days”. 	Steven Rumpel
<p data-bbox="131 1142 386 1184">F. Next Meeting</p> <p data-bbox="196 1199 407 1230">Regular Meeting</p> <p data-bbox="196 1245 683 1276">Monday, Oct 20, 4-6, CC 321, Interurban</p>	Cynthia Wrate
<p data-bbox="131 1325 386 1367">L. Adjournment</p> <p data-bbox="196 1381 626 1413">The Meeting adjourned at 5:11 pm.</p>	Cynthia Wrate

Education Council

Request for Expedited Curriculum Approvals Report

October 20, 2014

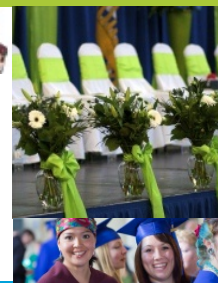
Expedited Approval and Implementation**Curriculum:** Bachelor of Science in Nursing**Approval Date:** Oct 14, 2014 by Education Council Executive Committee**Effective Date:** immediately**Reason for Expedited Request:** Time-sensitive access to funding; Other extraordinary circumstances**Approved:** Expedited approval and implementation approved Oct 14, 2014.

Curriculum: Early Learning and Care, ELC 170, 143**Approval Date:** Oct 20, 2014 *expected EdCo approval date***Effective Date:** Jan 1, 2015**Reason for Expedited Request:** Time-sensitive access to funding; Accreditation, Licensing changes that require time-sensitive implementation; Other extraordinary circumstances**Approved:** Expedited implementation approved Oct 14, 2014.



Integrated Curriculum Committee Report

Ensuring that our students are provided with quality educational experiences



EX-250-003-001-002

Sept 17, 2014, 1:00 - 4:00, CC 321, Interurban

Present: Karin Kaercher (Chair), Lynda Warren, Dianne Biin, Shelley Butler, Steven Rumpel, Clarence Bolt, Connie Klassen, Pei Mei Chia, Valerie Montague

Regrets/Absent: Business Rep (vacant), Trades & Tech Rep (vacant)

Guests: Gord Inglis (Sport and Exercise), Peter Rehor (Sport and Exercise), Carly Hall (Health and Human), Karen Neilson (Health and Human)

Sept 22, 2014, 1:00 - 4:00, CC 321, Interurban

Present: Karin Kaercher (Chair), Lynda Warren, Shelley Butler, Clarence Bolt, Connie Klassen, Pei Mei Chia, Valerie Montague

Regrets/Absent: Steven Rumpel, Dianne Biin, Business Rep (vacant), Trades & Tech Rep (vacant)

Guests: n/a

A. CURRICULUM FOR FULL RECOMMENDATION

PRESENTATION

Carly Hall and Karen Neilson presented the new non-credentialed program and courses for International Pathway for Practical Nursing.

Motion

It was moved and seconded by the Integrated Curriculum Committee that Education Council approves changes to following revised curriculum:

- International Pathway for Practical Nursing (IDS 143)
- PNUR 103 (IDS 146), PNUR 104 (IDS 147), PNUR 105 (IDS 148), PNUR 106 (IDS 149), ELD PN1 (IDS156), ELD PN2 (IDS157)

REGULAR CURRICULUM

Motion

It was moved and seconded by the Integrated Curriculum Committee that Education Council approves changes to following revised curriculum :

- Early Learning and Care (IDS 155), ELC 170 (IDS 101), ELC 143 (IDS 150)
- Bachelor of Athletic and Exercise Therapy (IDS 142), AET 272 (IDS 140)

Curriculum Change Documents are viewable in EdCo meeting agenda folder on the EdCo Sharepoint site

B. Governance and Standards Issues Arising from ICC Review of Curriculum



C A M O S U N

Quarter-to-Semester Conversion Project

October 2014



Q2S: WHAT IS IT?

- Generally, Q2S started as an administrative project to harmonize all programming on to the semester system
- Significant evolutions over the project's life
 - Detailed program reviews
 - Seek integration and opportunities to leverage common needs (e.g. service courses)
 - Development of a common technologies access program
- Now → modernization of technologies programming and design on the semester system

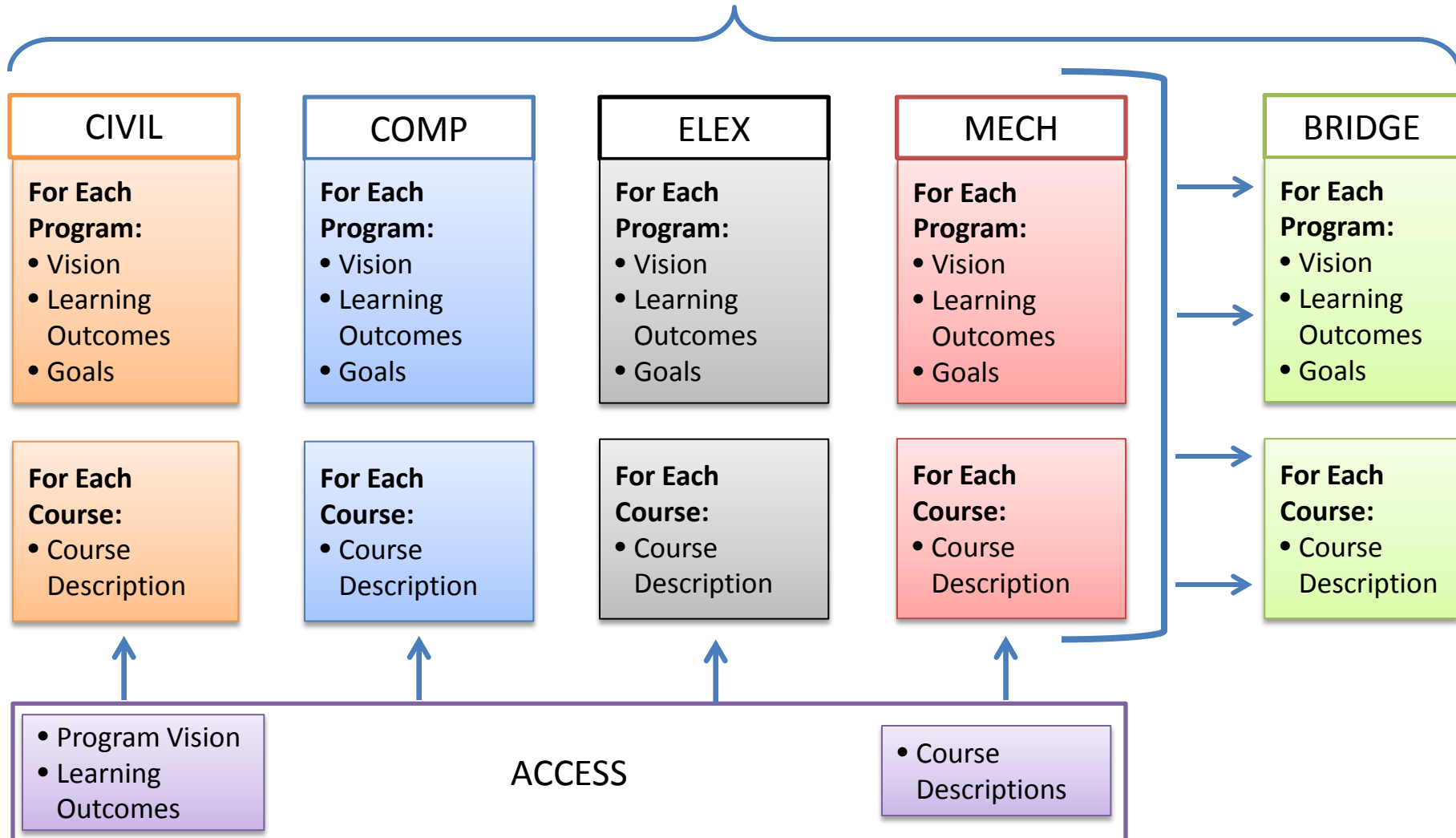


- Clarify deliverables and timing to keep momentum
- Plan appropriately for resourcing needs – links to budget
- Seek integration and opportunities to leverage common needs (e.g. service courses, common access program)
- Seek to streamline Educational Approvals
- Ensure strategies are in place to support students (e.g. communications, pathways, transitions, management of exceptions)

We believe the best way to achieve these objectives is to move forward together!



TECHNOLOGY PROGRAM STRATEGY





TECHNOLOGY PROGRAM STRATEGY

PHASE 1
'Working Draft' for
September 2014

CIVIL

For Each Program:

- Vision
- Learning Outcomes
- Goals

COMP

For Each Program:

- Vision
- Learning Outcomes
- Goals

ELEX

For Each Program:

- Vision
- Learning Outcomes
- Goals

MECH

For Each Program:

- Vision
- Learning Outcomes
- Goals

BRIDGE

For Each Program:

- Vision
- Learning Outcomes
- Goals

PHASE 2
Sept – Dec 2014

For Each Course:

- Course Description

For Each Course:

- Course Description

For Each Course:

- Course Description

For Each Course:

- Course Description

For Each Course:

- Course Description

SERVICE COURSES

ACCESS

- Program Vision
- Learning Outcomes

- Course Descriptions



Benefits

- Opportunity to review and renew individual programs
- Facilitated, integrated approach to identifying and supporting common needs (e.g. service courses, access program, updates to bridge programs)
- Ability to identify resource requirements aligned with key deliverables and timing
- Strategic approach to Education Approvals, review of tuition levels and implementation planning

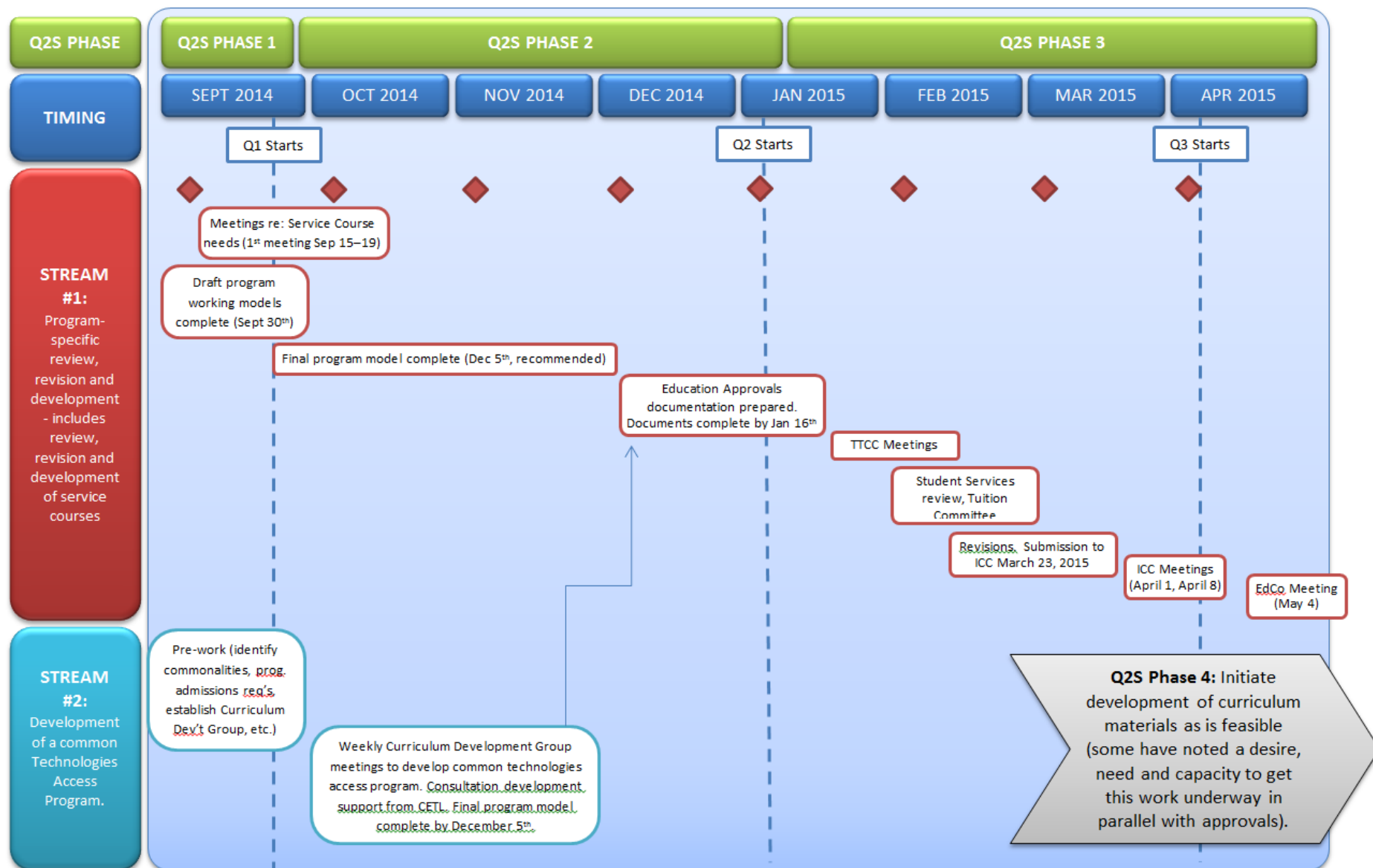


PHASE	TIMING	OUTPUTS	SUPPORTS
1 – Individual Program Models	Present – Sept 2014	<ul style="list-style-type: none"> • ‘Working Draft’ of <u>each</u> Tech <i>program model</i>* • Development of communication plan 	<ul style="list-style-type: none"> • CETL (PRR) • Faculty
2 – Commonalities and Intersections	Sept – Dec 2014	<ul style="list-style-type: none"> • Updates to Service Courses • Updates to Bridging Programs • Common Access Program proposal • Final Tech <i>program models</i>* • Technology Program Strategy (<i>ELT update Nov’14</i>) • Updates to RegComm, EdCo (<i>Nov/Dec’14</i>) 	<ul style="list-style-type: none"> • Facilitated support • Faculty • Draft <i>program models</i>*
3 – Education Approvals (<i>abbreviated</i>)	January – April 2015	<ul style="list-style-type: none"> • SCC support (<i>January 2015</i>) • Tuition committee (as needed), SS review and implementation plan, updates and revisions to program models (<i>January / February 2015</i>) • ICC support (<i>March 2015</i>) • EdCo approval (<i>April 2015</i>) 	<ul style="list-style-type: none"> • Student Services • Education Leadership Team • Education Council
4 – Curriculum Materials Dev’t	March 2015 – TBD	<ul style="list-style-type: none"> • Curriculum materials aligned with approved programs and courses 	
5 – Implementation	TBD	TBD	



Includes

- Program vision, goals, learning outcomes
- Program Content
 - What content, where in the program (academic schedule/term)
- Course descriptions
 - Description, learning outcomes
 - Delivery formats, Activity and Hours
 - Requisites and Grading System





Education Council Briefing Note

Submitted by: Steven Rumpel – Director, Education Planning

Meeting Date: October 20, 2014

Topic: Limited revisions to Camosun's Student Appeals policy (E-2.4)

Background:

In Spring 2014, Camosun's Medical Radiography Technology (MRT) program underwent accreditation review by the Canadian Medical Association (CMA). The final (July 2014) CMA program accreditation review report contained a small number of items that require follow-up and response to support the college's goal of receiving external accreditation for MRT.

One such item included in the report was Camosun's current Student Appeal policy (E-2.4). CMA noted this to be out-of-compliance with accreditation standards, with specific focus as per the following:

While the appeals policy (policy E-2.4) includes specific timelines for resolution and communication of the decision to the student for most of its stages, it does not for the final stage of the appeal process and the student appeal panel.

The program must ensure it provides students in the program with clear timelines for each of the stages of the process. These timelines must be published.

As described in the policy document, the final stage of the appeal process outlines the procedural steps that a student must take, as well as the administrative review steps, grounds for consideration and the potential outcomes that may be pursued by the Vice-President Education, in considering a final stage appeal. This includes the potential convening of a student appeal panel.

The timing required with respect to the steps a student must take to pursue a final stage appeal is clearly identified within the policy. However, no timing requirements are currently established or published with respect to the actions required by the Vice-President Education to review and respond to a request for final stage appeal. With respect to the CMA program accreditation review for MRT, as per the above, Camosun has been found to be out-of-compliance with the requirement to provide, in writing, clear timelines to students with respect to each stage of the appeal process.

In September 2014, a presentation and discussion was initiated with Education Council regarding the accreditation results findings, scope of policy changes requested and potential language and changes under consideration.

While September 2014 presented the first opportunity to bring this forward to Education Council, to meet accreditation requirements, Camosun is required to have a final Board of Governors approved policy in place and submitted to CMA by November 17, 2014.

Current State:

Subsequent to the discussion at the September 2014 Education Council meeting, additional language has been added to the draft policy in support of:

- Clarifying the context of each of the newly identified timelines;
- Ensuring an appropriate course of action is identified and communicated if such a time occurs in which actions to be undertaken by the Vice President Education, or designate, are not achieved within the prescribed timelines; and
- Clarifying the definition of a 'designate' for the VP Education.

Additionally, consultation with the Camosun College Student Society has taken place, and support has been received for the proposed policy changes, inclusive of the updates identified above.

Request for Consideration:

The objective is to present and discuss the proposed policy updates at the October 20, 2014 Education Council meeting.

Immediately following this discussion, a motion is being requested to approve the proposed policy changes at the October Education Council meeting. This timing is proposed in order to proceed to a Board of Governors review and request for approval in early November, to comply with the externally established, CMA timeline of November 17, 2014.

Policy Link:

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.4.pdf>



Policy:
Jointly Approved By:
Approval Date:
Amendment Date:
Policy Holder:

E-2.4
Board of Governors &
Education Council
Board: Oct. 27, 2003
EdCo: Sep. 22, 2003
VP ~~Academic~~ Education

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 Academic Education, 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 Academic Education 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 [Academic Education](#).

B. Final Appeal Stage

1. If the student is not satisfied with the decision of the Dean, the student may ~~apply~~ appeal to the Vice President [Academic Education](#) ~~or his or her designate 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 [Academic Education](#) 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.
- 4.3. In support of procedural fairness, non-compliance with any of the timelines outlined below with respect to actions required by the Vice President Education, or his or her designate, will result in a student's final appeal to be automatically directed to a to-be-convened student appeal panel as described in Section C below.
4. The Vice President [Academic Education](#) will [acknowledge receipt of the Request for Final Stage Appeal form within five \(5\) working days.](#)
4. The Vice President [Academic Education](#) will evaluate the *Request for Final Stage Appeal* and supporting documentation and will determine if there are sufficient grounds for an appeal [within ten \(10\) working days from the date of the acknowledgement of the appeal](#). The Vice President [Academic Education](#) may seek further information and/or clarification from any person involved in the appeal.
- 54.1. 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.
- 4.2. 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 Academic 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.~~

~~8.5. If it is determined that there are sufficient grounds for appeal, the Vice President Academic Education will review and decide on whether grounds to appeal have been met. The Vice President Academic may then:~~

a) direct that a Panel be convened; ~~and specify whether some or all of the issues raised in the Appeal be presented to a Panel;~~

~~1. Prior to directing that a Panel be convened, the Vice President Education 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.~~

b) direct that a Panel not be convened and a final decision is communicated to the student by the Vice-President Education;

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

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

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

~~1.~~ If a reassessment is deemed appropriate, the Vice President Academic Education 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.

~~9.6.~~ 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 Academic Education, or designate, determines that sufficient grounds for an appeal have been demonstrated, he/she may convene a panel within five (5) working days of this decision 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 for the panel to hear the appeal within five (5) working days of the confirmation of panel membership in a timely manner.

3. The decision of the Panel will be final and binding and will be communicated to the student in writing within five (5) working days of the panel hearing.

D. Definitions

1. Designate

Per Sections B and C, above, a designate refers to the individual that has formally been delegated authority to act on behalf of the Vice-President Education, at such times when he or she is unavailable, to attend to time-sensitive matters as it relates to the Final Stage of the college's student appeal policy and processes.

DE. LEGISLATED REFERENCES

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

EE. 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 Respectful Workplace](#)

currently approved policy



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 Academic

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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 Academic.

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 Academic 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 Academic 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 Academic 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 Academic 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 Academic 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 Academic 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 Academic 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 Academic 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 Respectful Workplace](#)

Education Council Planning Priorities

Sept 29, 2014

Planning Priority 1:	Where Education Council has an absence of policy.
Goal:	To research and draft briefing documents on matters not currently addressed in educational policy and standards
Strategic Activities	<p>To research and draft policy on:</p> <ul style="list-style-type: none"> • Communicating Course Alternates • Course Duplication • English Roadmap • Examinations & Assessments • Indigenization • Program Versioning and Credentialing • Shelf-Life of Courses • Sustainability Plan
Discussion Points	
Communications	<p>Importance or relevance to the College and students</p> <ul style="list-style-type: none"> • Absence of policy makes it difficult to approve and implement curriculum changes. • Affects the student experience (need to be clear, transparent, consistent) • More efficient in our work. • Whose needs are being met and how are those prioritized

Planning Priority 2:	Updating policies from which Education Council has authority
Goal:	To review and renew policies regularly (need 1-5 years statement) – <i>is timeframe imbedded in each policy??</i>
Strategic Activities	<p>Tofollowing policies:</p> <ul style="list-style-type: none"> • Academic Progress (2005) • Awards Committee Terms of Reference (2003) • Course Withdrawals (2000) • EdCo By-Laws (2012) • Education Approvals (2008) • Grading (2006) • Integrated Curriculum Committee (2013) • Prior Learning Assessment (1999) • Standards for Awarding Camosun College Credentials (2005) • Student Appeals (2003) • Work Integrated Learning (2010)
Discussion Points	<ul style="list-style-type: none"> • Policies out of date, not being implemented as they are • Emerging areas/fields of academia that have no policy • Is EdCo adopting its full role? • Now have time to tackle (new ICC frees up time). • Not yet appropriate – no actions identified, who reviews, priorities, timelines based on what? • Which ones do we have authority over?

	<ul style="list-style-type: none"> • Which ones are prioritized and how? • Specific actions are not identified • Gap analysis of EdCo's responsibilities to see what is missing.
Communications	

Planning Priority 3:	Communication to and from Education Council	
Goal:	There is sufficient and appropriate communication with the College community. (<i>what is appropriate communication, need to research, how to respond, what do they need to know?</i>)	
Strategic Activities	To ...	
	Regular CamNews updates	suspect
	Communication between committees, board, etc.	no
	New Ed Approvals process	<ol style="list-style-type: none"> 1. Emphasize desire to create a smooth path. 2. Point of contact
	Mechanism for people to contact EdCo with perceived gaps in policy or governance related issues.	evaluation of those experience with EdCo (feedback loop)
	Provide information to people where to take things that are not purview of EdCo VS what we do is very clear to the college community	Regular EdCo annual visit to SCC EdCo responsibility to report back FAQ, Q&A, Contact List KISS, Service Directory
	Annual Report	Meh?
	Website more interactive – “this year we have a focus on ...”	
	Town hall, conversations with colleagues, etc. around a topic	Expansion/Focus/Opportunity
	SD Connect Site – How to get faculty involved in policy research, work, etc.	
Discussion Points		
Communications		

Planning Priority 4:	Committee Structure	
Goal:	Creation of sub-committee and ad-hoc committees to complete the work that needs to be done.	
Strategic Activities		
	How do the issues fit, link, or connect	

	with issues at ELT, SLC, CET, Board, etc.? Need this analysis of linking and consultation.	
	Invite other leaders to EdCo	
Discussion Points	<p>Committee Champions</p> <ul style="list-style-type: none"> • typically leadership, requires resource assignment • recognize needed/valuable expertise • reach out areas of organization, organization sensitivity <p>Resource challenged?? – timing</p> <ul style="list-style-type: none"> • determine what resources actually are available • financial implications • scheduled <p>Determine resource requirements:</p> <ul style="list-style-type: none"> • timelines are necessary • priority <p>EdCo member involvement</p> <ul style="list-style-type: none"> • time commitment, resource requirements for committee meetings • identification at EdCo meetings of prioritize 	
Communications		

Planning Priority 5:	Governance Work – set policies, standards, etc.; big picture	
Goal:	Influence the College at a higher level by raising Education Council's profile strategically	
Strategic Activities		
	Coordination with senior leaders at the table a few times a year to discuss this.	
	Retreat to bring the issues up.	
	Where do we see academic issues emerging so we can be proactive rather than reactive	
	Refresh of discussions of the past that inform how we do our work (i.e. learner-centered institution, education plan, etc.)	
Discussion Points		
Communications		

Curriculum Viewpoints Icebreaker Activity

	Strongly Agree	Agree	Disagree	Strongly Disagree
1: Our curriculum can change the community/world	<p>Change student lives</p> <p>New pathways</p> <p>Barriers – breakdown</p> <p>Transformational learning</p> <p>Strong = powerful personal studies.</p> <p>Community/employer positive ongoing relationships and impact</p>	<p>Curriculum is one thing but the environment, passion and delivery makes the difference</p> <p>Didn't strongly agree because we still have room to change and improve. Didn't strongly agree because we don't have a common understanding of how we are willing to change the world</p> <p>Other things are important in the context of changing the world</p> <p>Our curriculum will influence those who may be able to change the world</p> <p>We can be innovative and have all the elements of what can change the world but this objective has to be the only goal.</p> <p>We can be innovative and have all the elements of what can change the world but this objective has to be the only goal.</p> <p>Curriculum is the vehicle to change the world/community</p> <p>Can be a breeding ground to create ideas and opportunity to change the world</p>	<p>Too strong of a statement</p> <p>Curriculum is a pathway to an objective – it is the objective that will change.</p> <p>Curriculum may change people, but it is people who change community/world</p> <p>Actions change things</p> <p>Curriculum is controlled which seems contrary to change</p> <p>Is an institution “the best” at what they do, is it because of curriculum? Content is not what is different > it is often their people.</p> <p>Curriculum may change people, but it is people who change community/world</p> <p>Curriculum isn't action</p>	

	Strongly Agree	Agree	Disagree	Strongly Disagree
2: Our curriculum reflects our mission.	<p>We are comprehensive</p> <p>Access isn't perfect (that is why we don't strongly agree) or all-encompassing but we do provide access to our college knowledge and skills.</p>	<p>We are not certain we are outstanding in everything we do</p>	<p>Mission is limiting – curriculum reflects those limitations</p> <p>How do we decide what future economic and social needs are?</p> <p>How do we define community?</p> <p>Focus on knowledge for knowledge sake contracting and knowledge for economic sake is expanding.</p>	<p>We've reduced (& no literacy) service to the immigrant community</p> <p>Not innovative enough for new programming</p> <p>Content vs skills</p> <p>Struggle keep up basic employment programming</p> <p>We're not cutting edge – it's all tried n' true</p>
3: Our ability to deliver curriculum is facing a major threat.	<p>Expectations – students changing</p> <p>Financially driven not pedagogical</p> <p>Funding cuts</p> <p>Priorities – job focus versus broad education, knowledge for knowledge's sake</p> <p>Scheduling</p> <p>Technology</p> <p>Time</p>	<p>Budget existing curriculum cannot be effectively delivered (makes curriculum update <u>change</u> difficult)</p> <p>Does not appear to be a 'pro-education' political administration</p> <p>Changing credentials are needed to meet the needs of shifting demographics</p> <p>So curriculum progression for 'traditional' students doesn't reflect reality of mature students</p> <p>Roles of professional designations</p> <p>Programs are being updated – we are trying to keep them current</p> <p>PDD's – Professional designations, etc.</p>	<p>Need to turn any crisis /threat to an opportunity</p> <p>We have awareness of best practices and just need to harness them</p> <p>Change is inevitable – we have the capacity and will to navigate it</p> <p>Need to tap our learners to discover the opportunities</p> <p>If higher ed isn't valued is there opportunity?</p> <p>Not an omnibus threat – but threats exist</p> <p>There are some places/variables that affect some areas rather than others</p> <p>We are always able to develop and deliver curriculum</p>	

	Strongly Agree	Agree	Disagree	Strongly Disagree
			<p>Influence of government on curriculum is a threat but not a major threat</p> <p>Turnover of people creates voids as well as opportunities</p> <p>The way we deliver our curriculum can be a challenge – our students expect more</p> <p>Not always a threat but adaptation to times and circumstances</p> <p>There is opportunity in rebuilding</p>	
4: Our curriculum is current.			<p>Syllabus is outdated in many</p> <p>Currency sets the bar low – what is more relevant? Are we innovative? Are we meeting market needs? Are we flexible? Are we receptive? What does it mean to be current?</p> <p>Feel like we are just ‘catching up’</p> <p>We feel we are managing, surviving rather than thriving</p> <p>Pockets of thriving, surviving, excelling and places of great potential</p> <p>Cultures and presence of threat may influence creativity and growth so good to not so good.</p> <p>How do we define currency?</p> <p>How do we know we are current?</p>	

	Strongly Agree	Agree	Disagree	Strongly Disagree
5: Our delivery of curriculum stands on the threshold of opportunity.		<p>We're responsive to opportunities</p> <p>What's on the other side of that threshold?</p> <p>We have unlimited forms of teaching</p> <p>Are we ready to leap forward?</p> <p>Do we always recognize those opportunities though?</p>	<p>Abstention:</p> <p>Are we nimble (enough?)</p> <p>Are we on the edge?</p> <p>What is 'the opportunity'?</p> <p>Are we too attached to stability compared to innovation?</p> <p>What influences do we have on the circumstances that make us unviable?</p> <p>If higher education isn't valued, is there opportunity?</p>	