



## Education Council

Ensuring that our students are provided with quality educational experiences



# Agenda

Monday, Dec 14, 2015

3:30 – 4:00 pm – Happy Holidays Social

4:00 - 6:00 pm – Regular Meeting

CC 321, Interurban

Please bring your own mug or water bottle.



TIME	ITEM	PRESENTER
3:30	<b>Happy Holidays Social</b> – appetizers and refreshments provided	
4:00	<b>Call to order and declaration of quorum (1 min.)</b>	Cynthia Wrate
4:01	<b>Acknowledgement of Coast Salish Territory (1 min.)</b> <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	<b>Round-Table Check-In (3 min.)</b>	Cynthia Wrate
4:05	<b>Acceptance of Agenda (1 min.)</b>	Cynthia Wrate
4:07	<b>Minutes for approval (1 min.)</b>	Cynthia Wrate
4:08	<b>Reports (12 min.)</b>	
	1. <b>Education Council Chair (4 min.)</b>	Cynthia Wrate
	2. <b>VP Academic (5 min.)</b>	John Boraas
	3. <b>Board Member (3 min.)</b>	Laylee Rohani
4:20	<b>Committee Reports (5 min.)</b>	
	1. <b>Awards (nil)</b>	Dominic Bergeron
	2. <b>Educational Approvals Steering Committee (2 min.)</b> Meeting on Dec 8, 2015	Cynthia Wrate
	3. <b>Education Council Policy and Standards Committee (3 min.)</b>	Steven Rumpel
4:25	<b>Integrated Curriculum Committee Report (65 min.) – see attachment</b>	Connie

TIME	ITEM	PRESENTER
		Klassen
4:25	1 Presentation of proposed Certificate in Pathways for Life (15 min.)	Jody Issac
4:40	2 Presentation of the Engineering Bridge Programs Revisions (15 min.)	Tim Ayers
4:55	3 Presentation of proposed Certificate in Computer and Engineering Technican Access (15 min.)	Saryta Schaerer
5:10	4 Presentation of Renewed Program: Information & Computer Systems Technology (15 min.)	Saryta Schaerer
5:25	5 Regular Curriculum Regular Curriculum for Full Recommendation (5 min)	Connie Klassen
	6 Governance Items Arising from Curriculum Review (nil)	Connie Klassen
5:30	<b>Presentations and/or Discussions (20 min.)</b>	
	1. Academic Schedule Policy Changes (5 min.) – see attachment	Steven Rumpel
	2. CIGAN Indigenous Protocol (5 min.) – see attachment <a href="http://www.collegesinstitutes.ca/policyfocus/indigenous-learners/approaches-and-exemplary-practices-to-guide-implementation/">http://www.collegesinstitutes.ca/policyfocus/indigenous-learners/approaches-and-exemplary-practices-to-guide-implementation/</a>	John Boraas
	3. ICC Terms of Reference Proposed Change (10 min.) What is concensus?	Connie Klassen
5:50	<b>Meeting Adjourned</b>	Cynthia Wrate

## Upcoming Meetings:

*Regular Meeting*  
**Wed.**, Jan 27, 2016  
 4:00-6:00 pm  
 CC 321, Interurban

**EdCo is moving  
to Wednesdays  
in the new year**

**Members** (*Quorum = 11*)

**Voting Council Members**

- |   |                                     |
|---|-------------------------------------|
| 1. Alison Bowe, Faculty - <b>Regrets</b>    | 9. Leslie Martin, Support Staff     |
| 2. Bijan Ahmadi, Faculty - <b>Regrets</b>   | 10. Lisa Robertson, Faculty         |
| 3. Cindy Drover-Davidson, Support Staff     | 11. Nicole Greengoe, Administration |
| 4. Cynthia Wrate, Faculty                   | 12. Patrick Jones, Faculty          |
| 5. Dominic Bergeron, Administration         | 13. Peter Ove, Faculty              |
| 6. Emara Angus, Student                     | 14. Rachael Grant, Student          |
| 7. Hannah Thomson, Student - <b>Regrets</b> | 15. Sarah Lindsay, Student          |
| 8. John Boraas, Administration              | 16. Shelley Melissa, Faculty        |

**PRIOR to Dec 14:** If you cannot attend please inform Shelley Butler @ 370-4690 or [butler@camosun.bc.ca](mailto:butler@camosun.bc.ca)  
**ON DEC 14:** : If you cannot attend please inform Cynthia Wrate @ 370-4134 or [wratec@camosun.bc.ca](mailto:wratec@camosun.bc.ca)

17. Shohreh Hadian, Faculty
18. Stephen Bishop, Faculty

19. Steven Rumpel, Administration
20. Tim Ayers, Faculty

**Non-Voting Council Members**

Sherri Bell, President

Laylee Rohani, Board of Governors

Shelley Butler, Permanent Secretary - **Regrets**

**Stephanie Milne will fill in to take minutes**

Connie Klassen, ICC Chair

Corrine Michel, Indigenization Coordinator

**Guests**

Jody Issac, Access

Saryta Schearer, Trades and Technology

Tim Ayers, Trades and Technology

Alan Duncan, Trades and Technology

Ross Lyle, Trades and Technology

---

**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:** Connie Klassen, Sport & Exercise Education, 250-220-2568, [klassenc@camosun.bc.ca](mailto:klassenc@camosun.bc.ca)

**VP Education:** John Boraas, Office of VP Education, Interurban, 370-4543, [boraas@camosun.bc.ca](mailto:boraas@camosun.bc.ca)

**Permanent Secretary:** Shelley Butler, Office of VP Education, Interurban, 370-4690, [edapprovals@camosun.bc.ca](mailto: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>

**PRIOR to Dec 14:** If you cannot attend please inform Shelley Butler @ 370-4690 or [butler@camosun.bc.ca](mailto:butler@camosun.bc.ca)

**ON DEC 14:** : If you cannot attend please inform Cynthia Wrate @ 370-4134 or [wratec@camosun.bc.ca](mailto:wratec@camosun.bc.ca)



# DRAFT Minutes

Monday, Nov 16, 2015

4:00-6:00 pm

CC 321, Interurban

---

## Present

Alison Bowe, Faculty

Bijan Ahmadi, Faculty

Cindy Drover-Davidson, Faculty

Connie Klassen, ICC Chair

Corrine Michel, Indigenization Coordinator

Cynthia Wrate, Faculty

Dominic Bergeron, Administration

Emara Angus, Student

Hannah Thomson, Student

John Boraas, Administration

Leslie Martin, Support Staff

Nicole Greengoe, Administration

Patrick Jones, Faculty

Peter Ove, Faculty

Rachael Grant, Student

Sarah Lindsay, Student

Shelley Butler, Permanent Secretary

Sherri Bell, President

Shohreh Hadian, Faculty

Tim Ayers, Faculty

---

## Regrets/Absent

Laylee Rohani, Board of Governors

Lisa Robertson, Faculty

Shelley Melissa, Faculty

Stephen Bishop, Faculty

---

## Guests

Lois Fernyhough, Arts and Science

Kathryn Le Gros, Coop Education

---

## ITEM

## PRESENTER

### A. Call to order and Declaration of Quorum

Cynthia Wrate

The Regular Meeting was called to order at 4:07 by Cynthia Wrate, Education Council Chair.

### B. Acknowledgement of Coast Salish Territory

Cynthia Wrate

*Cynthia acknowledges 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

Cynthia Wrate

Cynthia welcomed everyone and requested a roundtable check-in. The topic for the check-in is what is one things you wish Education Council could achieve?

### D. Acceptance of Agenda

Cynthia Wrate

The Nov 16, 2015 agenda was accepted via unanimous consent

ITEM	PRESENTER
<b>E. Minutes for Approval</b> The Oct 26, 2015 regular meeting minutes were approved via unanimous consent.	Cynthia Wrate
<b>F. Reports</b>	
<b>1. Education Council Chair</b> Cynthia noted that work continues to move forward on the hiring for the Manager of Education Policy position. She also reported that there is a substantial amount of curriculum being reviewed at the ICC this month.	Cynthia Wrate
<b>2. VP Academic</b> John referred Education Council members to his email update from Nov 2, 2015. It is attached to these minutes for reference.	John Boraas
<b>3. Board Member</b> Laylee was absent. Cynthia reported that the board examined research related to student learning outcomes and the enrolment report. The report examines how Camosun is doing in terms of growth and decline in domestic and international student populations. She also noted the next open strategic issues board meeting will be on Dec 3, 4-6, Fisher 100. It will focus on Service to Students, and should include robust issues such as student housing.	Cynthia Wrate
<b>G. Committee Reports</b>	Cynthia Wrate
<b>1. Awards</b> Nil	Dominic Bergeron
<b>2. Education Approvals Steering Committee</b> Nil	Tim Ayers
<b>3. Education Council Policy and Standards Committee</b> Nil	Steven Rumpel
<b>H. Integrated Curriculum Committee Report</b>	Connie Klassen
<b>Curriculum Recommended for Approval</b>	
<b>PRESENTATION</b>	
Connie introduced Kathryn Le Gros, Coop Education, and Lois Fernyhough, Coop Education. Kathryn and Lois presented the new CDEV WPS course. Questions and discussion followed.	
Discussion included but was not limited to:	
<ul style="list-style-type: none"> <li>• <i>COOP WEP will still continue to be recognized in place of CDEV WEP</i></li> <li>• <i>This course will be open to all students at Camosun. It will be the same tuition as COOP WEP.</i></li> <li>• <i>The Electronics and Computer Engineering Technology, Civil Engineering Technology and Mechanical Engineering Technology programs were approved by Education Council</i></li> </ul>	

ITEM	PRESENTER
------	-----------

*in June 2015 with a placeholder for this course. It is intended to be a mandatory graduation requirement for all students in these technology programs regardless if they participate in a Coop or Internship.*

- CDEV WEP can be PLA'd.
- Mandatory versus non-mandatory graduation requirement of this course.

#### **Motion**

It was moved and seconded by the Integrated Curriculum Committee that Education Council approves changes (renewed and new) to the following curriculum :

- CDEV WPS Workplace Preparation Skills (IDS 1453) – new course

**Motion Carried**

#### **REGULAR CURRICULUM**

Connie presented the following curriculum for approval.

#### **Motion**

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

- Certificate in Applied Project Management (IDS 1422) description, participation requirements, learning outcomes, content, special notes
- APMC 500V (IDS 1423), APMC 501V (IDS 1424), APMC 502V (IDS 1425), APMC 503V (IDS 1426), APMC 504V (IDS 1427), APMC 505V (IDS 1428) short description, hours, learning outcomes
- MS Office Certificate (IDS 1536) - hours, BSCM 521V (IDS 1429) short description, hours
- ABT 140 (IDS 1416), ABT 142 (IDS 1417), ABT 144 (IDS 1418), ABT 150 (IDS 1419), ABT 154 (IDS 1415), ABT 156 (IDS 1420) – course cancellations
- CHIN 200 (IDS 1399), CHIN 201 (IDS 1400), CHIN 220 (IDS 1401), CHIN 221 (IDS 1402) – course cancellations
- Engineering Transfer (IDS 1403) – admission requirements, content, completion requirements, special notes
- IDS 210 (1450) – description, pre-req., hours
- SPMA 260 (IDS 1432) – pre-req., co-req.
- MRAD 157 (IDS 1537) – activity and hours

**Motion Carried**

#### **Issues Arising from Curriculum Review:**

Connie Klassen

##### **Pre-requisites**

There are instances where pre-requisites are identified in the curriculum documents but they are not utilized in the automated system in Colleague.

Subsequently students may be able to access a course for which they do not have the stated pre-requisites. This is typically occurs in program areas where there is a

**ITEM****PRESENTER**

desire to have student register in all courses at once when they sign-up. As such, we cannot set pre-requisites on courses as students will not be able to sign up for all courses at once.

In instances where this occurs there is a lack of clarity if the course actually has a pre-requisite or not? The listing of the pre-requisite leads everyone to believe there is a pre-requisite, when in reality there isn't one.

**Program, Credentials and Admission Requirements**

Some programs are designed that will allow a student to take all of the content without ever actually signing up for the program and meeting the admission requirements. This does not present an issue if the admission requirements are in alignment with all course curriculum. However, in instances where a program requires additional requirements (i.e. particular age, portfolio, resumes, etc.) it becomes more convoluted. If a student completes all program content, without ever being admitted to a program:

- Do we require the student to meet the admission requirements at the end of the program before they receive their credential?
- In programs where this is possible, does it mean the Admission Requirements (i.e. the additional ones):
  - are not actually serving the purpose the curriculum developer intended;
  - are not in alignment with the program outcomes; and
  - therefore the Admission Requirements (i.e. the additional ones) should be removed.

This would influence existing programs, as well as how we develop and evaluate new programs coming forward.

**Course cancellations**

The question has arose at ICC as to how long a course that has not been offered for period of time be allowed to remain before a mandatory cancellation is required. There is an impact on articulation practices when this does not occur.

ITEM	PRESENTER
<p align="center"><b>“Permission of Chair to Register”</b></p> <p>Given that students can seek “Permission of the Chair to Register” for any course at Camosun College, where should such language exist on College documents and website to ensure transparency for all. Questions and discussion followed.</p>	
<b>I. Presentations and/or Discussions</b>	
<p><b>1. Motion for Policy G-3.4 Revision</b> Connie put forward a revision to the Integrated Curriculum Committee’s (ICC) Terms of Reference to define ICC’s quorum and consensus. Questions and discussion followed.</p>	<b>Connie Klassen</b>
<p><b>Motion to Defer</b> It was moved by Tim Ayers and seconded by Peter Ove that Education Council defer the following motion to the next meeting.</p> <p>5. Quorum is required for all decisions leading to a recommendation to Education Council. 5. <b>A quorum of 80% of the committee</b> is required for all decisions leading to a recommendation to Education Council. 6. Decisions will be made by consensus. 6. Decisions will be made by consensus <b>of 80% of the committee.</b></p> <p align="right"><b>Motion Carried</b></p>	
<p><b>2. Notice of Motion: Academic Schedule Policy</b> Steven briefly notified Education Council that revisions to the Academic Schedule Policy would be coming forward to the December Education Council for a request for approval. Education Council members can refer to the attached briefing for further details on the changes.</p>	<b>Steven Rumpel</b>
<p><b>3. CIAN Indigenous Protocol</b> John needed to leave the meeting at 6:00 so this item will be moved to the next meeting.</p>	<b>John Boraas</b>
<p><b>4. Education Policy Update</b> John needed to leave the meeting at 6:00 so this item will be moved to the next meeting.</p>	<b>John Boraas</b>
<p><b>J. Next Meeting</b> <b>Happy Holidays Social</b> <b>Mon, Dec 14, 3:30-4:00, CC 321, Interurban</b> <b>Regular Meeting</b> <b>Mon, Dec 14, 4-6, CC 321, Interurban</b></p>	<b>Cynthia Wrate</b>
<p><b>K. Adjournment</b> The Meeting adjourned at 6:39 pm.</p>	<b>Cynthia Wrate</b>



**Shelley Butler** DRAFT Minutes Appendix

**From:** CamNews Manager  
**Sent:** Monday, November 02, 2015 9:58 AM  
**To:** CDL.CamNews  
**Subject:** Inspiring Learning: Communications from the Education Division

**Importance:** Low



**Inspiring Learning: Communications from the Education Division**  
**by John Boraas, VP Education**

**November, 2015**

Greetings – I hope it’s been a good fall for everyone!! As you know, the college’s approach to scheduling has been implemented following a multi-year project plan. As committed to at the beginning of the project, we are now entering the time for evaluation. Full details on the approach and timing for this evaluation are outlined in this communication below.

**Scheduling Approach Evaluation**

Renewing our policy and procedural approach to scheduling academic course timing and space – and implementing this in early 2014 – was a substantial change initiative for the college last year. And, over the past year, I have received a variety of constructive feedback (some positive, some not so much) on our collective efforts and the impacts of these changes. I have and continue to remain committed to the efforts that we have undertaken, but I also understand and have heard legitimate concerns and impacts upon which I hope we can collectively improve.

In my September and earlier communications this year, I have highlighted my desire and commitment to undertaking an evaluation of our efforts with regards to how we schedule academic course timing and space. And in this update, I’m pleased to provide you with details on how we’re moving forward on this commitment.

The implementation of our renewed scheduling policy and procedural approach in early 2014 has now provided more than a full academic cycle (Fall 2014, Winter 2015, Spring/Summer 2015, Fall 2015) of scheduling experience from which to draw as part of an evaluation process – making this the right timing to move forward with an evaluation. During September and October, members of the Scheduling Steering Committee, in consultation with the cross-college Scheduling Committee, considered various options to solicit input and engage in dialogue around our approach, practices and procedures – ultimately concluding a focus group format would provide the best opportunity for a desired depth of dialogue about the benefits, challenges and opportunities for enhancement that could be considered with respect to our current scheduling policy and procedural approach.

**Evaluation Approach:** to ensure anonymity, confidentiality and objectivity through the data collection and summary process, we’ve recently engaged the services of [Malatest](#) (a Victoria-based full-service research organization) to provide expertise into the design and 3<sup>rd</sup>-party facilitation of the focus group sessions. Researchers from Malatest are

working collaboratively with our internal Institutional Research and Planning department, with support from my office, to organize the planning and logistics for these sessions.

In total, six focus group sessions are being organized and will be held between November 18 – 25 with the following diverse audiences:

1. **Operations Assistants** in each of the Schools and Centre (1 focus group session)
2. A cross-section of **Chairs** providing representation from each of the Schools and Centre (1 focus group session)
3. Two sessions will feature a cross-section of randomly selected **Faculty members** that will be invited, as well as invitations to **student society representatives** (2 focus group sessions)
4. The **Technical Implementation Team** that supports the technical production of the schedule based on inputs received from Schools in alignment with our scheduling policy (1 focus group session)
5. The college's **Education Leadership Team**, comprising Education Division Deans and Directors (1 focus group session)

**Timing:** I anticipate the invitations for these sessions to be sent out during the first week of November and expect that we will receive a final report of the identified key themes, opportunities and possibilities for enhancement in January 2016.

Following receipt of the final report and review of the themes and challenges identified, there may be a subsequent series of conversations to explore solutions and next steps. Analysis of the focus group findings and further communications will identify these opportunities.

I look forward to a fulsome evaluation that will help make our approach and procedures even better in ways that will help us better respond to our values for excellence in both student and faculty schedules.

Regards,  
John

**Shelley Butler**

VP Education Report for Dec 14, 2015

**From:** CamNews Manager  
**Sent:** Thursday, December 10, 2015 11:01 AM  
**To:** CDL.CamNews  
**Subject:** Inspiring Learning: Communications from the Education Division

**Importance:** Low



**Inspiring Learning: Communications from the Education Division**  
**by John Boraas, VP Education**

**December, 2015**

Holiday wishes for all – and an update on projects as we head into the holiday season and consider all that’s been collectively undertaken and accomplished over this past year for the college and the students we serve.

It’s a rare commodity at this time of year, but I’ve cleared my email and I have one full hour with no appointments, so I can take a little time to reflect on the college and the work we’re doing together.

I hope everyone knows the esteem in which I hold the people of Camosun College – I’m so confident of the great work happening in classrooms and service areas across the college. For me, so many remarkable experiences. Late last week I was walking on the Lansdowne Campus and had opportunity to observe excellence in action – random, but common experiences across the college, that all took place in less than 15 minutes.

My first encounter was with John Boehme and Peter Ove, and the remarkable project commemorating the Montreal Massacre. The installations were powerful reminders of our society’s continuance of violence against women.

I then spent time talking with a faculty member in ESL who was meeting with all of his students – 20 minutes each – as so many of the students were struggling – not just with the course content but with the reality of living in a new country and home. Such commitment and care for the students we serve.

I then was struck by a group of Nursing students, with an instructor, sitting in a hallway reviewing course materials and laughing. A beautiful example of casual supportive learning in action.

Just before getting to my car to travel to Interurban, I ran into a group of four Indigenous men, having a passionate conversation about the revitalization of Indigenous languages and the connection to community-based leadership and the need for Indigenous men to learn how to join in leadership for language revitalization as partners in community health.

These stories are drawn from just a tiny point in time – over the past year, I have seen countless additional examples of amazing work throughout the college. Our collective passion and efforts make a significant differences in each of our working lives, and the lives of our students. I'm proud to work at such an amazing place.

As the end of the calendar year draws near, I'm pleased to share with you a number of updates on college-wide projects and initiatives that have been undertaken this past year.

**Scheduling Focus Groups:** This past week, the final of our seven scheduling focus groups was completed. This final focus group session was an addition to our original six that were planned in an effort to gain additional input and feedback from students. I anticipate receiving a report on key themes that were raised through the focus group process early in the new year. Please stay tuned for additional communications on this in the new year when the key themes are reported back to the college.

**Innovation, the Education Division and Applied Research:** For some time, there has been great interest in exploring ways to get a larger group of students involved in our leading edge innovation and applied research endeavours. At this time, this is a project very much at the beginning stages. I am just pulling people together for a conversation to guide the development of a project plan. The goal will be to build systems and structures that will enable the involvement of an increasingly broad portion of the students we serve in projects related to Innovation and Applied Research. I am excited to expand the number of community/industry/business partnerships that can emerge and the benefits these relationships and opportunities could have for students. As the project plan emerges, you will have a chance to ask questions, offer your ideas and suggestions as we finalize this new project plan.

**Technology Renewal (aka Q2S):** This project continues to move full steam ahead, with major milestones for this project continuing to be achieved. Over the life of this project, approximately 15 programs have concurrently undergone review, varying degrees of re-design with new content and structures as well as creation of the programming on the semester system – I cannot overstate the magnitude of this initiative. Our success on this to date is first and foremost in much thanks to the work of the Chairs, Faculty and Staff in the Technologies Department as well colleagues from the schools of Arts & Science and Access, Steven Rumpel, Shelley Butler and Eric Sehn, as well as a number of key individuals in Program Review and Renewal and Student Services who have provided expertise, advice, guidance and support with program design, development and now implementation. Much thanks also goes to the college's Integrated Curriculum Committee and its members. After this year's final EDCO, all Technology programs will have successfully been approved at EDCO in preparation for start-up in September 2016. The work completed is dramatic in volume and complexity.

**Education Policy:** This has been an area of college-wide interest for some time and a priority area for investment coming out of this year's Education Division Renewal. Significant efforts have been underway in this area, including the creation and staffing of a Manager, Education Policy position which has now been completed. There's much detail to provide you in this area, and I will communicate all of this in full in the coming days. Please stay tuned – I'm very excited about the progress we've made in this area over the past couple of months and the exciting conversations to come.

**Program Mix Analysis:** I haven't spoken of this for a while, but want you to know that the collective efforts, recommendations and outcomes that were produced through this initiative – particularly related to program quality and financial sustainability – continues to be part of our work. Each Dean has identified several projects which will be completed over the coming year or so in response to the priorities that emerged through PMA. In addition, an enormous number of curriculum renewal projects have been triggered through this process. I imagine that we will revisit a PMA process in the fall or winter of 2017 – watch for details, but please know the work completed continues to be a huge resource for prioritization and planning.

Thank you so much for your hard work this past year. It is the collective contributions of each individual that makes the college what it is...I am very proud to work with each of you, and I wish each of you and yours a wonderful holiday season.

Regards,  
John



# Integrated Curriculum Committee Report

Ensuring that our students are provided with quality educational experiences



EX-250-003-001-002

## Nov 9, 2015, 1:00-4:30, Paul 216, Lansdowne

**Present:** Connie Klassen, Lynda Warren, Shelley Butler, Mavis Smith, Valerie Montague, Debbie Hlady, Ian Humphries, Richard Stride, Steven Rumpel, Tim Ayers

**Regrets/Absent:** Lea Quill,

**Guests:** Saryta Schaerer (Trades and Tech), Jody Isaac (Access), Pat Wrean (Arts and Science)

## Nov 16, 2015, 1:00-4:00, CC 321, Interurban

Connie Klassen, Lea Quill, Shelley Butler, Mavis Smith, Valerie Montague, Debbie Hlady, Ian Humphries, Richard Stride

**Regrets/Absent:** Lynda Warren, Steven Rumpel

**Guests:** Jodi Isaac (Access), Pat Wrean (Arts and Science)

## Nov 23, 2015, 1:00-4:00, Paul 216, Lansdowne

Connie Klassen, Lea Quill, Lynda Warren, Shelley Butler, Mavis Smith, Valerie Montague, Debbie Hlady, Ian Humphries, Richard Stride, Steven Rumpel

**Regrets/Absent:** Richard Stride

**Guests:** Pat Wrean (Arts and Science)

## A. Curriculum for Full Recommendation

### PROPOSED NEW PROGRAM

Jody Isaac presented the new Certificate in Pathways for Life program.

**Whereas:** The Integrated Curriculum Committee has reviewed the following curriculum:

- Certificate in Pathways for Life (IDS 1509)
- ETP 040 (IDS 1510), ETP 041 (IDS 1534), ETP 042 (IDS 1535) – new courses;

**Whereas:** The Integrated Curriculum Committee had consensus to recommend full approval of the curriculum;

**Motion:** Be it so moved that Education Council approves changes to the following curriculum :

- Certificate in Pathways for Life (IDS 1509)
- ETP 040 (IDS 1510), ETP 041 (IDS 1534), ETP 042 (IDS 1535) – new courses

**Moved by:**

**Seconded by:**

### RENEWED PROGRAMS

Tim Ayers presented the revised Engineering Bridge to UBC programs.

**Whereas:** The Integrated Curriculum Committee has reviewed the following curriculum:

- Mechanical Engineering Bridge to UBC (IDS 1556)
  - Mechanical Engineering Technology to UBC Bridge Coop Appendix (IDS 1563)
- Civil Engineering Bridge to UBC (IDS 1559)

- Civil Engineering Technology to UBC Bridge Coop Appendix (IDS 1566)
- Mining Engineering Bridge to UBC (IDS 1560)
  - Mining Technology Bridge Coop Appendix (IDS 1561)
- ENGR 104 (IDS 1567) – new course
- ENGR 166 (IDS 1568), ENGR 262 (IDS 1569), ENGR 264 (IDS 1570), ENGR 291 (IDS 1572), ENGR 292 (IDS 1573), ENGR 293 (IDS 1574) – short description, activity/hours,
- COMP 130 (IDS 1581) – activity/hours
- PHYS 210 (IDS 1102), PHYS 295 (IDS 1103) – activity/hours, credits,
- MATH 250A (IDS 1105), MATH 250B (IDS 1106), MATH 251 (IDS 1107), MATH 252 (IDS 1108) – short description, activity/hours, credits, learning outcomes
- STAT 254 (IDS 1109) – title, short description, activity/hours, other
- CHEM 150 (IDS 1110) – short description, activity/hours

**Whereas:** The Integrated Curriculum Committee had consensus to recommend full approval of the curriculum;

**Motion:** Be it so moved that Education Council approves changes to the following curriculum :

- Mechanical Engineering Bridge to UBC (IDS 1556)
  - Mechanical Engineering Technology to UBC Bridge Coop Appendix (IDS 1563)
- Civil Engineering Bridge to UBC (IDS 1559)
  - Civil Engineering Technology to UBC Bridge Coop Appendix (IDS 1566)
- Mining Engineering Bridge to UBC (IDS 1560)
  - Mining Technology Bridge Coop Appendix (IDS 1561)
- ENGR 104 (IDS 1567) – new course
- ENGR 166 (IDS 1568), ENGR 262 (IDS 1569), ENGR 264 (IDS 1570), ENGR 291 (IDS 1572), ENGR 292 (IDS 1573), ENGR 293 (IDS 1574) – short description, activity/hours,
- COMP 130 (IDS 1581) – activity/hours
- PHYS 210 (IDS 1102), PHYS 295 (IDS 1103) – activity/hours, credits,
- MATH 250A (IDS 1105), MATH 250B (IDS 1106), MATH 251 (IDS 1107), MATH 252 (IDS 1108) – short description, activity/hours, credits, learning outcomes
- STAT 254 (IDS 1109) – title, short description, activity/hours, other
- CHEM 150 (IDS 1110) – short description, activity/hours

**Moved by:**

**Seconded by:**

### PROPOSED NEW PROGRAM

Saryta Schaerer presented the new Certificate in Computer and Engineering Technician Access program.

**Whereas:** The Integrated Curriculum Committee has reviewed the following curriculum:

- Certificate in Computer and Engineering Technician Access (IDS 1553)
- COMP 156 (IDS 1800) - requisites
- LRNS 102 (IDS 1779) – pre/co-requisite

**Whereas:** The Integrated Curriculum Committee had consensus to recommend full approval of the curriculum;

**Motion:** Be it so moved that Education Council approves changes to the following curriculum :

- Certificate in Computer and Engineering Technician Access (IDS 1553)
- COMP 156 (IDS 1800) - requisites
- LRNS 102 (IDS 1779) – pre/co-requisite

**Moved by:**

**Seconded by:**

**RENEWED PROGRAMS**

Saryta Schaerer presented the new Diploma in Information and Computer Systems Technology.

**Whereas:** The Integrated Curriculum Committee has reviewed the following curriculum:

- Diploma in Information and Computer Systems Technology (IDS 1460)
- ICS 111 (IDS 1462), ICS 112 (IDS 1463), ICS 113 (IDS 1464), ICS 114 (IDS 1465), ICS 121 (IDS 1466), ICS 122 (IDS 1467), ICS 123 (IDS 1468), ICS 124 (IDS 1469), ICS 125 (IDS 1470), ICS 126 (IDS 1471), ICS 127 (IDS 1472), ICS 199 (IDS 1473) – new course
- ICS 200 (IDS 1474), ICS 211 (ICS 1475), ICS 212 (IDS 1476), ICS 213 (IDS 1477), ICS 214 (ICS 1478), ICS 215 (IDS 1479), ICS 217 (IDS 1480), ICS 221 (IDS 1481), ICS 224 (ICS 1482), ICS 226 (IDS 1483), ICS 227 (IDS 1484), ICS 228 (IDS 1485), ICS 298 (IDS 1486), ICS 299 (IDS 1496) – new course
- MATH 155 (IDS 1406) – new course
- STAT 157 (IDS 1407) – new course
- BUS 143 (IDS 1489) – course hours

**Whereas:** The Integrated Curriculum Committee had consensus to recommend full approval of the curriculum;

**Motion:** Be it so moved that Education Council approves changes to the following curriculum :

- Diploma in Information and Computer Systems Technology (IDS 1460)
- ICS 111 (IDS 1462), ICS 112 (IDS 1463), ICS 113 (IDS 1464), ICS 114 (IDS 1465), ICS 121 (IDS 1466), ICS 122 (IDS 1467), ICS 123 (IDS 1468), ICS 124 (IDS 1469), ICS 125 (IDS 1470), ICS 126 (IDS 1471), ICS 127 (IDS 1472), ICS 199 (IDS 1473) – new course
- ICS 200 (IDS 1474), ICS 211 (ICS 1475), ICS 212 (IDS 1476), ICS 213 (IDS 1477), ICS 214 (ICS 1478), ICS 215 (IDS 1479), ICS 217 (IDS 1480), ICS 221 (IDS 1481), ICS 224 (ICS 1482), ICS 226 (IDS 1483), ICS 227 (IDS 1484), ICS 228 (IDS 1485), ICS 298 (IDS 1486), ICS 299 (IDS 1496) – new course
- MATH 155 (IDS 1406) – new course
- STAT 157 (IDS 1407) – new course
- BUS 143 (IDS 1489) – course hours

**Moved by:**

**Seconded by:**

**Omnibus Motion**

**Whereas:** The Integrated Curriculum Committee is a working subcommittee of Education Council;

**Whereas:** The Integrated Curriculum Committee is not a voting member of the Education Council and therefore cannot move nor second motions at meetings of the Education Council;

**Whereas:** Education Council has voted on motions moved and seconded by the Integrated Curriculum Committee;

**Motion:** Be it so move that the outcome of said motions be approved as voted upon on their respective dates.

**Moved by:**

**Seconded by:**

**REGULAR CURRICULUM**

- Nil

Curriculum Change Documents are viewable in the EdCo Curriculum Documents folder on the EdCo Sharepoint site [LINK to curriculum documents here.](#)



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

---

A. Governance and Standards Issues Arising from Curriculum Review

**FOR INFORMATION ONLY**

**NIL**

# Indigenous Education Protocol for Colleges and Institutes



Colleges and Institutes Canada  
Collèges et instituts Canada

The signatory institutions to this protocol recognize and affirm their responsibility and obligation to Indigenous education.

Colleges and institutes respect and recognize that Indigenous people include First Nation, Métis and Inuit people, having distinct cultures, languages, histories and contemporary perspectives.

Indigenous education emanates from the intellectual and cultural traditions of Indigenous peoples in Canada.

Indigenous education will strengthen colleges' and institutes' contribution to improving the lives of learners and communities.

**The signatory institution agrees to:**

1. Commit to making Indigenous education a priority.
2. Ensure governance structures recognize and respect Indigenous peoples.
3. Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.
4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.
5. Commit to increasing the number of Indigenous employees with ongoing appointments, throughout the institution, including Indigenous senior administrators.
6. Establish Indigenous-centred holistic services and learning environments for learner success.
7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

Signatories endorse the intent of these principles and are committed to developing policies, procedures and practices within their institutions.

\_\_\_\_\_  
**Institution**

\_\_\_\_\_  
**Name**

\_\_\_\_\_  
**Title**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature**

