



# Agenda

Monday, Feb 16, 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. <a href="http://camosun.ca/aboriginal/territory.html">http://camosun.ca/aboriginal/territory.html</a></i>	Cynthia Wrate
4:02	Round-Table Check-In (3 min.)	Cynthia Wrate
4:05	Acceptance of Agenda (1 min.)	Cynthia Wrate
4:06	Minutes for approval (1 min.)	Cynthia Wrate
4:07	Reports (9 min.)	
	1. Education Council Chair (3 min.)	Cynthia Wrate
	2. VP Academic (3 min.)	John Boraas
	3. Board Member (2 min.)	Laylee Rohani
4:15	Committee Reports (5 min.)	
	1. Awards (nil)	Joanne Cumberland
	2. Educational Approvals Steering Committee (5 min.)	Karin Kaercher
	3. Education Council Policy and Standards Committee (nil)	Cynthia Wrate
4:20	Integrated Curriculum Committee Report (35 min.)	Karin Kaercher
	1. Curriculum Presentation for Information and Acknowledgement (nil)	
	2. Curriculum Recommended for Approval (5 min.)	Karin Kaercher
	• Program Cancellation: Associate of Arts, Criminal Justice	
	3. Issues Arising from Curriculum Review (nil)	



TIME	ITEM	PRESENTER
4:25	<b>Presentations and/or Discussions (xx min.)</b>	
	<b>1. Briefing – Adding an Indigenous Voice to Education Council (60 min.)</b> <ul style="list-style-type: none"> <li>What voice do we want? What options are there?</li> <li>How do we go about achieving this?</li> <li>What are our timelines?</li> <li>What other considerations are there?</li> </ul>	Cynthia Wrate
6:00	<b>Meeting Adjourned</b>	Cynthia Wrate

**Next Meeting:*****Regular Meeting***

Monday, Mar 16, 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 - **Regrets**

Leslie Martin, Support Staff

Lisa Robertson, Faculty - **Regrets**

Nicole Greengoe, Administration

Patrick Jones, Faculty

Sarah Lindsay, Student

Shohreh Hadian, Faculty

Stephen Bishop, Faculty

Steven Rumpel, Administration

Rachael Grant, Student

Todd Ormiston, Faculty - **Regrets**

Tony Vernon, Faculty

Vicky Qu, Student - **Regrets****Non-Voting Council Members**

Peter Lockie, President

Laylee Rohani, Board of Governors - **Regrets**

Shelley Butler, Permanent Secretary

Karin Kaercher, ICC Chair (*Regular Guest*)**Guests****For Information:****Education Council Executive:****Chair:** Cynthia Wrate, Business, Interurban, 370-4134, [wratec@camosun.bc.ca](mailto:wratec@camosun.bc.ca)**Vice-Chair:** Stephen Bishop, Health & Human Services, 370-3113, [bishops@camosun.bc.ca](mailto:bishops@camosun.bc.ca)**ICC Chair:** Karin Kaercher, CETL, 370-3365, [kaercher@camosun.bc.ca](mailto:kaercher@camosun.bc.ca)**VP Academic:** John Boraas, Office of VP, Interurban, 370-4543, [boraas@camosun.bc.ca](mailto:boraas@camosun.bc.ca)**Permanent Secretary:** Shelley Butler, Office of VP Academic, Interurban, 370-4690, [edapprovals@camosun.bc.ca](mailto:edapprovals@camosun.bc.ca)If you cannot attend please inform Shelley Butler @ 370-4690 or [butler@camosun.bc.ca](mailto:butler@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, Jan 19, 2015

4:00-6:00 pm

CC 321, Interurban

## Present

Carly Hall, Faculty  
 Leslie Martin, Support Staff  
 Cynthia Wrate, Faculty  
 Dominic Bergeron, Administration  
 Hannah Thomson, Student  
 Joanne Cumberland, Support Staff  
 John Boraas, Administration  
 Karin Kaercher, ICC Chair (*Regular Guest*)  
 Laylee Rohani, Board of Governors

Nicole Greengoe, Administration  
 Rachael Grant, Student  
 Sarah Lindsay, Student  
 Shelley Butler, Permanent Secretary  
 Stephen Bishop, Faculty  
 Todd Ormiston, Faculty  
 Tony Vernon, Faculty

## Regrets/Absent

Craig Derksen, Faculty  
 Lisa Robertson, Faculty  
 Patrick Jones, Faculty  
 Peter Lockie, Interim President

Shohreh Hadian, Faculty  
 Steven Rumpel, Administration  
 Vicky Qu, Student

## Guests

Mary Byrne, Arts and Science  
 Elaine Paterson, Business  
 Carl Everitt, Business

Janice Simcoe, IECC  
 Ian Humphries, IECC  
 Richard Stride, Business

## ITEM

## PRESENTER

### A. Call to order and declaration of quorum

Cynthia Wrate

The Regular Meeting was called to order at 4:03 by Cynthia Wrate, Education Council Chair.  
 Quorum was reached at 4:12.

### B. Acknowledgement of Coast Salish Territory

Cynthia Wrate

*Cynthia acknowledge 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. <http://camosun.ca/aboriginal/territory.html>*

### C. Acceptance of Agenda

Cynthia Wrate

The Jan 19, 2015 agenda was accepted via unanimous consent, with the change of Richard Stride

ITEM	PRESENTER
presenting the ICC Report of Steven Rumpel.	
<b>D. Integrated Curriculum Committee Report</b>	<b>Richard Stride</b>
<b>Curriculum Recommended for Approval</b>	<b>Mary Byrne</b>
	<b>Elaine Paterson</b>
<b>PRESENTATION</b>	<b>Carl Everitt</b>
Mary Byrne presented the proposed Diploma in Music Performance program. Questions and discussion did follow.	<b>Richard Stride</b>
<p><b>Motion</b></p> <p>It was moved and seconded by the Integrated Curriculum Committee that Education Council approves changes to following curriculum :</p> <ul style="list-style-type: none"> <li>• Diploma in Music Performance (IDS 563) – New program</li> <li>• New Courses: <ul style="list-style-type: none"> <li>○ MUSC 104 (IDS 569), MUSC 105 (IDS 576), MUSC 106 (IDS 603), MUSC 107 (IDS 604), MUSC 108 (IDS 605), MUSC 109 (IDS 606),</li> <li>○ MUSC 110 (IDS 607), MUSC 111 (IDS 608), MUSC 112 (IDS 570), MUSC 113 (IDS 577), MUSC 114 (IDS 571), MUSC 115 (IDS 578),</li> <li>○ MUSC 120 (IDS 574), MUSC 124 (IDS 575), MUSC 125 (IDS 582),</li> <li>○ MUSC 130 (IDS 572), MUSC 131 (IDS 579), MUSC 132 (IDS 573), MUSC 133 (IDS 580),</li> <li>○ MUSC 140 (IDS 609), MUSC 141 (IDS 610), MUSC 142 (IDS 611)</li> <li>○ MUSC 160 (IDS 612), MUSC 161 (IDS 613)</li> <li>○ MUSC 204 (IDS 584), MUSC 205 (IDS 594), MUSC 206 (IDS 614), MUSC 207 (IDS 615), MUSC 208 (IDS 616), MUSC 209 (IDS 617),</li> <li>○ MUSC 212 (IDS 588), MUSC 213 (IDS 597), MUSC 214 (IDS 590), MUSC 215 (IDS 599), MUSC 216 (IDS 589), MUSC 217 (IDS 598), MUSC 218 (IDS 591), MUSC 219 (IDS 600),</li> <li>○ MUSC 220 (IDS 583), MUSC 221 (IDS 592), MUSC 222 (IDS 601), MUSC 223 (IDS 618), MUSC 224 (IDS 593), MUSC 225 (IDS 602),</li> <li>○ MUSC 230 (IDS 585), MUSC 231 (IDS 595), MUSC 232 (IDS 586), MUSC 233 (IDS 596),</li> <li>○ MUSC 240 (IDS 619), MUSC 241 (IDS 620), MUSC 242 (IDS 621), MUSC 243 (IDS 622), MUSC 244 (IDS 623), MUSC 245 (IDS 624), MUSC 246 (IDS 625)</li> <li>○ MUSC 250 (IDS 626), MUSC 251 (IDS 627), MUSC 252 (IDS 628), MUSC 253 (IDS 629), MUSC 254 (IDS 630), MUSC 255 (IDS 631), MUSC 256 (IDS 632), MUSC 257 (IDS 633), MUSC 258 (IDS 634),</li> <li>○ MUSC 260 (IDS 635), MUSC 261 (IDS 636), MUSC 262 (IDS 637), MUSC 263 (IDS 638), MUSC 264 (IDS 639), MUSC 265 (IDS 640), MUSC 267 (IDS 641),</li> <li>○ MUSC 276 (IDS 587),</li> <li>○ MUSC 290 (IDS 642)</li> </ul> </li> <li>• Certificate in Music Technologies (IDS 564) and MTEC 100 (IDS 553), MTEC 210 (IDS 554) MTEC 212 (IDS 555), MTEC 214 (IDS 556), MTEC 220 (IDS 557), MTEC 224 (IDS 562) – Cascading changes as a result of the new Diploma in Music Performance.</li> </ul> <p style="text-align: right;"><b>Motion Carried</b></p>	

ITEM	PRESENTER
<p><b>PRESENTATION</b></p> <p>Elaine Paterson presented the proposed Certificate in Digital Marketing program. Questions and discussion followed.</p> <p><b>Motion</b></p> <p>It was moved and seconded by the Integrated Curriculum Committee that Education Council approves changes to following curriculum :</p> <ul style="list-style-type: none"> <li>• Certificate in Digital Marketing (IDS 391) – New Program</li> <li>• New Courses - BSCM 751V (IDS 392), BSCM 753V (IDS 393), BSCM 755V (IDS 394), BSCM 757V (IDS 396), BSCM 759V (IDS 397), BSCM 761V (IDS 398), BSCM 763V (IDS 399), BSCM 765V (IDS 400), BSCM 767V (IDS 402), BSCM 769V (IDS 769V), BSCM 775V (IDS 404)</li> </ul> <p style="text-align: right;"><b>Motion Carried</b></p>	
<p><b>PRESENTATION</b></p> <p>Carl Everitt presented the proposed Post-Degree Diploma in Applied Tourism and Hospitality Management program. Questions and discussion followed.</p> <p><b>Motion</b></p> <p>It was moved and seconded by the Integrated Curriculum Committee that Education Council approves changes to following curriculum :</p> <ul style="list-style-type: none"> <li>• Post-Degree Diploma (PDD) in Applied Tourism and Hospitality Management (IDS 694)) – New Program</li> <li>• New Courses – TMGT 221 (IDS 702), TMGT 361 (IDS 704), TMGT 370 (IDS 705), TMGT 499 (IDS 706), BUS 314 (IDS 697)</li> <li>• Revised Courses – TMGT 240 (IDS 703), BUS 261 (IDS 695), BUS 290H (IDS 696), BUS 480 (IDS 698), BUS 485 (IDS 699), HMGH 285 (IDS 700), MARK 385 (IDS 701) – revisions to support new PDD</li> </ul> <p style="text-align: right;"><b>Motion Carried</b></p>	
<p><b>REGULAR CURRICULUM</b></p> <p><b>Motion</b></p> <p>It was moved and seconded by the Integrated Curriculum Committee that Education Council approves changes to following revised curriculum :</p> <p><b>Motion</b></p> <p>It was moved and seconded by the Integrated Curriculum Committee that Education Council approves changes to following revised curriculum :</p> <ul style="list-style-type: none"> <li>• Bachelor of Science in Nursing (IDS 383), NURS 332 (IDS 384), NURS 342 (IDS 385), NURS 360 (IDS 386), NURS 380 (IDS 387) – revisions to support preparation for accreditation and student success</li> <li>• Associate Degree of Arts – Creative Writing (IDS 728) – Program Cancellation</li> <li>• CRWR 159 (IDS 727) – revision to title, description and learning outcomes</li> <li>• ENGL 092 (IDS 669) and ENGL 094 (IDS 708) – update learning outcomes</li> <li>• BUS 241 (IDS 426), ACCT 220 (IDS 558), ACCT 320 (IDS 559), ACCT 420 (IDS 560) - revision to address requirements of external body</li> </ul>	

ITEM	PRESENTER
<ul style="list-style-type: none"> <li>Advanced Diploma in Human Resource Management (IDS 565), Post Degree Diploma in Business Admin, HRML (IDS 566) – Add ACCT 161 to program</li> <li>Bachelor of Sport and Fitness Leadership (IDS 684) – revisions to eliminate redundancy, allow for more specific content knowledge, and provide more flexibility via electives. <ul style="list-style-type: none"> <li>Diploma in Exercise and Wellness (IDS 690) and Diploma in Sport Management (IDS 685) – revisions to align with the degree changes in the BSFL.</li> <li>New Course - SFL 489 (IDS 687), SPEX 240 (IDS 691), SPEX 291 (IDS 688), SPEX 450 (IDS 689), SPMA 234 (IDS 686)</li> <li>Revised Course – SPMA 200 (IDS 693) – Short Description and Pre-req.</li> </ul> </li> <li>Diploma in Sport Performance (IDS 683) – Description and Content revisions.</li> </ul> <p style="text-align: right;"><b>Motion Carried</b></p>	
<b>E. Presentations and/or Discussions</b>	
<p><b>1. Indigenous Education and Community Connections –Viewbook Presentation</b>  Janice Simcoe and Ian Humphries co-present present Eyē? Sqā’lewen and the IECC viewbook (<a href="http://camosun.ca/learn/school/indigenous-education-community-connections/about/publications/IECCviewbook.pdf">http://camosun.ca/learn/school/indigenous-education-community-connections/about/publications/IECCviewbook.pdf</a>). Highlights of the presentation included the services we provide students, our community connections, our programs and courses, our special projects, Indigenization and Indigenous research. Questions followed.</p>	<b>Janice Simcoe and Ian Humphries</b>
<p><b>2. Indigenization of Education Council Briefing</b>  Cynthia introduced the concept of bringing an Indigenous voice to the Education Council governance table. She requested Education Council members review the briefing document and additional supporting documents with the intent to come to the February Education Council meeting for a more robust discussion on the topic.</p>	<b>Cynthia Wrate</b>
<p><b>F. Minutes for approval</b>  The Dec 15, 2014 minutes were approved via unanimous consent.</p>	<b>Cynthia Wrate</b>
<p><b>G. Next Meeting</b>  <b>Regular Meeting</b>  Monday, Mar 16, 4-6, CC 321, Interurban</p>	<b>Cynthia Wrate</b>
<p><b>H. Adjournment</b>  The Meeting adjourned at 6:01 pm.</p>	<b>Cynthia Wrate</b>



EX-250-003-001-002

Jan 14, 2014, 1:00-2:30, Paul 216, Lansdowne

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

**Regrets/Absent:** Amar Bouallouche

**Guests:** nil

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## A. CURRICULUM FOR FULL RECOMMENDATION

### REGULAR CURRICULUM

#### Motion

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

- Program Cancellation: Associate of Arts, Criminal Justice

*Curriculum Change Documents are viewable  
in the [EdCo Curriculum Documents folder](#) on the EdCo Sharepoint site*

***Note – not all documents may be posted to the folder as they are in progress.  
To view documents not listed in the folder go to [\\nas2\cecp\](#) and  
search by School folder, then Program or Course***

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





EX-260-001-006

## Education Council Briefing Notes

**Submitted by:** John Boraas, VP Education

**Date:** Feb 16, 2015

**Topic:** Program Cancellation

**Decision Being Sought:** Request for Education Council to approve the cancellation of the following program credential:

- *Associate Degree of Arts – Criminal Justice*

**Background:** At this time I am bringing forward the **Associate Degree of Arts – Criminal Justice**

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The *Associate Degree of Arts – Criminal Justice* credential was first offered in 1994. It was created as a specialized option for a targeted group of students transferring to post-secondary institutions to complete their degree. That option is now covered off by the Diploma in CJ.

The request for cancellation was reviewed by the ICC on Jan 14, 2015 and it was recommended for full approval.

**Request for Motion to approve the CANCELLATION of:**

Associate of Arts Degree – Criminal Justice (IDS 730)

**Program Cancellation Form (Major Change)****ID 730**

The cancellation of a program occurs when a program is no longer offered by the college and is removed from the list of program offerings. It is intended to be permanent. Refer to the Program Suspension and Cancellation Policy – E-1.11 for more info.

**Cancellation Process:**1. Program Suspended  
(1 or more intakes)2. Dean (or Designate)  
Gathers Information3. Dean (or Designate)  
Completes Form & Prepares  
Presentation4. VP Ed & SS  
Recommends5. School Curriculum  
Committee Presentation6. CCC / EdCo Presentation  
& Recommendation7. Board of Governors  
Approves8. Dean (or Designate)  
implements communication  
process**Credential Name(s): Associate of Arts Degree – Criminal Justice****School: A&S****Dept: Criminal Justice****Programs are generally suspended before they are cancelled.** Please complete if this program has been suspended.**Suspension Approval Date:****Last Intake of Students in this Credential prior to Cancellation:**
☒ Sept ☐ Jan ☐ May ☐ July ☐ 2013 ☐ 2014 ☐ 2015 ☐ 2016 ☐ **Other: 2012**
☐ **Clip the most recent copy (single-sided) of the Program Outline to this form (single-sided).**
☐ **Include any course cancellations/revisions (completed single-sided Course Change Forms and Course Descriptions) as a result of this change with this submission.**
☐ **Complete the Questions below** - Attach supporting documents if available.

**1. Has this credential been replace/restructured into another credential? (yes/no) Explain.**

ADArts Crim is an exit credential. All Criminal Justice program students are coded as CJ. The AD Arts General credential will continue to be offered. The current Diploma in Criminal Justice delivers multiple academic options.

**2. When (i.e. date) was the credential(s) first offered?**

1994.  
Last intake Sep 2012. Suspended May 2013.

**3. Why was the credential(s) created? Was there a student/employer need? Was a needs analysis done? Why or why not? Please explain.**

ADArts Crim was a specialized option for a targeted group of students transferring to post-secondary institutions to complete their degree. That option is now covered off by the Diploma in CJ.

**4. How was the program received when first offered and over subsequent years? Were there formal or informal Program Reviews? What has the history of this credential(s) been?**

The program was well received, but the format of the Associate Degree precluded curriculum that was available to diploma students only (seminars). Adjustment to program content of the diploma makes a specialized ADArts Crim redundant.

**5. What internal and/or external forces have come into being that have led you to cancel this credential(s)? Was cancellation the only option? Were their competing priorities?**


The revised Diploma in Criminal Justice meets the transferability needs of the ADArts Crim option therefore we only need to offer one style of criminal justice program.

**6. Note any additional information related to consultation feedback from students, employers, PAC's, School Curriculum Committees, affected faculty and staff, Unions, College service depts., and administration.**

At the time the ADArts Crim was suspended in May 2013, the expectation is that it would eventually be cancelled.

**7. Note any additional information related to Program Performance Measures - student demand, graduate employment/transfer to further studies, cost effectiveness, student and employer satisfaction levels, availability of alternate program providers, and other relevant program data.**

Recruitment is enhanced by a single strong program to serve students who wish to exit to a career or complete a degree. Any demand for ADArts Crim is redirected to the Diploma in Criminal Justice. The website only contains information about the diploma program.

8. Identify any impacts to staff, faculty, technology, and other resources, as a result of the cancellation. Clearly identify all impacts.	There is no workload impact on employers or instructors.	
9. Articulate a Transition & Communication Plan for any students impacted by this cancellation.	ADArts Crim is an exit credential. The criminal justice webpage will illustrate various transfer options and requirements of receiving institutions. Students are advised to consult with the department.	
NAMES	SIGNATURES	DATE
Dept Chair: Eva Wilmot	Eva Wilmot (via email)	Jan 6, 2015
Dean(s) of Other Affected Depts <i>(add more rows if needed)</i> <input checked="" type="checkbox"/> Not applicable		
School: Arts & Science		
Comments by Other affected Departments (attach additional sheets if necessary): n/a		
Dean: Dominic Bergeron		Jan 6, 2015
VP Ed: John Boraas		
ICC Chair:		
EdCo Chair:		
Board Approval Date:		

**Presentation:**

The Dean (or Designate) will be required to present a short formal presentation on the cancellation to the College Curriculum Committee and Education Council. This is intended to ensure cancellation decisions are made in a respectful, timely, and considered manner.

See also the program outline for Diploma in Criminal Justice

Approved by EdCo: Dec 2007

Approved by EdCo: Feb. 16, 2012

**Suspended May 2013**

Students should consult an Academic Advisor to develop their educational plan.

### Year 1 Associate Degree in Criminal Justice and Diploma in Criminal Justice

<u>1st Semester</u>	Credits
CRIM 150 Administration of Justice	3.0
CRIM 154 The Criminal Justice System	3.0
ENGL 151 Academic Writing Strategies	3.0
PSYC 110 Experimental Psychology	3.0
SOC 100 Social Structure & Organization	3.0
Total Credits	15.0

<u>2nd Semester</u>	Credits
CRIM 166 Introduction to Criminology	3.0
CRIM 170 Law & Legal Institutions	3.0
CRIM 188 Issues in Criminal Justice	3.0
PHIL 110 Logic and Critical Thinking	3.0
PSYC 130 Contemporary Issues	3.0
Total Credits	15.0

### Year 2 Associate Degree in Criminal Justice

<u>3rd Semester</u>	Credits
CRIM 252 Correctional Services	3.0
CRIM 270 Criminal Law	3.0
ENGL 161 Literary Genres	3.0
OR ENGL 163 Literary Canons and Contexts	3.0
<b>OR ENGL 164 Indigenous Literature</b>	<b>3.0</b>
MATH 116 Elementary Statistics	4.0
Any non-English humanities elective	3.0
Total Credits	16.0

<u>4th Semester</u>	Credits
ANTH 250 Forensic Anthropology	3.0
CRIM 254 Youth Offenders & Justice	3.0
OR	
CRIM 274 Law Enforcement	3.0
OR	
CRIM 286 Women & Criminal Justice	3.0
PSYC 201 Research Methods in Psychology	3.0
PSYC 252 Criminal and Deviant Behaviour	3.0
SOC 250 Sociology of Deviance	3.0
Total Credits	15.0

Associate Degree courses must be transferable, in the year taken, to at least one BC Research University (UVic, SFU, UBC Vancouver or Okanagan, UNBC). Use the BC Transfer Guide to confirm transfer eligibility.

Students planning on transferring to another institution with Camosun College's Associate Degree should consult with that institution to determine whether the individual courses taken will be applicable to their final educational goal.



## Education Council Briefing Notes

**Submitted by: Cynthia Wrate**

**Date:** Jan 19, 2015

**Topic:** Indigenization and Education Council

### ***Background:***

Camosun College has a deep commitment to post-secondary opportunities for Indigenous students and relationships with Indigenous communities. This commitment is articulated in the college's Indigenization Plan, and demonstrated through the work of the Centre for Indigenous Education and Community Connections.

The Government of British Columbia's support for Indigenization is demonstrated through the appointment of an Indigenous voice on the College Board of Governors.

***In recognition of the academic policy-setting mandate of Education Council, the question has been asked whether there is opportunity to support the recognition, respect, acknowledgment and integration of Indigenous worldviews into the development of academic policy through the addition of the college Indigenous Coordinator as dedicated Indigenous representation on Education Council.***

The following document introduces background materials to support discussion regarding:

- a) the factors influencing the addition of an Indigenous voice to Education Council
- b) the legislative conditions guiding the composition of Education Council

### ***College factors***

In April, 2013 Camosun College published its current Indigenization Plan. The plan identifies Indigenization as "the process by which Indigenous ways of knowing, being, doing, and relating are incorporated into the educational, organizational, cultural, and social structures of Camosun College. Indigenization broadens the college and its communities' capacity to recognize, respect, acknowledge and integrate Indigenous worldviews.

Depicted as a four corner-post house model, Indigenization is reflective of the traditional longhouses of the Lkwungen, Esquimalt, and W SÁNEĆ peoples upon whose territories the college resides.

The four corner posts represent four major functions of the college: **curriculum development and delivery;** services for students; **policy and strategic planning;** and employee learning and education."

<http://camosun.ca/learn/school/indigenous-education-community-connections/about/publications/indigenization-plan13.pdf>

<http://camosun.ca/learn/school/indigenous-education-community-connections/index.html>

Numerous actions are underway across the college to support this overarching vision, including extensive advisory work with developers of curriculum in order to support the recognition, respect, acknowledgement and integration of Indigenous worldviews in the development of curriculum.

*Socio-Political factors*

In 2005, the Government of British Columbia committed to “bridging the gaps that denied Aboriginal people their rightful place in our society.” The commitment is articulated through the **New Relationship** with First Nations, **The Transformative Change Accord** and the **Métis Nation Relationship Accord**, which aim to substantially improve the circumstances of Indigenous people. The focus of these agreements is on partnership. The importance of post-secondary education in supporting the achievement of the goals of the New Relationship is articulated in the Aboriginal Post-secondary Education and Training Policy Framework and Action Plan.

[http://www.aved.gov.bc.ca/aboriginal/docs/Aboriginal\\_Action\\_Plan.pdf](http://www.aved.gov.bc.ca/aboriginal/docs/Aboriginal_Action_Plan.pdf)

*Legislative factors*

The composition of Education Council is identified in the BC College and Institute Act. The Act identifies opportunities to modify the composition of Education Council under specific parameters.

**Composition of an education council**

15 (1) On first being established, an education council **must have 20 voting members** as follows:

- (a) 10 must be faculty members elected by the faculty members;
- (b) 4 must be students elected by the students;
- (c) 4 must be educational administrators appointed by the president;
- (d) 2 must be support staff elected by the support staff.

(2) After an education council is established, the number of its faculty member, educational administrator and support staff **voting members** having **terms of more than one year**, and of its student voting members, **may be increased or decreased if**

- (a) the increase or decrease is agreed to by the president and a majority vote of the voting members of the education council,
- (b) **the number of voting members after the increase or decrease is apportioned to represent faculty members, students, educational administrators and support staff respectively in the same ratios as under subsection (1),**
- (c) **the new faculty member, student and support staff voting members, if any, are elected** by the faculty members, students and support staff respectively, and the new educational administrator voting members, if any, are appointed by the president, and
- (d) the total of voting members exclusive of those elected or appointed under subsection (3) is 20 or more.

(3) After an education council is established, the **number of its voting members may be increased for one year** if

- (a) the increase is agreed to by the president and a majority vote of the voting members of the education council,
- (b) these **new faculty member, student or support staff voting members are elected** by the faculty members, students and support staff respectively, and these new educational administrator voting members, if any, are appointed by the president, and
- (c) these new voting members are deemed not to be voting members for the purposes of a vote under subsection (2) (a) or this subsection.

(4) The president is a non-voting member of the education council.

(5) The board may appoint one person to be a non-voting member of the education council to serve for one year.

[http://www.bclaws.ca/EPLibraries/bclaws\\_new/document/ID/freeside/00\\_96052\\_01#section24](http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96052_01#section24)

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

**For discussion and identification of options to move this forward to a decision in the near future.**

**From:** [Ian Humphries](#)  
**To:** [John Boraas](#)  
**Cc:** [Janice Simcoe](#); [Cynthia Wrate](#); [Corrine Michel](#); [Shelley Butler](#); [Kimberly Eden](#)  
**Subject:** EDCO presentation re: Indigenization Coordinator Monday Night - John to introduce?  
**Date:** Saturday, January 17, 2015 11:45:38 AM  
**Importance:** Low

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Hi John,

Janice and I will be attending EDCO on Monday night at 4:55pm for 20 minutes to introduce Eyē? Sqâ'lewen: The Centre for Indigenous Education & Community Connections, and this year's Eyē? Sqâ'lewen View Book.

With respect to the scheduled 5:15pm EDCO conversation about the idea of having an official Indigenous voice on EDCO, given the importance of the topic, **I was wondering if you wanted to introduce the topic for discussion as VP Education?** Please let me know when convenient.

Key points that could be referenced in the introduction could include some of the following:

- College and Institutes Canada's recent development of an Indigenous Education Protocol for Colleges and Institutes
  - Signatory Institutions are expected to:
    - Commit to making Indigenous education a priority
    - **Ensure governance structures recognize and respect Indigenous peoples**
    - **Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.**
- [The Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future](#) is the blueprint put out in 2013 by AVED for Aboriginal adult education. It has five goals including:
  - **Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities**
  - Community-based delivery of programs is supported through partnership between public post-secondary institutions and Aboriginal institutes and communities
  - Aboriginal learners transition seamlessly from K-12 to post-secondary education
  - Financial barriers to accessing and completing post-secondary education and training are reduced for Aboriginal learners
  - Continuous improvement is based on research, data-tracking and sharing of leading practices. (p. 13)
  - One of its principles is "Recognition that First Nations, Metis, and Inuit peoples are in the best position to inform the development of and decision-making around post-secondary education programs, policies and services for First Nations, Metis, and Inuit peoples, working collaboratively within existing governance structures." (p. 12)

- Within Goal 1, the Actions include: “Work with public post-secondary institutions and Aboriginal communities and organizations to increase Aboriginal voice in institutional governance and leadership by...Appointing Aboriginal people to public post-secondary institution boards.” (p. 16)
- The focus is on Boards and Aboriginal Advisory Councils. Camosun would be taking another leading step by including ongoing representation on its Education Council.
- Our Education Plan indicates the goal of our Indigenization Project is to ensure that all Aboriginal students see their world and realities reflected in the way that Camosun operates and that all non-Aboriginal students come away from Camosun better prepared to live alongside, negotiate with and build better relationships with Aboriginal people.
- Our Strategic Plan includes goals related to implementing our indigenization plan; continuing to support the Indigenization of our curriculum; and being regarded by First Nations as a valued friend, trusted partner and beneficiary of their wisdom and knowledge.

Thx. Ian.

Ian Humphries

Dean, School of Access

Co-leader, Eyē? Sqā'lewen: The Centre for Indigenous Education & Community Connections

Tel: 250-370-3297

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**From:** Janice Simcoe

**Sent:** Friday, January 16, 2015 7:00 PM

**To:** Ian Humphries

**Subject:** for the EdCo presentation re Indigenization Coordinator

*The Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future* is the blueprint put out in 2013 by AVED for Aboriginal adult education. It has five goals:

1. Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities
2. Community-based delivery of programs is supported through partnership between public post-secondary institutions and Aboriginal institutes and communities
3. Financial barriers to accessing and completing post-secondary education and training are reduced for Aboriginal learners
4. Aboriginal learners transition seamless from K-12 to post-secondary education
5. Continuous improvement is based on research, data-tracking and sharing of leading practices. (p. 13)

One of its principles is “Recognition that First Nations, Metis, and Inuit peoples are in the best position to inform the development of and decision-making around post-secondary education programs, policies and services for First Nations, Metis, and Inuit peoples, working collaboratively within existing governance structures.” (p. 12)



Within Goal 1, the Actions include:

“Work with public post-secondary institutions and Aboriginal communities and organizations to increase Aboriginal voice in institutional governance and leadership by...Appointing Aboriginal people to public post-secondary institution boards.” (p. 16)

The focus is on Boards and Aboriginal Advisory Councils. Camosun would be taking another leading step by including ongoing representation on its Education Council.

See you Monday.

Janice

**Janice Simcoe (Anishinaabe), BA., M.A** | Chair and Co-Leader

**Eyē? Sqâ'lewen:** The Centre for Indigenous Education & Community Connections  
Camosun College, Victoria, BC

250-370-3163 | [simcoe@camosun.bc.ca](mailto:simcoe@camosun.bc.ca) | [www.camosun.ca/aboriginal](http://www.camosun.ca/aboriginal)

**From:** [Ian Humphries](#)  
**To:** [Cynthia Wrate](#)  
**Cc:** [Shelley Butler](#); [Carly Hall](#); [Janice Simcoe](#)  
**Subject:** CIC Indigenous Education Protocol  
**Date:** Tuesday, January 20, 2015 8:47:34 AM  
**Importance:** Low

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Hi Cynthia,

As a follow up to last night's discussion at EDCO, here is a link to information regarding CIC's Indigenous Education Protocol for Colleges and Institutes:

<http://www.collegesinstitutes.ca/the-issues/indigenous-learners/approaches-and-exemplary-practices-to-guide-implementation/>

Thx. Ian.

Ian Humphries  
Dean, School of Access  
Co-leader, Eyē? Sqā'lewen: The Centre for Indigenous Education & Community Connections  
Tel: 250-370-3297