



Agenda

Wed, Jan 27, 2016

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'Inew; 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 (13 min.)	Cynthia Wrate
4:15	Acceptance of Agenda (1 min.)	Cynthia Wrate
4:16	Minutes for approval (1 min.)	Cynthia Wrate
4:17	Reports (6 min.) <ol style="list-style-type: none"> 1. Education Council Chair (3 min.) 2. VP Academic (3 min.) 3. Board Member (2 min.) 	Cynthia Wrate John Boraas Laylee Rohani
4:25	Committee Reports (5 min.) <ol style="list-style-type: none"> 1. Awards (nil) 2. Educational Approvals Steering Committee (2 min.) 3. Education Council Policy and Standards Committee (3 min.) 	Dominic Bergeron Cindy Drover-Davidson Steven Rumpel
4:30	Integrated Curriculum Committee Report (65 min.) – see attachment	Connie Klassen
4:30	1 Presentation of revised Computer Network Electronics Technician (15 min.)	Alan Duncan
4:45	2 Regular Curriculum Regular Curriculum for Full Recommendation (10 min)	Connie Klassen

TIME	ITEM	PRESENTER
4:55	Presentations and/or Discussions (60 min.) DRAFT Concept Paper: Education Policy Renewal and Framework	Steven Rumpel
5:55	Meeting Adjourned	Cynthia Wrate

Upcoming Meetings:

Regular Meeting
Wed., Feb 17, 2016
 4:00-6:00 pm
 CC 321, Interurban

EdCo is now on
 Wednesdays in
 the new year

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

- | | |
|---|--|
| 1. Alison Bowe, Faculty regrets | 11. Nicole Greengoe, Administration |
| 2. Bijan Ahmadi, Faculty | 12. Patrick Jones, Faculty |
| 3. Cindy Drover-Davidson, Support Staff | 13. Peter Ove, Faculty |
| 4. Cynthia Wrate, Faculty | 14. Rachael Grant, Student regrets |
| 5. Dominic Bergeron, Administration | 15. Sarah Lindsay, Student |
| 6. Emara Angus, Student | 16. Shelley Melissa, Faculty |
| 7. Hannah Thomson, Student regrets | 17. Shohreh Hadian, Faculty regrets |
| 8. John Boraas, Administration | 18. Stephen Bishop, Faculty regrets |
| 9. Leslie Martin, Support Staff | 19. Steven Rumpel, Administration |
| 10. Lisa Robertson, Faculty | 20. Tim Ayers, Faculty |

Non-Voting Council Members

Sherri Bell, President

Connie Klassen, ICC Chair

Laylee Rohani, Board of Governors **regrets**

Corrine Michel, Indigenization Coordinator

Shelley Butler, Permanent Secretary

Guests

Alan Duncan, Trades and Technology

For Information:**Education Council Executive:****Chair:** Cynthia Wrate, Business, Interurban, 370-4134, wratec@camosun.bc.ca**Vice-Chair:** Stephen Bishop, Health & Human Services, 370-3113, bishops@camosun.bc.ca**ICC Chair:** Connie Klassen, Sport & Exercise Education, 250-220-2568, klassenc@camosun.bc.ca**VP Education:** John Boraas, Office of VP Education, Interurban, 370-4543, boraas@camosun.bc.ca**Permanent Secretary:** Shelley Butler, Office of VP Education, Interurban, 370-4690, edapprovals@camosun.bc.ca**PRIOR to Dec 14:** If you cannot attend please inform Shelley Butler @ 370-4690 or butler@camosun.bc.ca**ON DEC 14:** : If you cannot attend please inform Cynthia Wrate @ 370-4134 or wratec@camosun.bc.ca

Intranet:

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<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

ON DEC 14: : If you cannot attend please inform Cynthia Wrate @ 370-4134 or wratec@camosun.bc.ca



DRAFT Minutes

Monday, Dec 14, 2015

4:00-6:00 pm

CC 321, Interurban

Present

Connie Klassen, ICC Chair	Peter Ove, Faculty
Corrine Michel, Indigenization Coordinator	Rachael Grant, Student
Cynthia Wrate, Faculty	Sarah Lindsay, Student
Dominic Bergeron, Administration	Shelley Melissa, Faculty
Emara Angus, Student	Sherri Bell, President
John Boraas, Administration	Shohreh Hadian, Faculty
Laylee Rohani, Board of Governors	Stephen Bishop, Faculty
Nicole Greengoe, Administration	Steven Rumpel
Patrick Jones, Faculty	Tim Ayers, Faculty

Regrets/Absent

Alison Bowe, Faculty	Leslie Martin, Support Staff
Bijan Ahmadi, Faculty	Lisa Robertson, Faculty
Cindy Drover-Davidson, Support Staff	Shelley Butler, Perm. Secretary
Hannah Thomson, Student	

Guests

Jody Isaac, Access	Pat Wrean, Access
Saryta Schaerer, Trades and Technology	Stephanie Milne, Acting Perm. Secretary
Stephanie Milne	

ITEM

PRESENTER

A. Call to order and Declaration of Quorum

Cynthia Wrate

The Regular Meeting was called to order at 4:02 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.

ITEM	PRESENTER
D. Acceptance of Agenda The Dec 14, 2015 agenda was accepted via unanimous consent	Cynthia Wrate
E. Minutes for Approval The Nov 16, 2015 regular meeting minutes were approved via unanimous consent.	Cynthia Wrate
F. Reports	
1. Education Council Chair Cynthia noted that participated on the hiring committee for the Manager Education Policy. The committee has selected a successful candidate and an announcement will be soon. It is worth noting that there was an excellent pool of candidates that applied for the position. Cynthia also noted that she attended the Board of Governor’s strategic issues meeting on services to students.	Cynthia Wrate
2. VP Education John also reported that we have concluded our hiring process for the Manager Education Policy. This will be an important position within the college and he looks forward to examining policy via a community centered lens.	John Boraas
3. Board Member Laylee reported that there was a strategic session by the board on services to students. The session presented information from a learner’s perspective and outlined the various services students encountered as they moved through the college (i.e. admissions, registration, advising, ombud’s office, DRC, library, etc.). Additionally there was a student panel, including EdCo member Rachael Grant who shared their experiences. It was a great session and a lot of learning was had.	Laylee Rohani
G. Committee Reports	Cynthia Wrate
1. Awards Nil	Dominic Bergeron
2. Education Approvals Steering Committee Cynthia reports there was a robust discussion on the concept of using “in lieu of” for course requisites, program completion, admission requirements, etc. In addition, Cindy Drover-Davidson volunteered as Chair for the Committee. The next meeting will take place in January.	Cynthia Wrate
3. Education Council Policy and Standards Committee Steven is also pleased with the hiring of the Manager of Education Policy. He noted a more formal announcement with details will be released in the coming days. He wished to thank all members of the hiring committee. In addition, he noted that the College is now beginning a discussion on how educational issues emerge. This will form the topic of	Steven Rumpel

ITEM	PRESENTER
discussion for the first meeting of the Ed Standards and Policy group for 2015 on Thursday, Dec 17, 2015.	
H. Integrated Curriculum Committee Report	Connie Klassen

Curriculum Recommended for Approval

PRESENTATION 1

Jody Isaac presented the proposed Certificate in Pathways for Life. Questions and discussion followed.

Motion

It was **moved by** Stephen Bishop and **seconded by** (need name) that Education Council approves changes to the following curriculum :

Proposed new Pathways for Life Certificate

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

Motion Carried

PRESENTATION 2

Tim Ayers presented the revised Engineering Bridge programs to UBC. Questions and discussion followed.

Motion

It was **moved by** Shohreh Hadian and **seconded by** Emara Angus that Education Council approves changes to the following curriculum :

Revised programs

- 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

Motion Carried

ITEM**PRESENTER****PRESENTATION 3**

Saryta Schaerer presented the proposed Certificate Computer and Engineering Technician Access. Questions and discussion followed.

Motion

It was **moved by** Tim Ayers and **seconded by** John Boraas 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

Motion Carried

Abstention – Dominic Bergeron

PRESENTATION 4

Saryta Schaerer presented the proposed Diploma in Computer Systems Technology. Questions and discussion followed.

Motion

It was **moved by** Dominic Bergeron and **seconded by** Shohreh Hadian 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

Motion Carried**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.

ITEM	PRESENTER
It was moved by Tim Ayers and seconded by John Boraas.	Motion Carried
I. Presentations and/or Discussions	
1. Academic Schedule Policy	Steven Rumpel
<p>Steven presented proposed changes to the Academic Schedule Policy. In follow-up to discussion at the June 2015 Education Council meeting, regarding planning to implement a week-long Reading Break in February 2017, efforts have been undertaken to review the necessary changes to Camosun’s Academic Schedule policy to support implementation of this. Through this review, additional policy items have been identified to modernize and bring the current policy in alignment with institutional practice (the current policy was last updated in May 2008).</p>	
<p>Questions and discussion followed. One action item was noted. John Boraas will follow-up on if the reduction of class time (i.e. contact hours) will reduce the tuition for the course.</p>	
<p>Motion</p> <p>It was moved by Steven Rumpel and seconded by Dominic Bergeron that Education Council approve the following changes to the Academic Schedule Policy:</p> <p><i>Proposed Changes Effective 2015/16 Academic Year:</i></p> <ul style="list-style-type: none"> • Adjustment of the Spring/Summer semester exam period from five to eight days, to align with the Winter and Fall Semesters (effective immediately and in place for May – August 2016 only) <p><i>Proposed Changes Effective 2016/17 Academic Year:</i></p> <ul style="list-style-type: none"> • Inclusion of a Summer semester (trimester model starting May 2017), includes <ul style="list-style-type: none"> ○ removal of language referencing a Spring/Summer semester ○ removal of language referencing individual Spring and Summer terms • Update to policy language reflecting the shift to a 1-week Reading Break in February 2017 • Update to policy language regarding academic schedule creation processes and alignment with current, standing institutional practice <p><i>Proposed Changes Effective 2017/18 Academic Year:</i></p> <ul style="list-style-type: none"> • Removal of all language referencing the Quarter delivery system <p style="text-align: right;">Motion Carried</p>	
3. CIAN Indigenous Protocol	John Boraas
<p>John reviewed the Indigenous Education Protocol for Colleges and Institutes with the council. As per the protocol the signatory institutions recognize and affirm their</p>	

ITEM	PRESENTER
<p>responsibility to Indigenous Education. John noted that Camosun College signed off on the protocol. It is an exciting protocol and gives the College something to aspire to. He noted that by following the protocol it will ensure quality education for aboriginal and non-aboriginal students alike.</p>	
<p>4. Motion for Policy G-3.4 Revision 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>	<p>Connie Klassen</p>
<p>Motion 1 It was moved by Tim Ayers and seconded by Dominic Bergeron that Education Council approve the following motion:</p> <ol style="list-style-type: none"> 1. Quorum is required for all decisions leading to a recommendation to Education Council. 2. A quorum of 80% of the committee is required for all decisions leading to a recommendation to Education Council. 3. Decisions will be made by consensus. 4. Decisions will be made by consensus of 80% of the committee. <p style="text-align: right;">Motion Carried</p>	
<p>J. Next Meeting Regular Meeting Wed, Jan 27, 4-6, CC 321, Interurban</p>	<p>Cynthia Wrate</p>
<p>K. Adjournment The Meeting adjourned at 6:10 pm.</p>	<p>Cynthia Wrate</p>



Integrated Curriculum Committee Report

Ensuring that our students are provided with quality educational experiences



EX-250-003-001-002

Dec 2, 2015, 1:00-4:30, CC 321, Interurban

Present: Connie Klassen, Lynda Warren, Shelley Butler, Mavis Smith, Debbie Hlady, Ian Humphries, Richard Stride, Steven Rumpel, Tim Ayers, Lea Quill, Lynelle Yutani (for Val Montague)

Regrets/Absent: Valerie Montague

Guests: Dominic Bergeron (Arts and Science), Andrea Kucherawy (Arts and Science)

Dec 7, 2015, 1:00-4:00, CC 321, Interurban

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

Regrets/Absent: Steven Rumpel

Guests: Halinka Szwender (Business), Susanne Thiessen (Business), Keri Norrie (Business), Corrine Michel (IECC), Susan Chen (Arts and Science), Nancy Luick (Arts and Science)

Dec 9, 2015, 1:00-4:00, Paul 216, Lansdowne

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

Regrets/Absent:

Guests: Pat Wrean (Arts and Science)

A. Curriculum for Full Recommendation

RENEWED PROGRAM

Alan Duncan presented the revised Computer Network Electronics program.

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

- Certificate in Computer Network Electronics Support Technician and Advanced Certificate in Computer Network Electronics Technician (IDS 1850)
- Coop Appendix (IDS 1864)
- ECET 190 (IDS 1581), ELEX 133B (IDS 1854). ELEX 133C (IDS 1855)
- ELEX 104 (IDS 1852), ELEX 133A (IDS 1853), ~~ELEX 134A (IDS 1584)~~,
- ELEX 136 (IDS 1856), ELEX 137 (IDS 1857), ELEX 139A (IDS 1858),
- ELEX 139B (IDS 1859), ELEX 160 (IDS 1860), ELEX 163 (IDS 1861)

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 Network Electronics Support Technician and Advanced Certificate in Computer Network Electronics Technician (IDS 1850)
- Coop Appendix (IDS 1864)
- ECET 190 (IDS 1581), **ELEX 133B (IDS 1854), ELEX 133C (IDS 1855)**
- ELEX 104 (IDS 1852), ELEX 133A (IDS 1853), ~~ELEX 134A (IDS 1584)~~,
- ELEX 136 (IDS 1856), ELEX 137 (IDS 1857), ELEX 139A (IDS 1858),
- ELEX 139B (IDS 1859), ELEX 160 (IDS 1860), ELEX 163 (IDS 1861)

Moved by:

Seconded by:

RENEWED PROGRAMS

Tim Ayers presented the revised Engineering Bridge to UVic programs.

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

- Electrical and Computer Engineering Bridge to UVic – Quarter Version (IDS 1629)
- Electrical and Computer Engineering Bridge to UVic – Semester Version (IDS 1558)
 - Elect & Comp Bridge Coop Appendix (IDS 1564)
- Mechanical Engineering Bridge to UVic – Quarter Version (IDS 1630)
- Mechanical Engineering Bridge to UVic – Semester Version (IDS 1557)
 - Mech to UVic Bridge Coop Appendix (IDS 1562)
- ENGR 150 (IDS 1580), ENGR 290 (IDS 1571),
- MECH 210 (IDS 1575), MECH 242 (IDS 1555)
- ECET 214 (IDS 1576), ECET 216 (IDS 1577), ECET 236 (IDS 1578),
- COMP 166 (IDS 1582), COMP 139E (IDS 1583)
- ECET 250E (IDS 1579)

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

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

- Electrical and Computer Engineering Bridge to UVic – Quarter Version (IDS 1629)
- Electrical and Computer Engineering Bridge to UVic – Semester Version (IDS 1558)
 - Elect & Comp Bridge Coop Appendix (IDS 1564)
- Mechanical Engineering Bridge to UVic – Quarter Version (IDS 1630)
- Mechanical Engineering Bridge to UVic – Semester Version (IDS 1557)
 - Mech to UVic Bridge Coop Appendix (IDS 1562)
- ENGR 150 (IDS 1580), ENGR 290 (IDS 1571),
- MECH 210 (IDS 1575), MECH 242 (IDS 1555)
- ECET 214 (IDS 1576), ECET 216 (IDS 1577), ECET 236 (IDS 1578),
- COMP 166 (IDS 1582), COMP 139E (IDS 1583)
- ECET 250E (IDS 1579)

Moved by:

Seconded by:**REVISED CURRICULUM**

Tim presented revised and new curriculum for the Technology Coops.

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

- Civil Engineering Technology Coop Appendix (IDS 1584)
- CIVE 104 (IDS 1585), CIVE 204 (IDS 1586), CIVE 208 (IDS 1587)
- Electrical and Computer Engineering Technology Coop Appendix (IDS 1588)
- ECET 104 (IDS 1589), ECET 204 (IDS 1590), ECET 208 (IDS 208), ECET 304 (IDS 1592)
- Information and Computer Systems Technology Coop Appendix (IDS 1593)
- ICS 104 (IDS 1594), ICS 108 (IDS 1595), ICS 204 (IDS 1596), ICS 208 (IDS 1597)
- Mechanical Engineering Technology Coop Appendix (IDS 1598)
- MENG 104 (IDS 1599), MENG 204 (IDS 1600), MENG 304 (IDS 1601)

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

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

- Civil Engineering Technology Coop Appendix (IDS 1584)
- CIVE 104 (IDS 1585), CIVE 204 (IDS 1586), CIVE 208 (IDS 1587)
- Electrical and Computer Engineering Technology Coop Appendix (IDS 1588)
- ECET 104 (IDS 1589), ECET 204 (IDS 1590), ECET 208 (IDS 208), ECET 304 (IDS 1592)
- Information and Computer Systems Technology Coop Appendix (IDS 1593)
- ICS 104 (IDS 1594), ICS 108 (IDS 1595), ICS 204 (IDS 1596), ICS 208 (IDS 1597)
- Mechanical Engineering Technology Coop Appendix (IDS 1598)
- MENG 104 (IDS 1599), MENG 204 (IDS 1600), MENG 304 (IDS 1601)

Moved by:

Seconded by:

REGULAR CURRICULUM

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

- Advanced Diploma in Managing for Government (IDS 1421) – program content
- Certified Dental Assistant (IDS 1498) – admission requirements, participation requirements, content
- Comics and Graphic Novels (IDS 1631) – program content
- CRWR 152 (IDS 1518), CRWR 154 (IDS 1519), CRWR 156 (IDS 1520), CRWR 158 (IDS 1521)- course title, description, learning outcomes
- Diploma in Public Administration (IDS 1541) – description, content

- ENGL 091 (IDS 1807), and ENGL 093 (IDS 1808) – new courses
- EXW 101 (IDS 1497) – pre/co-requisite
- FREN ~~100~~¹⁰⁵ (IDS 1434), FREN ~~101~~¹⁰⁶ (IDS 1435), FREN ~~200~~²⁰⁵ (IDS 1436), FREN ~~201~~²⁰⁶ (IDS 1516), FREN 250 (IDS 1517) – new courses
- FREN 102 (IDS 1437), FREN 103 (IDS 1438), FREN 110 (IDS 1439), FREN 111 (IDS 1440), FREN 112 (IDS 1441), FREN 114 (IDS 1442), FREN 120 (IDS 1443), FREN 121 (IDS 1444), FREN 212 (IDS 1445), FREN 214 (IDS 1446), FREN 220 (IDS 1447), FREN 221 (IDS 1448) – course cancellation
- GEOG 104 (IDS 1542), GEOG 232 (IDS 1543) – course title, short description, PLA
- HCA 140 (IDS 1500), HCA 154 (IDS 1501), HCA 171 (IDS 1502), HCA 172 (IDS 1503), HCA 173 (IDS 1504) – short descriptions, activity & hours, learning outcomes
- Indigenous College Prep (IDS 1921) –description, admission req., program content
- KORE 100 (IDS 1549), KORE 101 (IDS 1550), KORE 200 (IDS 1551), KORE 201 (IDS 1552) – title, description, learning outcomes
- MATH ~~034~~^{cancellation} (IDS 1505), MATH 037 (IDS 1506), MATH 038 (IDS 1507), MATH 052 (IDS 1508) – description, pre-reqs,
- MATH 107 (IDS 1523) – short description
- MATH 116 (IDS 1524), MATH 216 (IDS 1525), MATH 218 (IDS 1526), MATH 219 (IDS 1527), MATH 254 (IDS 1528), MATH 112 (IDS 1529), MATH 113 (IDS 1530), MATH 225 (IDS 1531) – course cancellations
- PHYS 140 (IDS 1547), PHYS 141 (IDS 1548) – new courses
- SPP 120 (IDS 1430) – pre-req
- STAT 216 (IDS 1548) – short description, pre-req., learning outcomes
- **TEAC 105 (IDS 1780) - 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 :

- Advanced Diploma in Managing for Government (IDS 1421) – program content
- Certified Dental Assistant (IDS 1498) – admission requirements, participation requirements, content
- Comics and Graphic Novels (IDS 1631) – program content
- CRWR 152 (IDS 1518), CRWR 154 (IDS 1519), CRWR 156 (IDS 1520), CRWR 158 (IDS 1521)- course title, description, learning outcomes
- EXW 101 (IDS 1497) – pre/co-requisite
- FREN ~~100~~¹⁰⁵ (IDS 1434), FREN ~~101~~¹⁰⁶ (IDS 1435), FREN ~~200~~²⁰⁵ (IDS 1436), FREN ~~201~~²⁰⁶ (IDS 1516), FREN 250 (IDS 1517) – new courses
- FREN 102 (IDS 1437), FREN 103 (IDS 1438), FREN 110 (IDS 1439), FREN 111 (IDS 1440), FREN 112 (IDS 1441), FREN 114 (IDS 1442), FREN 120 (IDS 1443), FREN 121 (IDS 1444), FREN 212 (IDS 1445), FREN 214 (IDS 1446), FREN 220 (IDS 1447), FREN 221 (IDS 1448) – course cancellation
- GEOG 104 (IDS 1542), GEOG 232 (IDS 1543) – course title, short description, PLA
- HCA 140 (IDS 1500), HCA 154 (IDS 1501), HCA 171 (IDS 1502), HCA 172 (IDS 1503), HCA 173 (IDS 1504) – short descriptions, activity & hours, learning outcomes

- MATH 107 (IDS 1523) – short description
- MATH 116 (IDS 1524), MATH 216 (IDS 1525), MATH 218 (IDS 1526), MATH 219 (IDS 1527), MATH 254 (IDS 1528), MATH 112 (IDS 1529), MATH 113 (IDS 1530), MATH 225 (IDS 1531) – course cancellations
- PHYS 140 (IDS 1547), PHYS 141 (IDS 1548) – new courses
- SPP 120 (IDS 1430) – pre-req
- STAT 216 (IDS 1548) – short description, pre-req., learning outcomes

TEAC 105 (IDS 1780) - course hours

Moved by:

Seconded by:

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

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

- ENGL 091 (IDS 1807), and ENGL 093 (IDS 1808) – new courses
- Indigenous College Prep (IDS 1921) –description, admission req., program content
- KORE 100 (IDS 1549), KORE 101 (IDS 1550), KORE 200 (IDS 1551), KORE 201 (IDS 1552) – title, description, learning outcomes
- MATH 034 (IDS 1505), MATH 037 (IDS 1506), MATH 038 (IDS 1507), MATH 052 (IDS 1508) – description, pre-reqs,
- Diploma in Public Administration (IDS 1541) – description, content

Moved by:

Seconded by:

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



Education Policy Renewal and Framework

Initiative Description

The Education Policy Renewal and Framework initiative is proposed to address the current educational policy priorities of the college, while working in parallel with diverse stakeholders to engage and collaboratively develop a new draft education policy framework. The initiative is committed to meaningful engagement with key stakeholders, valuing the integral knowledge and capacity of students, faculty, staff and community.

Context

Camosun maintains an array of educational policies that span programming and instruction, student services and support, and research and copyright. In recent years, as needed, such policies have been updated to reflect changes in regulations or responsibilities, administrative practices or other emerging requirements that initiated a need for change. However, less emphasis has been placed on the strategic role of educational policy as well as the investment in capacity to undertake educational policy review, revision and development to ensure continued alignment with and achievement of evolving college values, priorities and plans.

A strategic role of policy and policy development is the capacity to reflect, embed and incorporate organizational principles and values into practice. Policy decisions affect and influence behaviours – often through the establishment of standards, systems and processes – and guide the way we interact with learners at the college. In this context, a key strategic role of policy and policy development is the capacity to reflect, embed and incorporate principles and values into practice. From this standpoint, it is imperative that educational policy reflect our collective values and principles for the educational and student experience we aspire to deliver – through policy, the college has capacity to codify these values and principles with respect to particular policy domains.

Strategic Alignment

Whether through student research of our course offerings that are published to the web, interactions with the college through our admissions policy and processes, grading, student appeals, academic schedule production, assessment and transfer of prior learning, work-integrated learning, student accommodation, and much more – the educational elements we identify and articulate through educational policy have a direct linkage with and impact on the educational and student experience delivered by the college.

In recognition and alignment with this, more recently, educational policy has been identified by Education Council, members of the college's Education Leadership Team, members of the college's Integrated Curriculum Committee and others as an area that would benefit from additional focused attention. This initiative is designed to address the larger picture of a revised educational policy framework, while simultaneously addressing priority policy issues that have surfaced and been identified over the past year.

At the heart of this proposed initiative is a commitment to assess and, as applicable, re-align and/or develop educational policy to ensure that it reflects, embodies and codifies, where possible, our (to-be-developed) values and vision for an exceptional student experience at Camosun College. Anchoring this conversation in the context of the student experience can and will help ensure the application of a consistent set of student-centric values and principles are applied to policy review and development efforts, in alignment with key strategic pillars and goals emerging as collective priorities through college-wide strategic planning efforts.

Current Educational Policy

Currently, a number of educational policy areas have surfaced through a variety of channels –some through responsive dialogue to particular/point-in-time issues or situations, others related to particular challenges that have surfaced through other college initiatives (e.g. via Program Mix Analysis, Education Division Renewal). Through such avenues the following issues have been catalogued. This list of issues does not represent a comprehensive educational policy needs assessment, or any prioritization. An organizational needs analysis will be undertaken as part of the overall initiative.

See **Appendix B** for a more fulsome representation of the “current state” of these policies.

Key policy areas identified to date include:

- | | | |
|---|--|--|
| 1. Admissions (generally) | 10. Course numbering policies and standards | 19. Communication and messaging to the web |
| 2. Assessment practices | 11. Mature student admissions | 20. Permission of the Chair to register |
| 3. Competitive admission | 12. Credentialing: including credential definitions, shelf-life, versioning and lifespan | 21. Reserved, restricted and “open to” courses |
| 4. Cross-college integration (courses/content: indigenous, innovation internationalization, sustainability) | 13. Course duplication | 22. English pre-requisites |
| 5. Distance Education | 14. Credit calculation | 23. English language equivalencies |
| 6. Course Leveling | 15. Education (teaching & learning) and privacy legislation / regulations | 24. Course cancellation |
| 7. Role and function of pre-requisites | 16. Student Accommodation | 25. Indigenization policy |
| 8. International Students | 17. Guaranteed Seats | 26. Dual-credit |
| 9. Student conduct | 18. Student appeals | |

Initiative Overview

As identified, the student experience interplays directly and indirectly with many of the educational policies at the college. Therefore this initiative has created a preliminary design with the “student experience” at the centre. The proposed initiative would allow for current policy needs to be addressed and better understood, while working in tandem to create a draft education policy framework. An emphasis on the lived experience of Camosun stakeholders (staff, students, administration) is imperative to ensure that the multiple impacts of policy can be considered when changing current policy and developing the draft educational policy framework.

The proposed initiative has been organized into four main areas of focus: planning and business process, policy needs assessment, current policy work, and the development of a draft Camosun Educational Policy Framework. The following section details the proposed initiative design, draft timelines and anticipated outcomes and initial design elements for the overarching stakeholder engagement.

Initiative Design

For the purposes of planning, the initiative has been organized into four areas of focus, designed to complement each other by overlapping in timelines and to support interconnection between consultation, information gathering and action. Through this type of iterative, interconnected process the initiative seeks to understand how policy shapes and supports the values, beliefs and operational reality of the college while acutely focusing on the value of the student experience. Interlocking process and ongoing feedback to how one element of the initiative affects another will be embedded in the overall design. A representation of how they intersect and types of processes attached to each focus area is presented in **Appendix A**.

Below is a snapshot of the projected timelines and key outcomes for each of the four areas of focus:

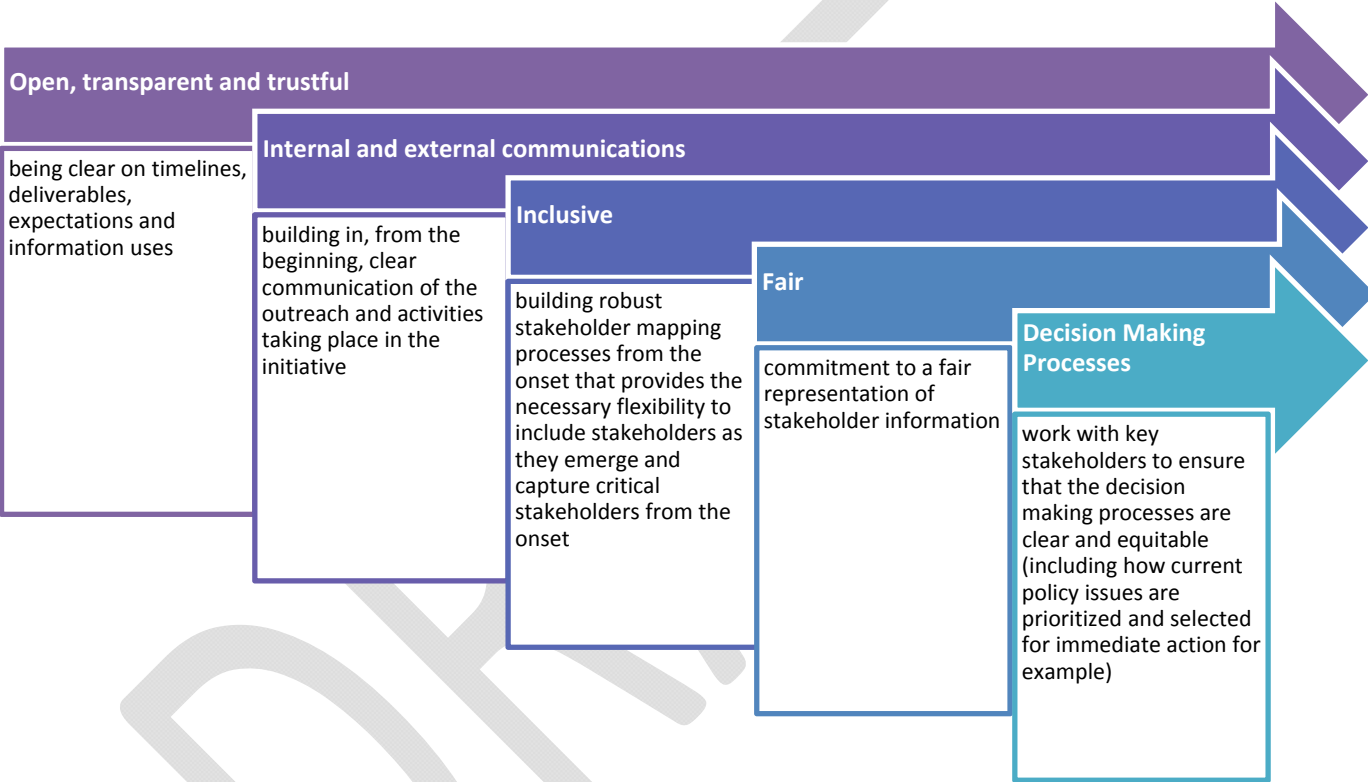
Areas of Focus	Key Outcomes
Planning & Business Process Jan-Feb 2016	<ul style="list-style-type: none"> • Establish Working Group • Finalize Business Process • Identify initial stakeholder map • Firm up critical path and timelines
Policy Needs Assessment Feb – Mar 2016	<ul style="list-style-type: none"> • Inventory of Current Educational Policy • Report out to stakeholders on policy needs and assessment for priority • Ongoing work engagement with other focus areas in the initiative to move policy at Camosun to “steady state”
Current Policy Work Mar – Fall 2016	<ul style="list-style-type: none"> • Address and work through key priority policy work identified through the needs assessment • Interlink information and feedback from the development of a draft Camosun Education Policy Framework where appropriate/applicable
Development of Camosun Draft Education Policy Framework Feb – Fall 2016	<ul style="list-style-type: none"> • Working paper on emerging and best practices related to delivering an exceptional student experience • Three phases of college, community and key thought leaders/stakeholder engagement • Creation of a draft Camosun Education Policy Framework

Stakeholder Engagement

Meaningful engagement will be the cornerstone to the outcomes this initiative is able to produce; requiring a commitment to hearing diverse opinions, being open to understanding expertise rooted in differed lived experiences and building the necessary internal and external capacity to interweave the potential of policy to support an exceptional student experience at the college.

There will be multiple points of engagement throughout the initiative, both formal and informal. Qualitative and quantitative tools to capture this information will be identified and implemented.

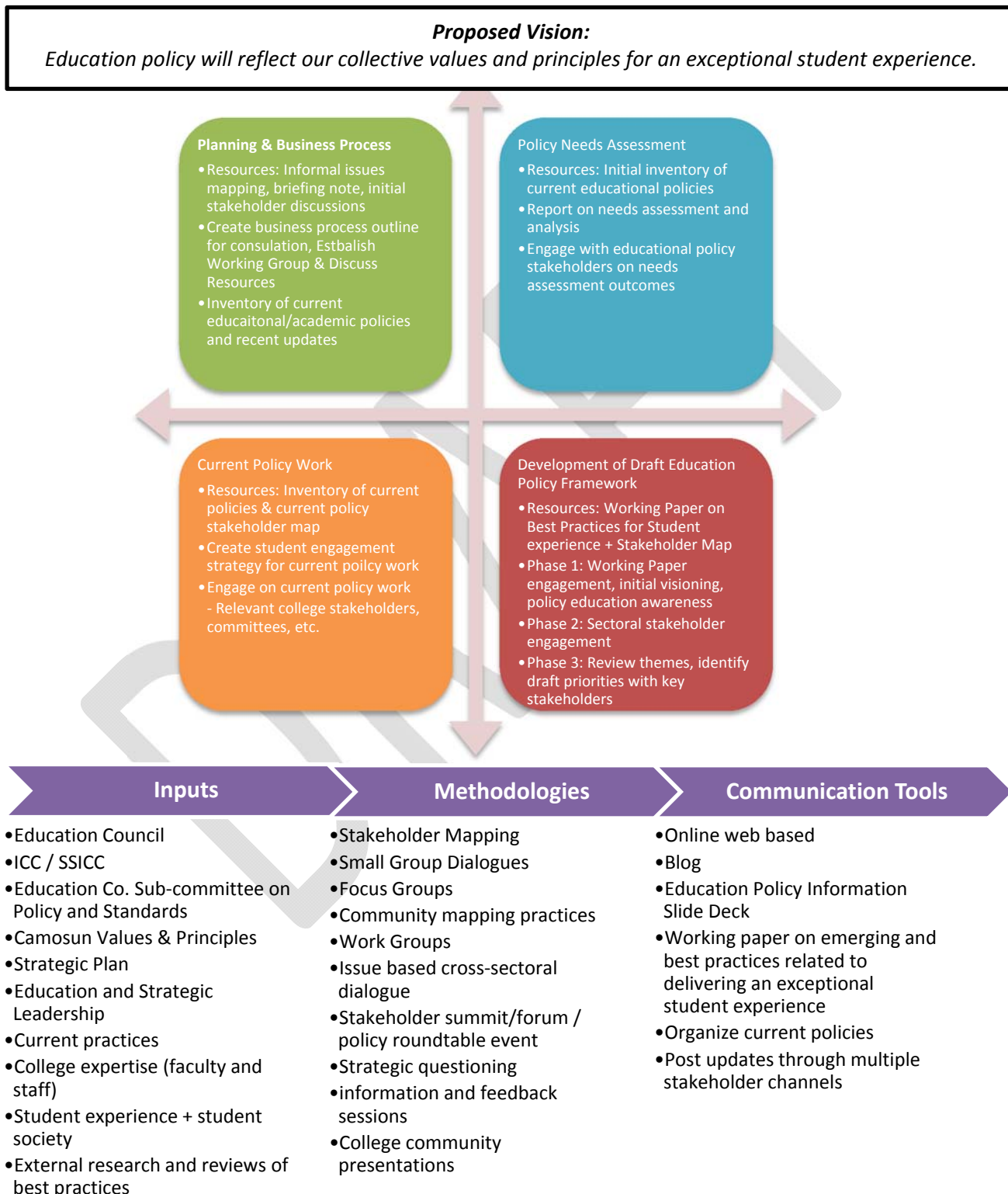
Elements of meaningful engagement include:



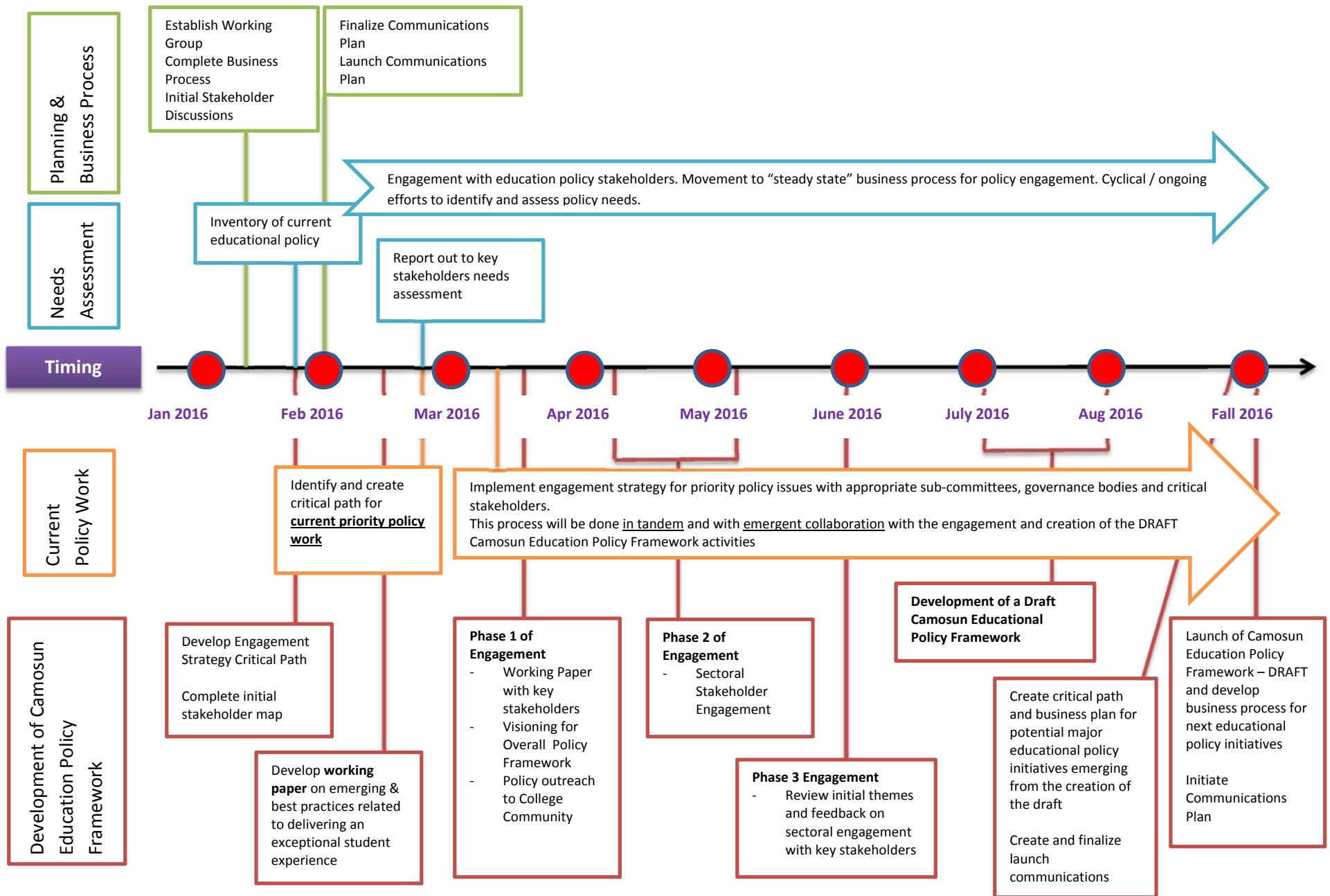
Creating a transparent, robust stakeholder engagement strategy will also require agreed terms of guiding principles for the upcoming discussions, dialogues and analysis associated with this initiative. Strategic work will take place with the appropriate decision making bodies (e.g. EdCo, SLC, ELT) and stakeholders to ensure that a set of engagement principles are agreed to at the onset and used moving forward.

Proposed Process Overview

The following is a proposed process overview of how stakeholder engagement will intersect with the focus areas in this initiative. A more comprehensive critical path will be developed in full once engagement has gotten underway with key educational policies and stakeholders.



Appendix A: Overview of Proposed Process, Mayor Phases and Key Actions for Initiative



Appendix B: Current Status of Camosun Educational Policy

The following is a snapshot of the current status of educational policy at Camosun College with a subsequent “issues” list compiled from informal and formal discussions over the past year. This initiative proposes a comprehensive needs assessment of current educational policy and identified priorities within its areas of focus.

Policy Number	Policy Name	Last Updated	Notes
P-1.1	Policy Framework	2010	
E-1 Programming & Instruction			
E-1.1	Academic Progress	2005	Related Policies: E-1.5 Grading, E-1.4 Standards for Awarding Camosun College Credentials, E-2.4 Student Appeals, E-2.5 Student Conduct
E-1.2	Academic Schedule	2008	
E-1.3	Work Integrated Learning	2010	Related policies: E-1.5 Grading, E-1.6 Educational Approvals, G-2.1 Strategic Plan, Programming & Instruction/Co-Operative Education, Appendix (updated 2012)
E-1.4	Standards for Awarding Camosun College Credentials	2005	Related Policies: E-1.6 Educational Approvals, E-1.8 Prior Learning Assessment, Camosun College Calendar,
E-1.4.1	Posthumous Credentials	2008	Related Policies: E-1.1 Academic Progress, E-1.4 Standards for Awarding Credentials, E-1.5 Grading
E-1.5	Grading	2006	Related Policies: E-1.1 Academic Progress, E-1.3 Field Placement, E-2.2 Course Withdrawals, E-2.4 Student Appeals, E-2.5 Student Conduct, E-1.5.1 Incomplete Grade Report for Student Form supporting document,
	Camosun College Grading Policy Change	2007`	No identified policy number, stand alone linked to the Grading policy on website
E-1.6	Educational Approvals	2008	Related Policies: G-2.1 Strategic Plan, G-2.2 Mission Statement and Values, G3.4 Integrated Curriculum Committee Terms of Reference
E-1.7	International Education	1996	
E-1.8	Prior Learning Assessment (PLA)	1999	Related Policies: E-1.5 Grading, E-2.2 Course Withdrawals, E-2.4 Student Appeals
E-1.9	Program Advisory Committees	2005	Related Policies: O-4.3 Travel, E-1.9.1 Program Advisory Committee Terms of Reference, E-1.9.2 Program Advisory Committee Roles and Responsibilities
E-1.10	Scheduling (noted called Scheduling Instructional Space on the website)	2014	Realted Policies: E-1.2 Academic Schedule
E-1.11	Program Suspension and Cancellation	2011	Related Policies: G-1.3 Board Decision Making, E-1.6 Educational Approvals

E-2 Student Services and Support			
E-2.1	Admission	2012	Related Policies: G-2.1 Strategic Plan, G-2.2 Mission Statement and Values, Citizenship and Immigration Canada link
E-2.2	Course Withdrawals	2014	Related Policies: E-1.5 Grading, E-1.7 International Education, E-2.4 Student Appeals, E-2.8 Medical/Compassionate Withdrawals, Camosun College Calendar link
E-2.3	Student Ancillary Fees	2003	Related Policies: E-2.3.1 Request to Establish or Adjust Student Ancillary Fee
E-2.4	Student Appeals	2014	Related Policies: E-1.5 Grading, E-1.6 Educational Approvals, E-2.5 Student Conduct, O-5.10 Respectful Workplace
E-2.5	Student Conduct	2009	Related Policies: E-1.5 Grading, E-1.6 Educational Approvals, E-2.4 Student Appeals, O-5.10 respectful Workplace, Supporting document: E-2.5.1 Plagiarism: Definition and Consequences
E-2.6	Tuition Fees	2003	
E-2.7	Student Penalties and Fines	2003	Related Policies: E-2.2 Course Withdrawals, E-2.3 Student Ancillary Fees
E-2.8	Medical/Compassionate Withdrawals	2014	Related Policies: E-2.2 Course Withdrawals, E-2.4 Student Appeals, E-1.1 Academic Progress, Supporting form: Medical/CompassionateWithdrawal Form
E-3 Research and Copyright			
E-3.1	Research at Camosun	2006	Supporting Research Policies and Guidelines: E-3.2 Ethical Conduct for research Involving Human Subjects, E-3.3 Integrity in Research and Scholarship, Related Policy: E-3.5 Commercialization of Intellectual Property
E-3.2	Ethical Conduct for Research Involving Human Subjects	2006	Related Policies: E-3.1 Research at Camosun, E-3.3 Integrity in Research and Scholarship, E-3.2.1 – E3.2.6 Research Guidelines
E-3.3	Integrity in Research and Scholarship	2006	Related Policies: E-2.5 Student Conduct, O-6.1 – Freedom of Information and Protection of Privacy, O-6.2 – Record Retention
E-3.4	Copyright	2000	
E-3.5	Commercialization of Intellectual Property	2006	Related Policies: E-3.4 Copyright, O-5.11 Standards of Conduct, O-6.1 Freedom of Information and Protection of Privacy
Policies to be considered / explored			
	Competative Admissions Course Duplication Course Leveling Course Numbering Course Cancelation Dual credit Distributed / Distance Learning Education (teaching and learning) + privacy legislation English Pre-Requisites English Language Equivalancies Guaranteed Seats Indiginization Policy Student Accomodation Mature Students		