



Education Council

Ensuring that our students are provided with quality educational experiences



Agenda

Wed, Oct 19, 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.)	Stephen Bishop
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>	Stephen Bishop
4:02	Round-Table Check-In (10 min.) In 3 words or less tell us how you are doing	Stephen Bishop
4:12	Acceptance of Agenda (1 min.)	Stephen Bishop
4:13	Minutes for approval (1 min.) June 15, 2016 and Sept 21, 2016	Stephen Bishop
4:19	Reports (6 min.) <ol style="list-style-type: none"> 1. Education Council Chair (2 min.) 2. VP Academic (2 min.) 3. Board Member (2 min.) 	Stephen Bishop John Boraas Nigel Giuliany
4:25	Committee Reports (nil.) <ol style="list-style-type: none"> 1. Awards (nil) 2. Education Council Policy and Standards Committee (nil). 	Dominic Bergeron Steven Rumpel
4:25	Presentations and/or Discussions (75 min.) <ol style="list-style-type: none"> 1. Education Policy Update (45 min.) Involuntary Health and Safety Leave of Absence 	Steven Rumpel, Katie Shaw, & Chris Balmer

TIME	ITEM	PRESENTER
5:10	2 Private ESL Pathways Partnership Presentation and Discussion (30 min.)	Ian Humphries
nil	Integrated Curriculum Committee Report (10 min.) – see attachment	Connie Klassen
	1 Curriculum for Presentation (nil)	
	2 Curriculum for Approval  Hyperlink (10 min.)	Connie Klassen
6:00	Meeting Adjourned	Stephen Bishop

Upcoming Meetings:

Regular Meeting
 Wed., Nov 16, 2016
 4:00-6:00 pm
 CC 321, Interurban

Members (*Quorum = 10*)

Voting Council Members

- | | |
|---|-----------------------------------|
| 1. Alison Bowe, Faculty | 10. Scott Harris, Administration |
| 2. Bijan Ahmadi, Faculty | 11. Peter Ove, Faculty |
| 3. Brent Wasserman, Faculty | 12. Shelley Melissa, Faculty |
| 4. Cindy Drover-Davidson, Support Staff | 13. Shohreh Hadian, Faculty |
| 5. Cynthia Wrate, Faculty | 14. Stephen Bishop, Faculty |
| 6. Dominic Bergeron, Administration | 15. Steven Rumpel, Administration |
| 7. Emara Angus, Student | 16. Sukhdeep Kaur, Student |
| 8. John Boraas, Administration | 17. Tim Ayers, Faculty |
| 9. Leslie Martin, Support Staff | 18. Zachary Snow, Student |

Non-Voting Council Members

Sherri Bell, President	Connie Klassen, ICC Chair
Nigel Giuliany, Board of Governors	Corrine Michel, Indigenization Coordinator -
Shelley Butler, Permanent Secretary	

Guests

Ian Humphries, Access	Chris Balmer, Counselling
Katie Shaw, VP Education	

For Information:

Education Council Executive:

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

Vice-Chair: Tim Ayers, Trades & Technology, 370-4455, ayers@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

Registrar: Scott Harris, Registrar's Office, Interurban, 370-3840, harriss@camoun.bc.ca.ca

Permanent Secretary: Shelley Butler, Office of VP Education, 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.

<https://hub.camosun.ca/sites/Education/>

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

Wednesday, Jun 15, 2016

4:00-6:00 pm

CC 321, Interurban

Present

Alison Bowe, Faculty
 Cindy Drover-Davidson, Support Staff
 Connie Klassen, ICC Chair
 Cynthia Wrate, Faculty
 Dominic Bergeron, Administration
 Gillyan Haden, Administration
 John Boraas, Administration
 Leslie Martin, Support Staff
 Nigel Giuliany, Board of Governors

Patrick Jones, Faculty
 Peter Ove, Faculty
 Sarah Lindsay, Student
 Shelley Butler, Perm. Secretary
 Shelley Melissa, Faculty
 Sherri Bell, President
 Shohreh Hadian, Faculty
 Stephen Bishop, Faculty
 Steven Rumpel, Administration

Regrets/Absent

Bijan Ahmadi, Faculty
 Corrine Michel, Indigenization Coordinator
 Emara Angus, Student
 Hannah Thomson, Student

Lisa Robertson, Faculty
 Rachael Grant, Student
 Tim Ayers, Faculty
 Tim Ayers, Faculty

Guests

Kerri Norrie, School of Business
 Patricia Gaudreault, School of Business

Toni Hoyland, Health and Human Services
 Robin Fast, Health and Human Services

ITEM	PRESENTER
<p>A. Call to order and Declaration of Quorum The Regular Meeting was called to order at 4:03 by Cynthia Wrate, Education Council Chair.</p>	Cynthia Wrate
<p>B. Acknowledgement of Coast Salish Territory <i>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</i></p>	Cynthia Wrate
<p>C. Round-Table Check-In Cynthia welcomed everyone and requested a roundtable check-in.</p>	Cynthia Wrate

ITEM	PRESENTER
<p>D. Acceptance of Agenda The June 15, 2016 agenda was accepted with one revision. John Boraas requested the MOU Discussion be deferred to a Fall agenda.</p>	Cynthia Wrate
<p>E. Minutes for Approval The May 18, 2016 regular and special minutes were accepted.</p>	Cynthia Wrate
<p>F. Reports</p>	
<p>1. Education Council Chair Cynthia reported that the Education Council retreat on Mon, Jun 13 was a day well spent. Important topics were discussed and we have key areas of momentum that will carry forward our education policy work into the fall. She also noted there is a lot of talk at the Council of Education Council table as well on policy.</p>	Cynthia Wrate
<p>2. VP Education John acknowledged the quarter to semester change project. He noted that all the technology programs will begin the new delivery model this fall with new curriculum. He thanked all employees involved in the project. In addition, John expressed excitement for the upcoming graduation ceremony on June 16 and 17. Lastly, John noted his appreciation for the work done at the Education Council retreat on June 13. He observed that there were health conversations had and that a lot of progress has been made in our policy work. He looks forward to where our work will take up in the upcoming year.</p>	John Boraas
<p>3. Board Member Nigel reported that the Board passed a number of motions. These included the approval of the audited financial statements, the Community Support Worker Foundation program cancellation, Orange Shirt Day at Camosun College, Institutional Accountability Report, and the Enrollment Report. Nigel expressed his thanks to all College employees and Sherri Bell on behalf of the Board.</p>	Nigel Giuliany
<p>G. Committee Reports</p>	Cynthia Wrate
<p>1. Awards Nil</p>	Dominic Bergeron
<p>2. Education Council Policy and Standards Committee Steven thanked Education Council members for their engagement in the process to date. He noted that the Committee is moving into the scoping phase of the process. The Committee met recently on Tuesday, Jun 14 to discuss priorities, next steps and planning for the August committee meeting.</p>	Steven Rumpel
<p>H. Integrated Curriculum Committee Report</p>	Connie Klassen
<p>1. Presentation Kerri Norrie and Patricia Gaudreault presented the renewed Certificate in Bookkeeping Fundamentals. Questions and discussion followed.</p>	

ITEM

PRESENTER

Motion: It was moved by Steven Rumpel and seconded by Sarah Lindsay that Education Council approves the following curriculum :

- Certificate in Bookkeeping Fundamentals (IDS 2214) – description, admission requirements, participation requirements, learning outcomes, content, delivery arrangements, special notes

Motion Carried

Presentation

Toni Hoyland presented the renewed Diploma in Early Learning and Care. Questions and discussion followed.

Motion: It was moved by Steven Rumpel and seconded by Leslie Martin that Education Council approves the following curriculum :

- Diploma in Early Learning and Care (IDS 2227)
- ELC 110 (IDS 2228), ELC 111 (IDS 2229), ELC 112 (IDS 2230), ELC 113 (IDS 120), ELC 120 (IDS 2232), ELC 121 (IDS 2233), ELC 130 (IDS 2234), ELC 143 (IDS 2235), ELC 150 (IDS 2236), ELC 160 (IDS 2237), ELC 170 (IDS 2238), ELC 210 (IDS 2239), ELC 212 (IDS 2240), ELC 214 (IDS 2241), ELC 220 (IDS 2242), ELC 221 (IDS 2243), ELC 230 (IDS 2244), ELC 231 (IDS 2245), ELC 240 (IDS 2246), ELC 241 (IDS 2247), ELC 242 (IDS 2248), CFCS 220 (IDS 2249)

Motion Carried

2. Curriculum Recommended for Approval

REGULAR CURRICULUM

Connie presented the curriculum for approval. Questions and discussion followed.

Motion: It was moved by ICC and seconded by Cindy Drover-Davidson that Education Council approves the following curriculum :

- ACCT 480 (IDS 2212) – pre-requisite, course type
- Diploma in Hospitality Management (IDS 2213) – admission requirements, content
- Engineering Transfer (IDS 2135) and Applied Chemistry & Biotechnology (IDS 1988) – program content
- Hospital Unit Clerk (IDS 2211) – admission requirements
- MATH 038 (IDS 2226) – title
- MATH 039 (IDS 2210) – title, description, learning outcomes, grading
- MATH 052 (IDS 2224) – pre/co-req.
- MATH 057 (IDS 2225) – title

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- Mental Health and Addictions (IDS 2136) - admission req., participation req., content, recommend information
- MHA 130 (IDS 2137) – course cancellation
- MHA 140 (IDS 2138) – pre-req.
- PDD in Human Resource Management and Leadership (IDS 2216) – description, admission requirements, learning outcomes, content, completion requirements
- PHYS 114 (IDS 1975) and PHYS 115 (IDS 1976) – cancel course
- PSYC 275 (IDS 1911) – description, pre-requisite, learning outcomes
- Removal of PE Admission Requirement
 - Bachelor of Athletic & Exercise Therapy (IDS 2139)
 - Bachelor of Sport & Fitness Leadership (IDS 2140)
 - Diploma in Sport Management (IDS 2141)
 - Diploma in Exercise & Wellness (IDS 2142)
 - Certificate in Sport Management (IDS 2143)
 - Certificate in Exercise & Wellness (IDS 2144)
 - SPMA 135 (IDS 2152) – PE 11 removal

Motion Carried

John Boraas

REGULAR CURRICULUM

Connie presented the curriculum for approval. Questions and discussion followed.

Motion: It was moved by Steven and seconded by Dominic that Education Council approves the following curriculum :

- PDD in Human Resource Management and Leadership (IDS 2216) – description, admission requirements, learning outcomes, content, completion requirements

Motion Carried

3. Program Cancellation

John presented the cancellation of the Advanced Diploma in Human Resource management. The Advanced Diploma in Human Resource Management was first offered in Sept 2004. The program was designed for people who are in leadership or management positions, or employed as HR practitioners, or preparing for transition into leadership/management or HR roles. The courses in the program gave **consideration to knowledge and learning** that assisted students in preparation for the CHRP designation.

There were two drives for the decision to cancel this program:

1. The Human Resource Management Association (HRMA) now requires that members pursuing their Certified Human Resources Professional (CHRP)

ITEM	PRESENTER
<p>designation must have a Bachelor degree in any discipline. The advanced diploma does not satisfy this requirement.</p> <p>2. Confusion by stakeholders when the PDD was launched in 2012. There were many inquiries regarding the differences between the advanced diploma and the PDD from Student Services, potential students, PAC members, and even within the School’s own department (competing priorities).</p> <p>Note that for mature learners who only want to take content specific HR courses, they will have the opportunity to them once they meet the course prerequisites. This would apply specifically to students who do not need or want their CHRP designation.</p> <p>The College will discontinue accepting applications for January 2017. Current students will be able to complete this program as all courses will continue to be offered in the BBA HRL and PDD in Business Administration, Human Resource Management & Leadership Option programs.</p> <p>Motion: It was moved by John Boraas and seconded by Dominic Bergeron that Education Council approves a recommendation to the Board of Governors to cancel the following curriculum : Program Cancellation: Advanced Diploma in Human Resource Management (IDS 2215)</p> <p style="text-align: right;">Motion Carried</p>	
I. Presentations and/or Discussions	
Nil	
J. Thank You to Outgoing Members	Cynthia Wrate
Cynthia thanked outgoing members Sarah Lindsay, Patrick Jones, Rachael Grant, and Hannah Thomson for their service and dedication to Education Council.	
Stephen Bishop thanked Cynthia for taking on the duties of Chair of Education Council for the last two years.	Stephen Bishop
K. Adjournment	Cynthia Wrate
The Meeting adjourned at 5:25 pm.	



DRAFT Minutes

Wednesday, Sept 21, 2016

4:00-6:00 pm

CC 321, Interurban

Present

- | | |
|--|---------------------------------|
| Bijan Ahmadi, Faculty | Scott Harris, Administration |
| Brent Wasserman, Faculty | Shelley Butler, Perm. Secretary |
| Cindy Drover-Davidson, Support Staff | Shelley Melissa, Faculty |
| Connie Klassen, ICC Chair | Sherri Bell, President |
| Corrine Michel, Indigenization Coordinator | Shohreh Hadian, Faculty |
| Cynthia Wrate, Faculty | Stephen Bishop, Faculty (Chair) |
| Dominic Bergeron, Administration | Steven Rumpel, Administration |
| Emara Angus, Student | Sukhdeep Kaur, Student |
| John Boraas, Administration | Tim Ayers, Faculty (Vice-Chair) |
| Leslie Martin, Support Staff | Zachary Snow, Student |
| Nigel Giuliany, Board of Governors | |
| Peter Ove, Faculty | |

Regrets/Absent

- | | |
|---------------------------|-------------------------------|
| Alison Bowe, Faculty | Steven Rumpel, Administration |
| Connie Klassen, ICC Chair | |

Guests

- | | |
|---|------------------------------------|
| Geoff Wilmshurst, VP Partnerships | Katie Shaw, Office of VP Education |
| Christiaan Bernard, Camosun International | |

ITEM	PRESENTER
<p>A. Call to order and Declaration of Quorum The Regular Meeting was called to order at 4:04 by Stephen Bishop, Education Council Chair.</p>	<p>Stephen Bishop</p>
<p>B. Acknowledgement of Coast Salish Territory <i>Stephen 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</i></p>	<p>Stephen Bishop</p>

ITEM	PRESENTER
<p>C. Round-Table Check-In Stephen welcomed everyone and Corrine gave background on the purpose of the roundtable check-in. This was followed by brief round-table updates from council members on what they anticipate for the upcoming school year.</p>	<p>Stephen Bishop & Corrine Michel</p>
<p>D. Acceptance of Agenda The Sept 21, 2016 agenda was accepted as presented.</p>	<p>Stephen Bishop</p>
<p>E. Minutes for Approval The June 15, 2016 regular minutes were not available due to a clerical error. The item was tabled until the Oct 19, 2016 meeting.</p>	<p>Stephen Bishop</p>
<p>F. Reports</p>	
<p>1. Education Council Chair Stephen welcomed the new Education Council members. He also noted that he is committed to attending the Board meetings and bringing that information to Education Council and vice-versa; and working on the education policy development and approval with the council. Stephen called for nominations from the floor for the position of Education Council Vice-Chair. Dominic Bergeron nominated Alison Bowe and Cynthia Drover-Davidson nominated Tim Ayers. A secret ballot was requested. Tim Ayers was declared the Vice-Chair of Education Council.</p>	<p>Stephen Bishop</p>
<p>2. VP Education John expressed excitement about the upcoming education division projects and activities this academic year, including new student opportunities in the area of applied research, truth and reconciliation activities, a new education plan, and development and approval of new programs. He noted this is a time of opportunity for the College.</p>	<p>John Boraas</p>
<p>3. Board Member Nigel noted that the first Board meeting was held on Sept 19, and that Russ Lazaruk was elected Board Chair. He also acknowledge the various members of the board, the approval of the 5 year Capital Plan, the cancellation of the Advanced Diploma in Human Resource Management, and the acceptance of the new Adventure Education program.</p>	<p>Nigel Giuliany</p>
<p>G. Committee Reports</p>	
<p>1. Awards Nil</p>	<p>Dominic Bergeron</p>
<p>2. Education Council Policy and Standards Committee Nil</p>	<p>Steven Rumpel</p>

ITEM	PRESENTER
H. Presentations and/or Discussions	
<p data-bbox="228 331 623 359">1. Education Policy Update</p> <p data-bbox="300 390 1339 573">Katie gave an update on the Education Policy initiative. She discussed where we are now, moving forward from the education policy needs assessment, website communications enhancement, Education Council Policy and Standards engagement strategy, and other policy work updates. Questions and discussion followed.</p> <p data-bbox="300 600 1045 630"><i>Questions and discussion included, but was not limited to:</i></p> <ul data-bbox="349 657 1360 926" style="list-style-type: none"> • <i>What is Indigenization?</i> • <i>Is there a process to bring policy concerns from the governance tables? Yes</i> • <i>This process has engaged so many college employees and students. This is a good design.</i> • <i>Are we breaking this complexity into manageable chunks? Yes.</i> • <i>How can various policy be made more searchable on the website? Categories may be a solution.</i> 	Katie Shaw
<p data-bbox="228 953 732 980">2. Memorandum of Understanding</p> <p data-bbox="300 1010 1339 1152">Geoff Wilmshurst gave an overview of the various agreements that are signed between the college and other institutions. They include study abroad agreements, field schools, faculty exchanges, academic agreements, academic research agreements, etc. Questions and discussion followed.</p> <p data-bbox="300 1180 1045 1209"><i>Questions and discussion included, but was not limited to:</i></p> <ul data-bbox="349 1236 1365 1820" style="list-style-type: none"> • <i>Are all our agreements bilingual? Yes.</i> • <i>Is there a framework that outlines roles and responsibilities in our MOU practice?</i> • <i>There may need to be a process or practice for Education Council to be able to review and support a dual degree.</i> • <i>We have monitor reciprocity issues to ensure a resource balance for the institutions.</i> • <i>What are the conditions that make it possible for Camosun students to study abroad? How can we make that easier?</i> • <i>How do we handle students needing to transfer course work back to the College?</i> • <i>How can we facilitate more relationships between faculty and our MOU partners?</i> • <i>Vivian from International can provide information to schools and faculty re. international opportunities</i> 	Geoff Wilmshurst

ITEM	PRESENTER
<p data-bbox="228 268 951 296">3 Orientation to Education Council Share Point Site</p> <p data-bbox="298 327 1373 512">Shelley gave a brief tour of the Education Council Share Point site. She covered where the agenda and curriculum documents are located, and how to navigate the Integrated Curriculum Committee Site and the Policy and Standards site. If council members have further questions on site navigation or access they should contact Shelley directly.</p>	Shelley Butler
<p data-bbox="159 541 776 569">I. Integrated Curriculum Committee Report</p> <p data-bbox="298 600 334 627">Nil</p>	Connie Klassen
<p data-bbox="159 674 407 701">J. Adjournment</p> <p data-bbox="228 716 651 743">The Meeting adjourned at 6:00 pm.</p>	Stephen Bishop

EDCO Briefing Paper – Private ESL Pathways

October 12, 2016

Task Force:

Ian Humphries, Dean, School of Access
Heather Del Villano, Co-Chair, ELD Department
Pei Mei Chia, Co-Chair, ELD Department
Christiaan Bernard, Director, Camosun International
Steven Rumpel, Director, Educational Planning & Policy
Scott Harris, Registrar
Gillyan Haden, Associate Registrar

Background:

Camosun has an opportunity to increase the number of private ESL pathways we have in place for entry into the College, and entry into different levels of our English Language Development (ELD) programs. We currently have four (4) pathways agreements in place.

The level of EDCO's involvement in approving such pathways agreements is somewhat unclear. For the purpose of this briefing document we are assuming that EDCO's authority is related to the articulation of the private provider courses with Camosun courses.

We believe there is value in Camosun entering into rigorously reviewed pathways agreements with partners who have access to a diverse population of academically strong students.

Diversifying our International student population will serve Camosun well. Of our 1,500 plus IE students, approximately 850 are from China, and approximately 500 are from India.

Camosun is actively marketing in approximately a dozen countries with a recruitment budget of approximately \$1.5M dollars. Partnering with the six (6) partners identified will result in the ability to market the Camosun brand in fifty-four (54) countries utilizing the partners' \$90M plus marketing budget.

As opposed to engaging in a lengthy review of the numerous private ESL providers in the marketplace, we are proposing to mirror the pathways agreements in place at Douglas College. Each of the Douglas College private ESL pathway agreements was implemented after each partner institution went through a year-long review process. Information on student success and withdrawal rates is included in **Appendix A**.

The year-long Douglas College vetting process for each of the private partners included site visits, a review of their curriculum, testing of their students, and monitoring of how successful

previous students from those institutions had been at Douglas. Out of twenty-three (23) private ESL providers reviewed by Douglas, only six (6) partners were deemed suitable. We are proposing to enter pathways agreements with the same six (6) institutions.

A report commissioned by Douglas College written [Dr. Daniel J. Guhr](#), Managing Director of the [Illuminate Consulting group](#), determined that the way Douglas College set up their pathways broadened the diversity of the Douglas International student population, and provided Douglas College with access to a large number of academically strong International students from a breadth of regions around the world.

Having these pathways in place for Winter 2017 will facilitate CI marketing them in a timely fashion for the Fall 2017 intake. Waiting until after Winter 2017, will mean at least an additional year (Fall 2018) before we start to see any impact.

Each of the private providers have unique course names and numbers, but all courses have been vetted by Douglas College to determine their articulation with the Douglas College equivalents of Camosun's ELD 072, 074, 092 and 094. The combination of Camosun's ELD 092 and ELD 094 courses allows students entry into ENGL 151. ELD 072 and 074 are prerequisites for ELD 092/094. **Appendix B** provides the course descriptions for Camosun's ELD 072/074/092/094 courses. As noted earlier, these pathways agreements will allow successful students entry into College programs and courses beyond just ELD programs.

We are seeking an acknowledgement from EDCO on the articulation of these courses as a result of these partnership agreements. We also want to ensure EDCO is feeling informed and comfortable regarding such agreements.

Appendix A – Student Success and Withdrawal/Failure rates

Student Success

Douglas International reviewed the private ESL pathways annually. Douglas has consistently found the students using the pathways who went straight to academic credit programs as well as those going into ESL and then academic credit programs, were more academically successful than those students who went directly from the BC high school system or used a standardized language test to meet the entrance requirements for Douglas College. The GPA gap between Pathway students and students who came through the BC high schools system, or through a standardized test, was typically about .40 on the 0/4.33 GPA scale, with the average for a pathway student being 2.67 verses 2.2 in the first semester for those entering from BC high school programs or standardized tests. In the second semester the Gap increased significantly with most pathway students being in the 2.67- 3.00 range while students who entered through other means generally showed little or no increase in GPA between their first and second semester.

Withdrawal/failure rate.

In the general International population at Douglas the withdrawal/failure rate was 15-20 %. Through the pathway partners the failure rate was 2-5%, with the lower being mostly students who took at least one semester of the Douglas ESL program with the exception of students from China and Vietnam who had higher absenteeism, and motivation issues leading to the failure to complete assignments required to pass courses.

The Douglas pathway agreements were generally set up very conservatively with a wide margin of error to insure students would be at the higher end of communication skills for both ESL and academic credit classes. Currently the agreements allow students to go into the Douglas equivalent of English 151.

Appendix B – Camosun Course Descriptions

ELD 072 – Advanced English

This course, designed for non-native speakers of English, focuses on reading strategies and on the writing process. It is designed to prepare the student for further academic study. The course provides instruction and practice in the fundamentals of reading comprehension and academic writing.

ELD 074 – Academic Communication Skills

This course is designed to prepare non-native English speakers for oral communication tasks encountered within an academic or professional environment. Students will improve their ability to participate in discussions, make presentations, comprehend and take notes on academic lectures, explore career options, and speak clearly.

ELD 092 – Provincial English Composition

This course provides non-native English speakers practice and instruction in critical reading and in the planning, writing, and revising of paragraphs and essays, and prepares the student for college writing.

Note: ELD 092 and 094 combined may be used as an alternate to English 12 for entrance to programs and courses at Camosun.

ELD 094 – Provincial English Literature

This course provides non-native English speakers instruction and practice in reading, discussing, evaluating, and writing about short stories, novels, poetry and drama. Studying these genres introduces the student to basic literary terms and concepts.

Note: ELD 094 and 092 combined may be used as an alternate to English 12 for entrance to programs and courses at Camosun.



Articulated Pathway Agreement (APA)

between

Camosun College

(hereafter referred to as "CC")

Lansdowne Campus 3100 Foul Bay Road
Victoria, BC Canada V8P 5J2

And

EC Language Centres (Hereafter referred to as "EC")

St. Julian's Business Centre, Elia Zammit Street, St. Julian's, STJ 3153, Malta

December 2016 – March 31st 2021

The purpose of this APA is to establish policies and procedures for the admission of EC students who have completed the Advanced Level at EC to CC.

The following components comprising this APA may be subject to review as mutually determined by both parties with addendums forthcoming.

For the next 5 years, CC International will continue to monitor the success rate of students using this pathway. At the end of the 5 years, upon agreement by all parties this APA may be extended without an end date with termination at any time by use of termination clause (6.0).

1.0 Admission of EC students to CC

1.1 CC will accept EC students who have

- Completed the EC Advanced Level or its equivalent at EC, which is deemed equivalent to the successful completion of ELD 092 and ELD 094 (CLB 9/8) at CC, OR completed the EC Intermediate Level or its equivalent at EC, which is deemed equivalent to the successful completion of ELD 072 and ELD 074 (CLB 8/7) at CC, AND
- Completed the CC application form, AND
- Completed the equivalent to BC secondary school graduation OR achieved a minimum age of 19 years, AND
- Submitted high school transcripts (originals or certified copies, with certified English translation), AND
- Paid the application fee of \$100.00, AND
- Paid a full semester of tuition and fees to receive a Conditional Letter of Acceptance (CLOA) for the study permit application.



- 1.2 All incoming applicants from EC are subject to the standing admission procedures of Camosun, based on the program they wish to attend.
- 1.3 A CLOA will be available to the student upon payment of their tuition and fees.
- 1.4 CC will allow EC students up to 2 weeks before priority registration to apply to CC without penalty.
- 1.5 CC strongly recommends that all students intending to use the EC – CC pathway be identified early and receive supplemental instruction at EC in writing research essays.
- 1.6 CC will consider the B1/B2 level completion certificate valid for a period of 2 years if the student has remained in Canada. CC reserves the right to request proof of residency in Canada from the student. CC also reserves the right to require students to complete a language assessment at its discretion. CC will consider the B1/B2 level completion certificate valid for 1 year if the student has left Canada to live in a non-English speaking environment.

2.0 Promotion and Marketing

- 2.1 Upon request, CC will provide EC with a range of marketing materials including program guides and brochures.
- 2.2 Upon request and whenever possible, CC will make presentations at organized student information sessions, locally and overseas, to promote its programs and the articulation with EC.
- 2.3 Upon request, EC will provide CC with a range of marketing materials for the purpose of promotion.
- 2.4 EC and CC staff involved in promotion of this APA are invited to visit one another's respective facilities in order to strengthen their knowledge base of one another's programs.
- 2.5 Prior to printing or publishing, CC reserves the right to approve any use of its name and logo or proprietary information.
- 2.6 Prior to printing or publishing information about EC Language Centres, CC will receive approval in writing for use of EC's name and logo or proprietary information.
- 2.7 Promotion of this APA can begin from the day this agreement has been signed by all parties.

3.0 Requirements to be an Education Consultant

- 3.1 Copy of the company's valid business license
- 3.2 CC online Education consultant application
- 3.3 Three Canadian references (one may be EC Vancouver)
- 3.4 EC Education Consultants (Agents) who have met the CC Education Consultant Standards and Requirements will be paid 15% of the first two semesters' tuition. Representatives must invoice CC International as soon as the students begin their program. Payment to the representative will be made as soon as the refund period has ended to a corporate account only. Invoice: Attention Manager, Marketing and Recruitment



4.0 Length of Linkage and Amendments

4.1 This APA is subject to amendments/supplements as attached addenda signed by both parties.

5.0 Legal Notice

- 5.1 EC will inform CC in confidence of the impending sale of any or all of its entities. Failure to do so will give CC the right immediately to cancel this agreement.
- 5.2 At any time, if either CC or EC is negatively portrayed in the media or other avenues, the other may request the removal, within two business days, of any mention of this relationship from all media sources. This includes removing marketing materials from public / media access.
- 5.3 Neither CC nor EC may make promise of admission into the other's programs.

6.0 Termination of Agreement

- 6.1 Termination of this agreement will be immediate if either party participates in unethical or irresponsible behaviour contrary to the good faith of this agreement.
- 6.2 Termination of this agreement must be made in writing by email, fax or post.
- 6.3 Either party may terminate this agreement with 30 days' written notice without prejudice.

Ian Humphries
Dean, School of Access
Camosun College

Christiaan Bernard
Director, Camosun International

??(Director has recently changed, I'm not sure of the new person's name)
Director of Operations
EC Language Centres



Articulated Pathway Agreement (APA)

between

Camosun College

(hereafter referred to as “CC”)

Lansdowne Campus 3100 Roul Bay Road
Victoria, BC Canada V8P 5J2

And

EF International Language Schools (Canada) Ltd

(Hereafter referred to as “EF”)

Granville Street, 929, 4th floor, Vancouver, BC V6Z 1L3

December 1st, 2016 – March 31st 2021

The purpose of this APA is to establish policies and procedures for the admission of EF students who have completed the Advanced Level at EF to CC.

The following components comprising this APA may be subject to review as mutually determined by both parties with addendums forthcoming.

For the next 5 years, CC International will continue to monitor the success rate of students using this pathway. At the end of the 5 years, upon agreement by all parties this APA may be extended without an end date with termination at any time by use of termination clause (6.0).

1.0 Admission of EF students to CC

1.1 CC will accept EF students who have

- Completed the Academic English Level C1 or its equivalent at EF, which is deemed equivalent to the successful completion of ELD 092 and ELD 094 (CLB 9/8) at CC, OR completed the Academic English Level B1 or its equivalent at EF, which is deemed equivalent to the successful completion of ELD 072 and ELD 074 (CLB 8/7) at CC, AND
- Completed the CC application form, AND
- Completed the equivalent to BC secondary school graduation OR achieved a minimum age of 19 years, AND
- Submitted high school transcripts (originals or certified copies, with certified English translation), AND
- Paid the application fee of \$100.00, AND
- Paid a full semester of tuition and fees to receive a Conditional Letter of Acceptance (CLOA) for the study permit application.



- 1.2 All incoming applicants from EF are subject to the standing admission procedures of Camosun, based on the program they wish to attend.
- 1.3 A CLOA will be available to the student upon payment of their tuition and fees.
- 1.4 CC will allow EF students up to 2 weeks before priority registration to apply to CC without penalty.
- 1.5 CC strongly recommends that all students intending to use the EF – CC pathway be identified early and receive supplemental instruction at EF in writing research essays.
- 1.6 CC will consider the B1/B2 level completion certificate valid for a period of 2 years if the student has remained in Canada. CC reserves the right to request proof of residency in Canada from the student. CC also reserves the right to require students to complete a language assessment at its discretion. CC will consider the B1/B2 level completion certificate valid for 1 year if the student has left Canada to live in a non-English speaking environment.

2.0 Promotion and Marketing

- 2.1 Upon request, CC will provide EF with a range of marketing materials including program guides and brochures.
- 2.2 Upon request and whenever possible, CC will make presentations at organized student information sessions, locally and overseas, to promote its programs and the articulation with EF.
- 2.3 Upon request, EF will provide CC with a range of marketing materials for the purpose of promotion.
- 2.4 EF and CC staff involved in promotion of this APA are invited to visit one another's respective facilities in order to strengthen their knowledge base of one another's programs.
- 2.5 Prior to printing or publishing, CC reserves the right to approve any use of its name and logo or proprietary information.
- 2.6 Prior to printing or publishing information about EF Language Centres, CC will receive approval in writing for use of EF's name and logo or proprietary information.
- 2.7 Promotion of this APA can begin from the day this agreement has been signed by all parties.

3.0 Requirements to be an Education Consultant

- 3.1 Copy of the company's valid business license
- 3.2 CC online Education consultant application
- 3.3 Three Canadian references (one may be EF Vancouver)
- 3.4 EF Education Consultants (Agents) who have met the CC Education Consultant Standards and Requirements will be paid 15% of the first two semesters' tuition. Representatives must invoice CC International as soon as the students begin their program. Payment to the representative will be made as soon as the refund period has ended to a corporate account only. Invoice: Attention Manager, Marketing and Recruitment

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Ian Humphries
Dean, School of Access
Camosun College

Christiaan Bernard
Director, Camosun International

Lucy How
Program Director, University Preparation Abroad
EF International Language Schools (Canada) Ltd



EX-250-003-001-002

Wed, Sept 14, 2016, 1:00-4:00, CC 321, Interurban

Present: Shelley Butler, Mavis Smith, Debbie Hlady, Heather Del Villano, Connie Klassen (Chair), Steven Rumpel, Tim Ayers, Valerie Montague, Gillyan Haden

Regrets/Absent: Richard Stride

Guests: Nicole Kilburn (A&S), Lois Fernyhough (A&S), Alex Warrington (A&S), Ana Maria Garcia Fernandez (A&S), Elizabeth West (Access), Darlaine Jantzen (H&H), Cindy Bruckel (T&T)

[Curriculum for Full Recommendation](#)  Hyperlink

REGULAR CURRICULUM

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

- Certificate in Archeology Field Assistant (IDS 2279) and ARCH 190 (IDS 2280) – description, admission requirements, learning outcomes, content, pre-requisite, credits
- Certificate in Digital Communications (IDS 2282), Certificate in Digital Communication Coop Appendix (IDS 2281), Certificate in Digital Production, Writing & Design (IDS 2284), Certificate in Digital Production, Writing & Design Coop Appendix (IDS 2283), and CMNS 102 (IDS 84) – admission requirements, content, completion requirements, pre-requisite
- LGL 110 (IDS 2272) - cancellation
- Nursing (IDS 2285) – description, admission requirements, participation requirements, content

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

- Certificate in Archeology Field Assistant (IDS 2279) and ARCH 190 (IDS 2280) – description, admission requirements, learning outcomes, content, pre-requisite, credits
- Certificate in Digital Communications (IDS 2282), Certificate in Digital Communication Coop Appendix (IDS 2281), Certificate in Digital Production, Writing & Design (IDS 2284), Certificate in Digital Production, Writing & Design Coop Appendix (IDS 2283), and CMNS 102 (IDS 84) – admission requirements, content, completion requirements, pre-requisite
- LGL 110 (IDS 2272) - cancellation

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

Moved by:

Seconded by:

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

- Nursing (IDS 2285) – description, admission requirements, participation requirements, content

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

Moved by:

Seconded by:



Involuntary Health & Safety Leave of Absence Policy

EDUCATION COUNCIL SCOPING DOCUMENT REVIEW

Purpose

This briefing note is intended to provide a quick reference with respect to the scoping process, information on leading practices, and identification of key questions for discussion / consideration to support engagement and discussion amongst Education Council members as the Involuntary Health and Safety Leave of Absence policy moves into formal drafting and consultation processes.

Overview

- The Involuntary Health and Safety Leave of Absence Policy scoping document has received endorsement from the College Executive Team to proceed to the policy drafting and feedback stage.
- The policy will require approval from Education Council, as per Section 24 of the College and Institute Act.
- Once approved, the policy is proposed to be a shared responsibility of the VP of Education and the VP of Student Experience.

The Scoping Process

Through the Education Policy Initiative, the college (CET, EdCo) has endorsed a five-step process for policy development, as follows:



The Scoping Process is a pre-policy development stage. An internal working group is convened during the scoping stage to: review the research and development, and review, provide feedback on and endorse the formal scoping document. The formal scoping document is submitted to College Executive Team for endorsement to proceed.

The scoping process includes, but is not limited to,

1. Preliminary Best Practice Review
2. Initial Stakeholder Map
3. Draft Work Plan: Research on process options with a recommended approach
4. Risk Exposure Analysis: Legal / Regulatory Framework
5. Link to Strategic Priorities
6. Preliminary Assessment of Potential Resource Implications

Leading Practice Highlights

During the scoping process a variety of leading practices were reviewed. The following provides links to key policies which support similar issues/scenarios at other institutions.

Institution	Policy Title	Online Link
1. Centennial College	Student Support and Intervention: Non-Academic Voluntary / Involuntary Withdrawal Policy	http://www.centennialcollege.ca/about-centennial/college-overview/college-policies/
2. Emily Carr University	Assessment and Treatment Care Plan	http://www.connect.ecuad.ca/sites/www.connect.ecuad.ca/files/pages/260914/4.14%20Assessment%20and%20Treatment%20Care%20Plan%20Policy%20Final.pdf
3. Humber College	Student Support and Intervention: Non-Academic Voluntary / Involuntary Withdrawal	https://www.humber.ca/policies/student-support-and-intervention-non-academic-voluntary-involuntary-withdrawal-policy
4. Langara College	Involuntary Leave of Absence Policy	http://langara.ca/about-langara/policies/pdf/E1006-ILA.May%2026%202016.pdf
5. Trent University	Involuntary Withdrawal Policy	https://www.trentu.ca/administration/pdfs/InvoluntaryWithdrawal-ofStudents_000.pdf

Key Questions for Discussion

Leading into the policy drafting stage, it is the intent of the Education Policy team to engage Education Council in a discussion regarding the key elements and emerging leading practices.

1. Reviewing the stakeholder engagement map embedded in the scoping document, do members of Education Council see any gaps or potential opportunities for further engagement on this issue?
2. The Education Policy Initiative seeks to create transparent and inclusive processes. From Education Council's perspective, is there sufficient engagement of students mapped out as part of the development of this policy?
3. From Education Council's perspective, what type of information will be key for faculty to receive in reviewing the draft policy?
4. Looking ahead, following policy approval, what suggestions do Education Council members have to support communication and education regarding this policy?



Involuntary Health and Safety Leave of Absence

Overview and Decision Request

In alignment with the CET- and EdCo-endorsed policy development process for Camosun, this policy scoping document outlines a proposed plan and related considerations for moving forward with the development of an Involuntary Health and Safety Leave of Absence policy for Camosun College.

An endorsement from CET to proceed with the development of this policy, as outlined herein, is requested.

Policy Overview

- This policy will enable the institution to carry out a mandatory leave of absence for a student when deemed appropriate following a clear assessment and review process.
- The objective of this policy is to provide clear, consistent principles and commitments the College can apply when it is determined a student requires a leave of absence from their course work and/or College community activities due to health and/or safety issue(s)
- The policy is intended to support students during a time of critical need and articulate principles that balance the rights of the student and the institution, including its faculty, staff, students and other members of the college community
- The policy will:
 - Establish the authority and provide a clear mechanism for the college to initiate a leave of absence without a student's consent due to health and/or safety concerns
 - Provide clear pathways for re-entry to the college
 - Establish college commitments for support and follow-up from the college to ensure student, faculty, staff and campus safety
 - Identify appeal mechanisms appropriate within this context

Rationale

- The college places a high priority on supporting student safety, mental health and well-being and the provision of a safe campus and effective learning environment for all.
- The college understands that there are times when a student, for a variety of reasons, may be unable to control health-related issues and the related impacts on themselves and/or other members of the college community, including their ability to engage safely and effectively in their learning or campus-related activities.
- In alignment with the College's new Student Mental Health and Wellbeing Strategy, the Education Policy Initiative has worked in tandem with a variety of college stakeholders to examine a non-punitive, health and wellness-centered approach to supporting students in time of health and safety need.

- Currently, the College has three mechanisms for a student to withdraw (or be withdrawn) from their studies and take a leave of absence or permanently exit the institution:
 - Course Withdrawals Policy – this mechanism provides students with an avenue to voluntarily withdraw from courses and may result in the requirement to pay outstanding fees depending on the timing of the withdrawal.
 - Student Conduct Policy – depending on the severity of the conduct, this involuntary policy withdrawal mechanism is a punitive mechanism the college maintains to remove a student or require a leave of absence due to a variety of potential conduct-related behaviours.
 - Medical / Compassionate Withdrawals – enables students to voluntarily initiate withdrawal from their studies and engagement at the college and requires their active participation in the withdrawal process.

Governance & Authority

- This policy is proposed to be the joint responsibility of the VP Education and the VP Student Experience.
- The policy will require close collaboration across both administrative units.
- This policy will require approval from Education Council, as per the following:
 - Section 24 of the College and Institute Act identifies the powers of Education Council to include: (b) set policies concerning student withdrawal from courses, programs and the institution

Development Process Summary

Between May and August 2016, the following development processes were undertaken:

- Completed an initial best practice review
- Analyzed approaches for application in the Camosun College context
- Initial review of case law from other institutions, assessments and jurisdictions regarding:
 - overview of circumstances in which it may be appropriate to request a student to undergo a psychiatric or psychological assessment and how that should be undertaken;
 - best practices for involuntary / voluntary withdrawal and related policies; and
 - review of principles.
- Convened an internal stakeholder group to review the best practice materials, discuss potential implementation and operational challenges and solutions, and identify key stakeholders for final policy development and review.

Application

The policy will be applicable to all students at Camosun College (applicants and current).

Key Policy Elements

The policy will cover the following components, aligned with best practice and stakeholder input:

- Commitment to due process prior to any leave of absence requirement from the college without the consent of the student
- Clear description of a centralized point of contact and the role of an assessment “team”
- Protocol and parameters associated with record keeping, official records and confidentiality
- Definitions of what are reasonable grounds for requiring an involuntary leave of absence, i.e.
 - student poses a threat or risk of harm to self or others,
 - student poses a risk to property,
 - student refuses or is unable to manage identified physical or psychological health conditions, or

- student refuses or is unable co-operate with the college's reasonable efforts to evaluate health conditions and/or provide reasonable accommodations
- Assessment request parameters: while the college has the right to *request an external assessment it cannot require one*. The college can, however, require a leave of absence if the student refuses assessment/supports/treatments/etc.
- Process and authority matrix for the decision to involuntarily require a leave of absence
- Re-entry:
 - The policy will include a commitment to working with the student when and if they are able to safely re-enter their college studies and college life at Camosun
 - The assessment process will be determined by the College, including what requirements need to be met
- The commitment of a student support / care plan for each individual case – to be coordinated and finalized by the third party assessment “team”/person
 - The care plan will include Re-entry requirements amended to the original plan when / if appropriate
- Appeals process / parameters / mechanisms
- Clear outline of when confidentiality may be broken – privacy stipulations

Key Definitions will include but are not necessarily limited to:

- Assessment
- Concerning behaviour
- Health and safety
- Health Issue
- Assessment Team / Committee / Group etc.
- Student Support / Care Plan
- Involuntary Leave of Absence
- Re-entry review team / committee

Related Policy / Procedures

Currently key related policies and procedures include:

- Student Conduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf>
- Student Appeals Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.4.pdf>
- Student Complaints Process: <http://camosun.ca/about/ombudsman/student-complaint-process.html>
- Medical / Compassionate Withdrawals: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf>
- Course Withdrawals: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf>

A fulsome list of key procedures will be identified in collaboration with the Working Group for this policy.

Policy Development Work Plan

Timeline	Focus Area	Activities
September 2016	Policy Draft Development <ul style="list-style-type: none"> • Legal opinion • Complete draft policy 	<ul style="list-style-type: none"> • Review of case law and precedence regarding: <ul style="list-style-type: none"> ○ Information sharing within and outside of the institution ○ Leave of absence versus withdrawal options for student loan requirements and VISA requirements ○ Legal responsibilities for formal student record keeping ○ Assessment team requirements for requiring removal from campus for health and safety reasons • Policy Drafting Started
October 2016	Stakeholder Review and Engagement	<ul style="list-style-type: none"> • Complete Policy Draft • Complete key leadership review and engagement on draft <ul style="list-style-type: none"> ○ CET, SLC, ELT ○ EDCO (Policy & Standards Committee) • Student Society Presentation • Convene internal stakeholder working group • CET written update on policy development process • Briefing presented to Board of Governors from VP Student Experience
November 2016	Edit and Move to Final Version	<ul style="list-style-type: none"> • Draft Policy posted online for 4 weeks (end of October and into November) for comments • Complete written policy incorporating edits and feedback • Create outline of key procedures and guidelines that need to be developed to accompany the policy • Convene internal stakeholder working group to review
December 2016	Governance Approval Process	<ul style="list-style-type: none"> • Approval process through EDCO • Approval process through Board of Governors
January 2017	Policy Announced and Communications Released	<ul style="list-style-type: none"> • College wide policy announcement • Communications plan engaged for release of policy

Stakeholder Map

Stakeholder Role	Stakeholders	Description / Function
Policy Holder	VP Student Experience VP Education	<ul style="list-style-type: none"> Responsible for the implementation and decision authority associated with this policy Both stakeholders are part of the Steering Committee for the Education Policy Initiative
Working Group	College Community Stakeholders <ul style="list-style-type: none"> Student Services Campus Security Education Counselling Ombudsman Camosun International Disability Resource Centre Privacy Officer Registrar Office Human Resources 	<ul style="list-style-type: none"> Review policy drafts and engagement strategies Support discussions and analysis of risk and opportunity associated with the policy Identify and develop procedures and guidelines required to support the policy implementation
Policy & Standards Committee	Formal Education Council Sub-Committee	<ul style="list-style-type: none"> Review and discuss policy development and final drafting process
Student Representation	Student Society	<ul style="list-style-type: none"> Presentation at Student Society meeting of policy layout, function and scope Discussion and feedback mechanisms in person and online
	Student Body	<ul style="list-style-type: none"> Formal announcement to students regarding new policy coming Draft for student comment to be released prior to approvals process Virtual and focus groups to be organized and facilitated
College Community	Staff Faculty Leadership (Senior leadership, ELT, SLC, etc.)	<ul style="list-style-type: none"> Virtual feedback option will be provided when draft for review is ready One on one or team / unit presentations will be available upon request Education and awareness is the key function of this stakeholder group's engagement
College Governance	Education Council Board of Governors	<ul style="list-style-type: none"> Policy approval

Resource Considerations

The review of leading practices associated with this policy issue has identified the need for a central point person or team that functions to review and assess critical student behavioural issues as they emerge at the College.

This will require resources for the college to support this in practice. These resources will also support the implementation of similar requirements in other student behaviour related policies – such as the Sexual Violence and Misconduct Policy currently in development at Camosun.

The Working Group will discuss key operational considerations for guidelines and procedures that may impact resource allocations and requirements. This information will be detailed and submitted to the policy holders (VP Education and VP Student Experience) prior to the final draft being reviewed and moved through governance structures.

Policy Maintenance

It is suggested that this policy be reviewed on a two-year cycle.

Approved / Final