



Agenda

Monday, Mar 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. 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
4:06	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 (1 min.)	Karin Kaercher
	3. Education Council Policy and Standards Committee (nil)	Cynthia Wrate
4:20	Integrated Curriculum Committee Report (10 min.)	Karin Kaercher
	1. Curriculum Presentation for Information and Acknowledgement (nil)	
	2. Curriculum Recommended for Approval (10 min.)	Karin Kaercher
	<ul style="list-style-type: none"> Program Cancellation - Arts and Science Studies, Global Studies Other curriculum 	



TIME	ITEM	PRESENTER
	3. Issues Arising from Curriculum Review (nil)	
4:30	Presentations and/or Discussions (xx min.)	
	1. Adding an Indigenous Voice to Education Council (45 min.) <ul style="list-style-type: none"> Debrief of conversation and notes from last meeting: <i>What voice do we want? What options are there? How do we go about achieving this? What are our timelines? What other considerations are there?</i> Motion 	Cynthia Wrate
	2. Briefing – Letter of Agreement between JIBC and Camosun College For information only.	John Boraas
6:00	Meeting Adjourned	Cynthia Wrate
	Next Meeting: <i>Regular Meeting</i> Monday, April 20, 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 **regrets**
Hannah Thomson, Student **regrets**
Joanne Cumberland, Support Staff
John Boraas, Administration
Leslie Martin, Support Staff
Lisa Robertson, Faculty - **Regrets**
Nicole Greengoe, Administration - **Regrets**

Patrick Jones, Faculty
Sarah Lindsay, Student
Shohreh Hadian, Faculty
Stephen Bishop, Faculty
Steven Rumpel, Administration
Rachael Grant, Student
Todd Ormiston, Faculty
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

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, Feb 16, 2015

4:00-6:00 pm

CC 321, Interurban

Present

Carly Hall, Faculty
Cynthia Wrate, Faculty
Dominic Bergeron, Administration
Hannah Thomson, Student
Joanne Cumberland, Support Staff
Karin Kaercher, ICC Chair (*Regular Guest*)
Leslie Martin, Support Staff
Nicole Greengoe, Administration
Patrick Jones, Faculty

Peter Lockie, Interim President
Tony Vernon, Faculty
Rachael Grant, Student
Sarah Lindsay, Student
Shelley Butler, Permanent Secretary
Stephen Bishop, Faculty
Steven Rumpel, Administration

Regrets/Absent

Craig Derksen, Faculty
John Boraas, Administration
Laylee Rohani, Board of Governors
Lisa Robertson, Faculty

Shohreh Hadian, Faculty
Todd Ormiston, Faculty
Vicky Qu, Student

Guests

Ian Humphries, School of Access
Tag Kelt, Student Society

ITEM

PRESENTER

A. Call to order and declaration of quorum

Cynthia Wrate

The Regular Meeting was called to order at 4:04 by Cynthia Wrate, Education Council Chair.
Quorum was reached at 4:11.

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'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>

C. Round-Table Check-In and Welcome

Cynthia Wrate

Cynthia welcomed everyone and requested a roundtable check-in.

ITEM	PRESENTER
D. Acceptance of Agenda The Feb 16, 2015 agenda was accepted via unanimous consent.	Cynthia Wrate
E. Minutes for approval The Jan 19, 2015 minutes were approved via unanimous consent.	Cynthia Wrate
F. Reports	
1. Education Council Chair Cynthia reported that the Policy and Governance Committee currently is not meeting as we seek clarity around securing additional resources to do the work this committee needs done. We need these resources to develop policy and currently this process is in a state of limbo and budget development and review is underway.	Cynthia Wrate
2. VP Academic Nil	John Boraas
3. Board Member Peter Lockie and Cynthia Wrate gave a joint report on the Board activity as Laylee was unable to attend the meeting. They noted the board reviewed committee reports, enrolment reports and received an update on the trades building and trades building campaign. Of note is the new offering of innovation award, and the increasing shift we see in the number of international students from our domestic students. The next Board session will be on the Educational Programming Mix on March 2 in Young 216.	Peter Lockie and Cynthia Wrate
G. Committee Reports	
1. Awards Nil	Joanne Cumberland
2. Education Approvals Steering Committee Karin reported that the committee has been looking at how best to communicate with developers regarding the issue related to versioning of courses when making revisions. There is a move to pilot a process of documenting history for course changes. In addition, the committee is looking at what type of guidance would be useful to give developers regarding their presentation to ICC and EdCo. Work on both of these issues continues.	Karin Kaercher
3. Education Council Policy and Standards Committee Cynthia reiterated that the committee is waiting on a decision regarding resource support in the next budget cycle before moving forward on policy development.	Cynthia Wrate
H. Integrated Curriculum Committee Report Curriculum Recommended for Approval Program Cancellation: Karin presented the briefing for the cancellation of the Associate of Arts, Criminal Justice.	Karin Kaercher

ITEM	PRESENTER
Questions and discussion followed:	
<div><div>Motion</div><div>It was moved and seconded by the Integrated Curriculum Committee that Education Council recommend the approval of the cancellation of the Associate of Arts, Criminal Justice to the Board of Governors: Associate of Arts Degree – Criminal Justice (IDS 730)</div></div>	
	Motion Carried
I. Presentations and/or Discussions	
1. Adding an Indigenous Voice to Education Council	Cynthia Wrate
<p>Cynthia introduced the concept of bringing an Indigenous voice to the Education Council governance table. Education Council had a lengthy discussion on the question. Summary of the discussion is available in a separate document “Adding and Indigenous Voice to Education Council Discussion Notes, Feb 16, 2015”.</p> <p>Overall there is support for adding an Indigenous voice to Education Council; however, there does not appear to be consensus on if the voice should be a voting or a non-voting member, and if we should act in addition to the legislation or wait till the legislation is changed re. EdCo membership. It was also suggested we consult with the Ministry on our desire to do this for further clarification on our options.</p> <p><i>Action Item: Education Council Executive to seek a legal opinion from the College lawyer regarding our options to add this voice to the table.</i></p>	
J. Next Meeting	Cynthia Wrate
<p>Regular Meeting</p> <p>Monday, April 20, 4-6, CC 321, Interurban</p>	
K. Adjournment	Cynthia Wrate
<p>The Meeting adjourned at 6:00 pm.</p>	



EX-250-003-001-002

Feb 11, 2014, 1:00-4:00, CC 321, Interurban

Present: Lynda Warren, Dianne Biin, Shelley Butler, Andy van Neutegem, Pei Mei Chia, Yolina Denchev, Steven Rumpel (Acting Chair), Valerie Montague, Lea Quill

Regrets/Absent: Karin Kaercher, Connie Klassen, Amar Bouallouche

Guests: Dominic Bergeron (Arts/Sci), John Gordon (Trades/Tech), Rod Lidstone (Trades/Tech)

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 :

- PHYS 200 (IDS 762), PHYS 214 (IDS 763), PHYS 215 (IDS 764) – Course cancellations
- PSC 214 (IDS 760) – Course cancellation
- GSWS 204 (IDS 769), ENVR 244 (IDS 766) and ENVR 246 (IDS 767) – reduce pre-requisites

***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***

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: Mar 16, 2015

Topic: Program Cancellation

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

- *Diploma in Arts and Science Studies – Global Studies*

Background: The *Diploma in Arts and Science Studies – Global Studies* first intake was September 2013. The credential option was created as a response to consolidating interest in Global Studies as an academic discipline.

The Global Studies option of the Arts and Science Studies program appealed to students who wished to explore the complexities of global interconnectedness and to function comfortably in global contexts.

All Arts and Science Studies programs require that students successfully complete 20 (min 60 credits) 100-level or higher courses which must transfer to at least one BC post-secondary college, institute, or university per the British Columbia Council of Admissions and Transfer (BCCAT) guide at <http://www.bctransferguide.ca>. At least 14 of these 20 courses must be from disciplines offered through the School of Arts and Science. The Global Studies option required successful completion of 7 core courses, 4 electives with global themes and 9 electives that are subject to the Arts and Science Studies program requirements described above.

The request to cancel the program is based on the lack of number of students in the required program course GBST 200. The school has been unable offer this course to students due to low enrollment (in this and other “second year courses”) and therefore the overall demand for this credential is considered limited. As such it is proposed this credential option be cancelled. Note – As per current Camosun practice it is possible for students to receive this credential even after it has been cancelled. This may be done by request and involves substituting courses for those we were unable to offer.

The request for cancellation was reviewed by the ICC on Feb 11, 2015 and it was recommended for full approval.

Request for Motion to recommend the CANCELLATION of to the Board of Governors:

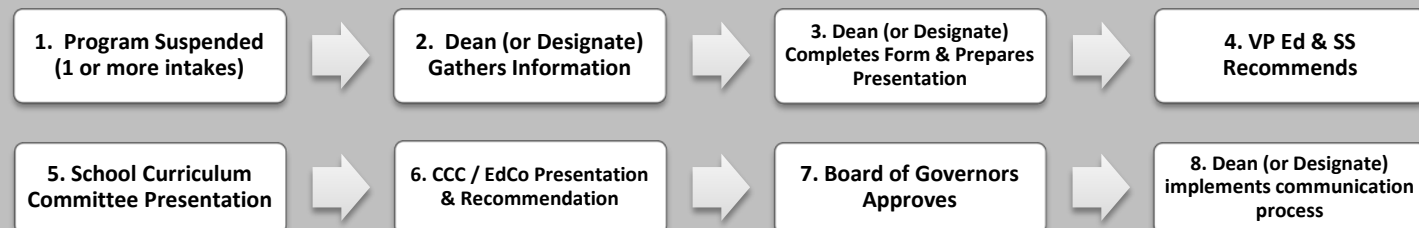
Diploma in Arts and Science Studies – Global Studies (IDS 724)

Program Cancellation Form (Major Change)

ID

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:



Credential Name(s): Art & Science Studies – Global Studies

School: A&S

Dept: Humanities

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:

- ☐ 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.	No. The ArtSci diploma will still meet the needs of students who have an interest in Global Studies.
2. When (i.e. date) was the credential(s) first offered?	With Sept 2013 as the first intake, potential graduates would be in April 2015; however, we did not run GBST 200.
3. Why was the credential(s) created? Was there a student/employer need? Was a needs analysis done? Why or why not? Please explain.	This credential option was created as a response to consolidating interest in Global Studies as an academic discipline. We never did a 'business case' study but it was determined, from feedback in many of our courses, that there was a demand for such a package that would give students recognition for taking courses in the global areas, something which would ladder into Global Studies options at most universities. The success of GBST 100 indicates we were thinking correctly. The problem was how to package and promote this area. The solution was to attach it to the A&S Studies diploma. We also never marketed this as a separate option. Hence, there was no incentive and no real mechanism for creating a cohort of students who could take selected courses and a whole bunch of secondary courses (electives) to obtain a credential recognizing them as having completed a global studies area. The interest remains strong in the area, but second-year courses are often cancelled because of lack of registrants.
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?	There was no program review of the GBST option. ArtSci is a part-time or full-time, university transfer program. Demand is measured by enrolment in individual courses.
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?	For the most part, a lack of numbers in GBST 200. We feel strongly that offering an option we would need to cancel every year causes problems and disappointment to students. This goes against the values of the School of Arts & Science.
6. Note any additional information related to consultation feedback from students, employers, PAC's, School Curriculum Committees, affected	A&S School Curriculum Committee supports the cancellation of the GBST option, and instead, via the website, promoting Global Studies as an academic discipline, along with Gender Studies and Canadian Studies as

faculty and staff, Unions, College service depts., and administration.	"spotlights" for focused areas of study. This will include lists of recommended courses in these areas.	
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.	There are 7 required courses in the GBST option. Of the 24 students currently coded as GBST year 2, only 2 have five courses completed. Sixteen (67%) have 0 or 1 (typically ENGL 151) completed.	
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 faculty. There will be a reduced need for Student Services as we transition from administering this option.	
9. Articulate a Transition & Communication Plan for any students impacted by this cancellation.	Students will be advised of their transfer options via the Humanities Department, Academic Advising, and the A&S office. Students can transfer their credits to a Diploma of A&S Studies or an AD Arts – General.	
NAMES	SIGNATURES	DATE
Dept Chair: Susan Johnston	S. Johnston (confirmed via email)	Jan 7, 2015
Dean(s) of Other Affected Depts (add more rows if needed) <input checked="" type="checkbox"/> Not applicable		
School: Arts & Science		
Comments by Other affected Departments (attach additional sheets if necessary):		
Dean: Dominic Bergeron		Jan 7, 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 Integrated Curriculum Committee and Education Council. This is intended to ensure cancellation decisions are made in a respectful, timely, and considered manner.



PROGRAM OUTLINE

Information from this Program Outline is used in College publications, such as the Web or Print Calendars. There may be a slight difference in wording or formatting between this Outline and various College Publications in order to meet the College's publication standards; however content should remain the same.

Education Council: Jan. 2013, Sep. 2013

Minor Approval: Apr. 2013

1. Program Code: ARTSCI - GBST

(Set by Student Services, departments should consult with Student Services prior to approval.)

2. Program Name: Arts & Science Studies - Global Studies

(must reflect the program)

3. Program Description:

(Including program length, general description, intended population, career opportunities, further studies, etc)

The Global Studies option of the Arts and Science Studies program will appeal to students who wish to explore the complexities of global interconnectedness and to function comfortably in global contexts.

All Arts and Science Studies programs require that students successfully complete 20 (min 60 credits) 100-level or higher courses which must transfer to at least one BC post secondary college, institute, or university per the British Columbia Council of Admissions and Transfer (BCCAT) guide at <http://www.bctransferguide.ca>. At least 14 of these 20 courses must be from disciplines offered through the School of Arts and Science.

The Global Studies option requires successful completion of 7 core courses, 4 electives with global themes and 9 electives that are subject to the Arts and Science Studies program requirements described above.

Students may study full-time or part-time. Full-time students may finish in less than two years if they elect to study year round.

4. Program Admission Requirements:

(Academic and/or Non-Academic Requirements that must be met to qualify to be admitted into the program.)

"C" in English 11 or ENGL 050 or ELD 072 and ELD 074; or Principles of Math 11 or Pre-calculus 11 or Foundations of Math 11 or Applications of Math 12 or MATH 137 or-MATH 073 or C+ in MATH 135 or MATH 072 or assessment.

Meeting only the Math or only the English admission requirement will limit options for course selection.

Please note that most arts courses require a "C+" in English 12, or "C" in ENGL 103 and ENGL 104, or ENGL 103 and ENGL 106, or ENGL 092 and ENGL 094, or ENGL 092 and ENGL 096, or ENGL 142, or ELD 092 and ELD 094, or ELD 097; or assessment.

5. Program Participation Requirements:

(Requirements that must be met throughout the program. Monitored by the Program.)

(Examples: lap tops, immunization, practicum requirements, licenses/qualifications, etc...)

6. Program Learning Outcomes:

At the completion of the program students will be able to...

Core Learning Outcomes for all Arts and Science Studies Programs

At the completion of the program students will be able to:

1. Articulate a personal academic or career learning plan and the required steps necessary to achieve it.
2. Identify when information is needed and then find, evaluate and appropriately utilize it.
3. Assess, evaluate and process information appropriate to the area(s) of study.
4. Solve problems relevant to chosen disciplinary applications.
5. Communicate clearly, concisely and coherently in a style appropriate for the purpose, situation and audience.

Additional Learning Outcomes for the Arts and Studies – Global Studies Program

At the completion of the program students will be able to:

1. Find, evaluate, and use scholarly sources pertaining to global issues.
2. Describe and use interpretive models and theoretical frameworks of globalization, and apply these tools to contemporary global issues.
3. Analyze and evaluate issues from a perspective of global awareness.
4. Work collaboratively with other students to understand, analyze, and solve problems.

7. Program Content:

(chart of courses (with "long" course titles, or "short" if no long exist), credits and student contact hours/wk, by Academic Term required to complete the program, note that Programs cannot exceed 25 student contact hours per week unless dictated by an external agency or educational partner)

Year 1		
Course		Credits
One of	ENGL 151 Academic Writing Strategies (F,W)	3
	ENGL 161 Literary Genres (F,W)	
	ENGL 163 Literary Canons and Contexts Intro to Literary Traditions (F,W)	
	ENGL 164 Indigenous Literature (F, W)	
GBST 100 Global Studies 1 (F or W)		3
One of	GEOG 102 Human Geography (F,W)	3
	GEOG 103 Globalization & World Regions (F,W)	
One of	HIST 102 World Civilizations 1, Pre 1450 (F)	3
	HIST 103 World Civilizations 2, Post 1450 (W)	
6 approved electives*		18
Total		30

Year 2		
Course		Credits

GBST 200 Global Studies 2 (F)	3
PSC 224 International Conflict (W)	3
SOSC 203 Service Learning and Global Issues (W)	3
7 approved electives*	21
Total	30

There are two conditions on the electives:

1. Students will choose **4 electives** from the following list of courses with global themes. Considering the breadth of this program, students are encouraged to choose electives from a minimum of 2 world regions (Asia, Europe/Middle East, Africa, and the Americas). Students are also encouraged to study a non-English language.

ANTH 220 Cultural and Social Anthropology
 ASIA 110 Traditional Asia-Pacific
 ASIA 111 Contemporary Asia-Pacific
 ASIA 211 Contemporary South-east Asia
 ASIA 216 Women in Asia
 ASIA 222 Contemporary China
 CHIN 100 Introduction to Chinese 1
 FREN 102 Basic French 1
 GEOG 240 Environment/Development - Asia
 GEOG 250 Latin America and the Caribbean
 HIST 104 Modern Middle East
 HIST 106 World History (1900-1945)
 HIST 108 World History (1945-2000)
 HIST 120 Europe from 1500-1789
 HIST 122 Europe: 1789 to Present
 HIST 230 United States History to 1865
 HIST 232 United States Since the Civil War
 JAPN 100 Introduction to Japanese I
 PSC 222 International Politics
 PSYC 288 Cultural Psychology
 REL 100 World Religions of the West
 REL 102 World Religions of the East
 SOC 200 Industrialization and Social Change
 SOC 211 Introduction to Africa
 SPAN 100 Basic Spanish 1

2. The **remaining 9 (min 27 credits) electives** may be any of the following:
 - a. courses with global themes from the above list or
 - b. suggested electives on the Global Studies website or
 - c. any 100-level or higher course that is transferable to at least one BC post secondary college, institute, or university per the British Columbia Council of Admissions and Transfer guide at <http://www.bctransferguide.ca>.

When choosing electives, note that at least 3 courses (min 9 credits) must be from disciplines offered by the School of Arts and Science in the categories of English, Humanities, Social Science and Science. These disciplines include Anthropology, Art,

Asia-Pacific Studies, Astronomy, Biology, Chemistry, Chinese, Communications, Creative Writing, Criminal Justice, English, Environmental Technology, French, Gender Studies, Geography, Geoscience, History, Japanese, Jazz, Korean, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Sociology, Social Work, and Spanish.

8. Delivery Arrangements:

May include campus location, mode (classroom, Distributed Ed, etc.), part-time/full-time, scheduling (evenings/weekends/semester/quarter/continuous intake, etc...)

Length: The Arts & Science Studies - Global Studies program is a full- or part-time program for which there is no set timeline. However, a student who requires more than 4 years (48 months) to complete the program will be required to meet the program completion requirements at the time of credentialing.

Location: Lansdowne and Interurban campuses, offsite locations, and distributed education

9. Is a (Co-operative/Internship) Work Experience Designation available for this program?

(Contact the Cooperative Education Department for more information on this option)

Cooperative Education Designation (yes/no): NO

Internship Designation (yes/no): NO

If yes to one or more above, please include a completed "**Cooperative Education Appendix**" (available at http://intranet/ed_prov/index.php) with this Program Outline.

10. Program Completion Requirements:

(Requirements that must be met before the credential will be awarded. Examples: GPA, total credits required, etc.) (note "a minimum GPA of 2.0 ("C") is the college standard to graduate from all GPA programs, unless otherwise stated")

All GPA Programs:

A minimum GPA of () is required to graduate from the program

Other Completion Requirements (GPA or Non-GPA Programs):

11. a. Credential Awarded:

Format – credential followed by program (then by work experience designation if applicable)
(e.g. "Certificate in ...", "Diploma in...", "Cooperative Education Designation", etc.)

Diploma in Arts & Science Studies - Global Studies

b. External Licensing Certifications:

(if applicable)

12. Special Notes:

(Example: Block Transfer Arrangements)

13. Recommended Information, Activities or Materials to Help Students to Succeed Throughout the Program:



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

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

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

Hi John,

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

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 | 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

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:

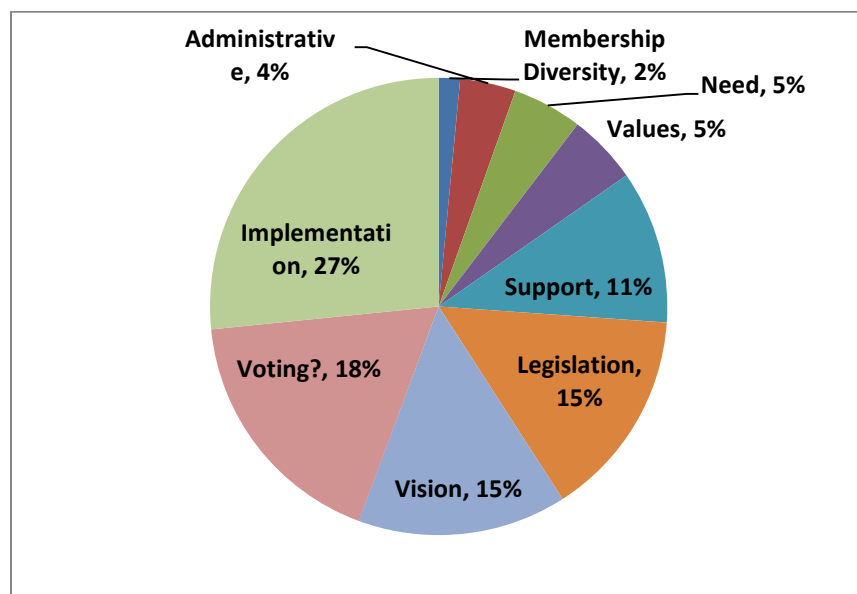
<http://www.collegesinstitutes.ca/the-issues/indigenous-learners/approaches-and-exemplary-practices-to-guide-implementation/>

Thx. Ian.

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

Education Council Meeting, Feb 16, 2015, 4:00-6:00, CC 321**Adding an Indigenous Voice on Education Council Discussion Notes**

Count	Theme	% of Comments
Membership Diversity	2	2%
Administrative	5	4%
Need	6	5%
Values	7	5%
Support	14	11%
Legislation	20	15%
Vision	19	15%
Voting?	23	18%
Implementation	35	27%
<i>Total</i>	<i>131</i>	<i>100</i>



Theme	Comment
Administrative	<ul style="list-style-type: none"> Great we are having this robust discussion Discussion is intended to help shape a motion to will be brought forward at the next meeting. Explore the question of adding an Indigenous voice to Education Council. We have a request for informational representation at this time. Openness to the discussion.
Implementation	<ul style="list-style-type: none"> Can we formalize an Indigenous voice on Education Council? Does a voice represent at special interest group? Good to have at the ICC level and Policy and Standards Committee level Hesitant to tie to job duty. What if they are not interested? How do we go about adding a voice to Education Council?

Theme	Comment
	<ul style="list-style-type: none"> • How might we do this? • Should not make a seat for someone who might not really want it. • The Board or Province does not have the “Indigenous Voice” formally written down anywhere. • The Indigenous Coordinator given their role at the college is a logical voice • There appears to be a conscious decision for the Province to appoint aboriginal representation on the Board. • There are a lot of Indigenous voices at the college? How do you pick “the one” • They can provide extensive advisory work and information development of policy, curriculum, etc. • We do have aboriginal representation on the ICC • We have a number of Indigenous voices at the college. • We have a responsibility to consult on matters that affect Education Council’s work. That does not change even with adding this one voice. • What are the opportunities to recruit an Indigenous voice representative vs appointing? • Perspective vs Representation. Better to view as bringing a perspective to Education Council. • Is “voice” a problematic term? Use of particular words is important. • Let’s look at the who, how and why. • Can the Indigenous Coordinator be looked as an Educational Administrator? • Challenge to add a voting member. Less challenging to add a non-voting member. • Put forward motion based on our own values, Strategic Plan, etc.. • What kind of aboriginal voice do we have in mind? What about students, staff, faculty? • Aboriginal voice – look to the Indigenous Coordinator. They are in a position to bring a range of perspectives to the table. • What are we asking about for that voice? How do we enable that voice? • How do we include a voice at a voting level? • We should consult with the Ministry and challenge them to look for ways to change this. • Need to update the legislation. • Someone should be appointed. Want even representation for students, support staff, faculty and admin. • How to go about in a meaningful and effective way. • Look how to make a voting member happen. May need to consult. • Indigenous Coordinator should be brought to the table immediately. • Look at the legislation to find a way. Speak with Ministry. • Use our partners, such as Council of Education Council to move this forward. • What are our next steps (to bring on a voting member)?

Theme	Comment
Legislation	<ul style="list-style-type: none"> Any discussion at Council of Education Councils on the legislation? We should work as a common voice on this. Council of Education Council may collectively support this; however legislation may lag. Diluting the representation on the council? The province should change the legislation if they feel so strongly about an aboriginal voice on Education Council. This will change the balance of the membership if it is an additional faculty member. We need to look to the College and Institute Act to guide our decision. We need to consider the question within the legislation. Challenge waiting for the legislation to catch up. Meet the legislation and go beyond it. Meet the legislation and go beyond it. (same comment) Meet the legislation and go beyond it. (same comment) Meet the legislation and go beyond it. (same comment) Meet the legislation and go beyond it. (same comment) If we step outside the bounds of legislation we should seek a legal opinion on the matter. May want or not want to wait for legislation. Does not support going outside legislation Legislation has put our Indigenous people in the current state they are in. We have hid behind legislation before. The legislation is outdated. How to not go against legislation Takes time to change legislation. Should begin consultation. Larger council okay if important to us.
Membership Diversity	<ul style="list-style-type: none"> Direct our efforts to recruiting Indigenous members on Education Council Education Council should do more to recruit more diverse membership
Need	<ul style="list-style-type: none"> A number of environmental shift have occurred. Is the time here to look at this? There is a new relationship with Indigenous people in the province and government. Desire for self-determination. There is a formal structure between nation to nation recognition that differs from other special interest groups. We have benefitted having aboriginal voices in the past years. What are others doing? Can we research this? What are the reasons for we might be looking to change the composition of Education Council? What has changed in our environment that has led us to this question?

Theme	Comment
Support	<ul style="list-style-type: none"> • Appreciate the intention • Excellent idea. Has to be done. • Great if we can formalize this more. • Support for. • Support this initiative. • Supportive • Supportive of this. • I do support it. • Seems like there is unanimous clarity on adding a voice. • Support general thrust of the proposal. • Support adding another member to Education Council. • Support the idea. Conflicting feelings though as outside the legislation. • Support • In favour
Values	<ul style="list-style-type: none"> • What would be the perception if we send a message back that we do not support adding an Indigenous voice? We may do some harm. • Surprised by the conversation, given we are located on FN territory, our stated values in our Strategic Plan, etc. Not seeing the downside to this. Not interested in what other EdCo's are doing. There is great value in us doing this. • Makes a clear statement about our values. • We need to live our values who we aspire to be. • What are our values? • Who do we want to be as an organization? • Desire to be consistent with the values of Camosun to include aboriginal voices within our governance structure.

Theme	Comment
Vision	<ul style="list-style-type: none"> • As a policy setting body, makes sense that aboriginal students be recognized and understood, and collaborative representation on Education Council makes sense. • Can Camosun become a leading institution in adding an Indigenous voice to Education Council? • Does an Indigenous voice contradict the role of Education Council members who are not supposed to represent where they come from? • Does an Indigenous voice contribute to Indigenization? • Does the role of the Indigenous Coordinator make sense as the Indigenous voice? • If we don't specify a group, we don't offend any groups. • Indigenization vs Indigenous? • Indigenization vs the Indigenous voice. They are different. • Should our governance structures recognize the aboriginal voice? • The Indigenous voice is a perspective that is important. Heed or not heed what they put forward. • We have some responsibility to ensure all voices are heard at Education Council. We should find ways to ensure voices are heard in all committee of Education Council. There is much to be gained from hearing from one another. • What about other groups (i.e. women, people of colour, disabilities, international students, etc.)? • What is the true purpose of the Indigenous voice? Do they represent the whole group? • Who is the best person to consult on the needs of aboriginal students? • Leading versus following • Intelligent risk to be a change agent. Someone is asking to sit at the table. We should welcome with open arms. Find a way to make this happen. • We lead and others will follow. Each entity has to decide where they sit. • Take a leadership role. • Majority of EdCo members want to bring an Indigenous voice to Education Council. • EdCo can demonstrate leadership

Theme	Comment
Voting?	<ul style="list-style-type: none"> • Ideally Education Council wants a voting member. • Voting vs non-voting doesn't matter • Voting vs non-voting needs to be resolved • What harm will there be if we include a non-voting indigenous voice at this time? • Go with a non-voting member. • Non-voting can be done. Far simpler to do that. • We can do a non-voting member, but we should look at making this a voting member. Encourage us to do that. • Non-voting member okay, but should look at making a voting member. This is participatory governance. • (same comment) Non-voting member okay, but should look at making a voting member. This is participatory governance. • (same comment) Non-voting member okay, but should look at making a voting member. This is participatory governance. • Put forward non-voting member • Give them one vote. There are number of other voices that can vote them down. • Who would argue about this voice? CUPE? Student Society? Their voices may be diluted if we add another faculty member. There may be a fight if we add a 21st voting member without changing the representation. • Desire to include voice at a voting level. • Worried about changing balance of the Education Council membership • Move for a non-voting member. • Have a seat as a voting member. • Voting member to reconcile the Indigenous voice. • Voting member. • Align with the Strat and Indig. Plans by bringing in a voting member. • Support voting member. Most appropriate way to go. • If take time to bring on a voting member, we should bring on non-voting member in the meantime. • Should have a rep at the table in either a voting or non-voting capacity. Ultimately should end up a voting role. • Should immediately get the non-voting voice at the table.



Education Council Briefing Notes

Submitted by: John Boraas

Date: March 16, 2015

Topic: Letter of Agreement between Justice Institute of BC (JIBC) and Camosun College

Background:

I am pleased to present a submission of a draft Letter of Agreement between Camosun College and JIBC for the offering of a collaborative Bachelor of Law Enforcement Studies (BLES). The letter of agreement outlines the objectives and principles, the curriculum and program design, the scholarly activity, the registration and learning resources, the policies and procedures, the communications and marketing, and the administration of the BLES.

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

The draft Letter of Agreement is presented for information only at this meeting. It is intended that a motion will be brought forward at the April Education Council meeting to support the signing of the Letter of Agreement

LETTER OF AGREEMENT

This Letter of Agreement (LOA) is made in the context of the existing Memorandum of Understanding and as of (Date), 2015 between:

Justice Institute of British Columbia (JIBC)
715 McBride Boulevard
New Westminster, BC V3L 5T4

and

Camosun College (CAM)
3100 Foul Bay Rd
Victoria, BC V8P 5J2

The parties have entered into the Letter of Agreement (hereafter referred to as “**LOA**”) to confirm and describe their commitment to working together collaboratively to meet regional needs and interests specific to the Bachelor of Law Enforcement Studies (BLES).

Article 1: Objectives and Principles

1. Each of the parties hereby confirms and acknowledges its respective interest and commitment to offer the BLES program in Victoria (Years 3 and 4), in a collaborative manner.
2. The impetus for this LOA is based on a desire to foster and develop collaboration where the regional mandate of CAM is maximized to the extent possible as well as recognizing the provincial justice and public safety mandate of JIBC.
3. The curriculum for the BLES is the (intellectual) property of JIBC and the degree conferred will be a JIBC degree. Transcripts and credentials will reflect the collaborative delivery.
 - a. Frequency of admissions to the program will be determined at the program level with recommendations to the Vice Presidents by June, 2015.
 - b. Initial planning focuses on a two-plus-two model with a goal of moving towards a more fulsome joint degree program.
 - c. Cohort one for Year 3 will commence Fall, 2016.
4. FTE counting for the BLES courses that are JIBC courses only will be JIBC counted. Those courses delivered as part of the degree by CAM will be counted by CAM.
5. The parties acknowledge and agree that relationships between the parties are of paramount importance and to this end the parties will:
 - 5.1 Engage from a place of mutual respect and shared values.
 - 5.2 Recognize that any financial arrangements will need to be acceptable to both parties and realistic within the context of existing realities and constraints.
 - 5.3 Promote and maintain open and timely communication.
 - 5.4 Encourage the early, effective, efficient and consensual resolutions at the appropriate level of decision making.

Comment [Is1]: John, not sure if we need this or not, and I would want to ensure this is accurate from our IR director as well

- 5.5 Commit to transparency in the relationship between the parties; and clearly delineate and allocate responsibilities and the expected role and function of each of the parties.

Comment [Is2]: This may be better in the MOU – thoughts?

Article 2: Commitments

The shared commitments of the two signatories include:

1. Curriculum/Program Design

- 1.1. Initial design is a two plus two whereby CAM graduates (and other graduates of applicable diploma programs) would apply into Year 3 of BLES
 - 1.1.1 CAM students in Year 2 can apply to Year 3 of BLES for the Fall cohort
 - 1.1.2 Subsequently, options for dual admission at Year 1 will be explored.
- 1.2 The credential awarded to graduates of BLES will be a JIBC credential with appropriate notations on parchments and transcripts of the collaboration.
- 1.3 Program review options will be explored and determined by September, 2016 with involvement of relevant units as applicable (e.g., Institutional Research)
 - 1.3.1 Program review leads from JIBC and CAM will establish annual and cyclical processes that contribute to respective institutional and shared learning for quality assurance and program enhancement.
- 1.4 Program chairs/coordinator (with Dean involvement as desired) will identify options for courses at CAM that could be electives or equivalents for 300/400 level credit based on the BLES Year 3 and 4 program matrix.
 - 1.4.1 Identification of course at CAM to developed for cross coding at the 300 or 400 level
 - 1.4.2 Respective educational governance committee/s will be involved as applicable.

2 Scholarly Activity

- 2.1 Where ever possible, qualified CAM faculty will be offered opportunities for involvement in students' capstone courses and/or other undergraduate research options.
- 2.2 Joint Ethical Review Board approvals will be utilized as appropriate for students' capstone courses.
- 2.3 Exploration of options and opportunities for additional scholarly activity and applied research will be undertaken.

3 Registration and Learning Resources

- 3.1 Locally hired faculty (with appropriate qualification and experience) will be integrated into the PCP program delivery whenever possible, including existing COTR faculty.
- 3.2 Initially, a block transfer agreement serves as the foundation for the two-plus-two program design.
- 3.3 Joint admissions will be explored over the next year whereby students could apply either to the CAM diploma or the JIBC BLES at Year one.
- 3.4 JIBC and CAM leads for Library will determined the best student-focused approach for use and access to learning resources (e.g., dual student cards, etc.)
- 3.5 Other student services/learning supports and resources will be determined in a manner that is reflective of the intention of this agreement to maximize support for students within realistic resourcing parameters.

4 Policies and Procedures

- 4.1 CAM policies will apply to students in Years 1 and 2 and JIBC policies will apply to Years 3 and 4.
- 4.2 For CAM faculty and/or staff who are seconded or have other forms of employment with JIBC for the BLES, relevant JIBC policies will apply.

5 Communications and Marketing

- 5.1 Joint marketing will be planned, developed, and implemented including online options and relevant calendar updates will be undertaken.
- 5.2 Both JIBC and CAM logos will be used in all communications whenever possible.
- 5.3 All communication content and materials will be jointly approved and a clear process will be identified and shared with all relevant individuals in both organizations.
- 5.4 Communication protocols will be established with key contact people at each institution with including roles and responsibilities with an intention to maximize efficiencies and effectiveness.

6 Administration

- 6.1 JIBC agrees to compensate CAM for reasonable costs for such areas as facilities, personnel and services provided as mutually agreed to by the Vice President Academics.
- 6.2 Each institution will allocate 1 section or equivalent in time at the program or School level (as per Deans' decision) for the first year of implementation (2016-2017 academic year).
- 6.3 Assessment will be undertaken to ascertain if Years 3 and 4 can be hosted at CAM (this is the preferred option for the first offering, at minimum).
- 6.4 Provide information in a timely and accurate manner to facilitate planning and implementation.
- 6.5 Utilize transparent means to recruit and select teaching faculty, maximizing the integration of existing CAM faculty and staff where possible.
 - 6.5.1 A joint selection committee will be undertaken for hiring to teach in Years 3 and 4 BLES courses (including those that may be CAM courses as electives or equivalents)
 - 6.5.2 Sessional hiring options to be jointly explored (e.g., sessional postings for both JIBC/BLES and CAM/Diploma courses)
 - 6.5.3 JIBC hiring requirements/expectations will be upheld for hiring and teaching in Years 3 and 4.

This agreement will be in place from signing date and will be reviewed annually (month?).

SIGNED:

Dr. Laureen Styles
Vice President Academic
Justice Institute of British Columbia

Date

Dr. John Borass
Vice President Education
Camosun College

Date



MEMORANDUM OF UNDERSTANDING

BETWEEN
JUSTICE INSTITUTE OF BRITISH COLUMBIA
AND
CAMOSUN COLLEGE

Justice Institute of British Columbia (JIBC) with its main campus in New Westminster, BC, Canada and Camosun College (CAM) with its main campus in Victoria, Canada **recognizing** their common interests in high quality programming and offering related and complementary programs; **valuing** institutional cooperation; and **wanting** to promote such cooperation in a more structured fashion agree as follows:

ARTICLE I OBJECTIVES

In the context of the above, it is in the mutual interest of both institutions, their staff and faculty, and their students to enter into a Memorandum of Understanding to explore, develop, undertake and evaluate activities in the context of each institution's mandate, vision, mission, and strategic directions.

ARTICLE II SCOPE OF COLLABORATIVE ACTIVITIES

The scope of collaboration on academic and applied research activities under this Memorandum of Understanding may include, but is not limited to, the following:

1. Planning
 - 1.1. Explore opportunities to contribute to each others' planning efforts such as collaborating to meet government education and training priorities, strategic enrolment management as well as sharing non-confidential data and other forms of information.
 - 1.2. Explore opportunities to collaborate in facilities planning, utilization, and other joint operations.
 - 1.3. Work together to identify areas for students, employees and employers to participate in partnership projects and initiatives.
 - 1.4. Work together to identify and implement approaches to maximize promotion and marketing abilities internationally in the context of each institutions programmatic areas of strength and government priorities.
2. Scholarly activity and applied research
 - 2.1. Share expertise regarding research planning and infrastructure related information.
 - 2.2. Work together to identify opportunities for mutually beneficial applied research partnership and where possible and practical, make joint applications to research funding sources.

- 2.3. Explore options and opportunities to better support faculty in their applied research activities including such actions as appointments at both institutions.
 - 2.4. Explore options and opportunities to better support faculty in their teaching abilities and in the scholarship of applied teaching and learning at both institutions.
3. Programming
 - 3.1. Investigate and put into place necessary agreements or arrangements, where possible, to support transfer of students and articulation of courses and programs to encourage such transfers. It is recognized that the respective governing bodies of the institutions may need to approve any agreements or arrangements that result.
 - 3.2. Explore the development and implementation of collaborative courses, programs or projects of mutual interest and benefit considering respective institutional mandates.
 - 3.3. Exchange information and expertise to strengthen and expand educational pathways for students at both institutions in support of student interests, and community and provincial employment needs.
 4. Priorities

Priorities will be established from time to time and revised periodically through the respective institutions' Vice Presidents Academic.

ARTICLE III CONTRIBUTION BY BOTH PARTIES

Signature of the Memorandum of Understanding does not entail any material, financial or other obligation for either of the two institutions. Specific initiatives are to be considered and agreed upon, on a case by case basis, including the contributions and commitments of each institution.

For each collaborative activity, a working group will be established with participation from both institutions in order to best facilitate effectively working together. The working group may make recommendation to the respective point of contact for either institution for particular actions such as specific Letters of Agreement. Subsidiary agreements, through such Letters of Agreement are to be signed as required, including what, if any financial liability and responsibility is involved for each party and appended to this memorandum.

Each institution will designate an individual as a regular point of contact, and each institution agrees to meet regularly, no less than annually, to review and evaluate activities undertaken through this agreement. Such discussions may give rise to new initiatives.

The designated point of contact for Justice Institute of British Columbia will be: Vice President Academic.

The designated point of contact for Camosun will be: Vice President Education.

ARTICLE IV AMENDMENT AND DURATION OF THE AGREEMENT

This Memorandum will be in effect in an ongoing manner from the date of signing. An annual review is the mechanism to maintain relevance. Either party may exit out of this agreement for any reason with thirty (30) days advance notice, in writing. At such time, if there are LOAs in place the conditions of these are expected to be honored and/or a transition established and implemented by mutual agreement of both parties.

Signed on behalf of:

CAMOSUN COLLEGE

JUSTICE INSTITUTE OF BRITISH COLUMBIA



Peter Lockie, Interim President
Camosun College



Dr. Michel Tarko, President / CEO
Justice Institute of British Columbia



Date



Date