Agenda

Monday, Jan 19, 2014
3:55 – 6:00 pm – Regular Meeting
CC 321, Interurban
Please bring your own mug or water bottle.

TIME	ITEM	PRESENTER
3:55	**Call to order and declaration of quorum (1 min.)**	**Cynthia Wrate**
3:56	**Acknowledgement of Coast Salish Territory (1 min.)**	**Cynthia Wrate**
	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'Ianew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. http://camosun.ca/aboriginal/territory.html	
3:57	**Round-Table Check-In (3 min.)**	**Cynthia Wrate**
4:00	**Acceptance of Agenda (1 min.)**	**Cynthia Wrate**
4:01	**Integrated Curriculum Committee Report – Part 1 (15 min.)**	~~Steven Rumpel~~ Richard Stride
	Curriculum Presentation for Information, Acknowledgement, and Approval (15 min.)	
	Proposed Diploma in Music Performance (15 min.) – presented by Mary Byrne	**Mary Byrne**
4:16	**Minutes for approval (2 min.)**	**Cynthia Wrate**
4:18	**Reports (9 min.)**	
	1. **Education Council Chair (3 min.)** • Expedited Approvals Report	**Cynthia Wrate**
	2. **VP Academic (3 min.)**	**John Boraas**
	3. **Board Member (3 min.)**	**Laylee Rohani**
4:27	**Committee Reports (3 min.)**	
	1. **Awards (nil)**	**Joanne Cumberland**
	2. **Educational Approvals Steering Committee (nil)**	**Karin Kaercher**
	3. **Education Council Policy and Standards Committee (3 min.)**	**Cynthia Wrate**

TIME	ITEM	PRESENTER
4:30	**Integrated Curriculum Committee Report (35 min.) – Part 2**	~~Steven Rumpel~~ Richard Stride
	1. **Curriculum Presentation for Information and Acknowledgement (30 min.)**	
	1. Proposed Certificate in Digital Marketing (15 min.) – presented by Elaine Paterson	
	2. Proposed Post-Degree Diploma in Applied Tourism and Hospitality Management (15 min.) – presented by Carl Everitt and Lee Aitchison.	
	2. **Curriculum Recommended for Approval (5 min.)** • Regular Curriculum	~~Steven Rumpel~~
	3. **Issues Arising from Curriculum Review (nil)**	~~Steven Rumpel~~
5:05	**Presentations and/or Discussions (35 min.)**	
	1. **Indigenous Education and Community Connections – View book Presentation (20 min.)**	Janice Simcoe
	2. **Briefing – Indigenization of Education Council (25 min.)**	Cynthia Wrate
6:00	**Meeting Adjourned**	Cynthia Wrate

Next Meeting:

Regular Meeting

Monday, Feb 16, 2014
4:00-6:00 pm
CC 321, Interurban

Members *(Quorum = 11)*

Voting Council Members

Carly Hall, Faculty	Nicole Greengoe, Administration
Craig Derksen, Faculty regrets	Patrick Jones, Faculty regrets
Cynthia Wrate, Faculty	Sarah Lindsay, Student
Dominic Bergeron, Administration	Shohreh Hadian, Faculty
Hannah Thomson, Student	Stephen Bishop, Faculty
Joanne Cumberland, Support Staff	Steven Rumpel, Administration regrets
John Boraas, Administration	Rachael Grant, Student
Leslie Martin, Support Staff	Todd Ormiston, Faculty
Lisa Robertson, Faculty regrets	Tony Vernon, Faculty
~~Narine Grigoryan, Faculty~~ (Resigned Jan 13, 2014)	Vicky Qu, Student regrets

Non-Voting Council Members

Peter Lockie, President	Laylee Rohani, Board of Governors

Shelley Butler, Permanent Secretary   ~~Karin Kaercher, ICC Chair (Regular Guest)~~ regrets

                                                                          Richard Stride, Acting ICC Rep

Guests

Mary Byrne, Arts and Science   Janice Simcoe, IECC

Elaine Paterson, Business   Corrine Michel, IECC

Carl Everitt, Business   Ian Humphries, IECC

Lee Aitchison, Business

For Information:

    Education Council Executive:

        Chair: Cynthia Wrate, Business, Interurban, 370-4134, wratec@camosun.bc.ca

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

        ICC Chair: Karin Kaercher, CETL, 370-3365, kaercher@camosun.bc.ca

        VP Academic: John Boraas, Office of VP, Interurban, 370-4543, boraas@camosun.bc.ca

        Permanent Secretary: Shelley Butler, Office of VP Academic, Interurban, 370-4690, edapprovals@camosun.bc.ca

    Intranet:

        For the most up to date agenda and other resources visit us on our Share Point site. "UserName" is your Camosun number, password is your regular Camosun password. Students use the password that will be provided to you.

        http://sp1/sites/edco/homepage; **or**

        http://sp1.camosun.bc.ca/sites/edco/homepage

Education Council Meeting

DRAFT Minutes

Monday, Dec 15, 2014
4:00-6:00 pm
CC 321, Interurban

Present

Cynthia Wrate, Faculty	Rachael Grant, Student
Dominic Bergeron, Administration	Sarah Lindsay, Student
Hannah Thomson, Student	Shelley Butler, Permanent Secretary
Joanne Cumberland, Support Staff	Shohreh Hadian, Faculty
John Boraas, Administration	Stephen Bishop, Faculty
Karin Kaercher, ICC Chair *(Regular Guest)*	Steven Rumpel, Administration
Laylee Rohani, Board of Governors	Tony Vernon, Faculty
Narine Grigoryan, Faculty	Vicky Qu, Student
Nicole Greengoe, Administration	
Patrick Jones, Faculty	

Regrets/Absent

Carly Hall, Faculty	Todd Ormiston, Faculty
Craig Derksen, Faculty Leslie Martin, Support Staff	Peter Lockie, Interim President
Lisa Robertson, Faculty	

Guests

Tag Kelt, Student Society	Lynelle Yutani, Health and Human
Mandy Hayre, Health and Human	

ITEM	PRESENTER
A. Call to order and declaration of quorum The Regular Meeting was called to order at 4:06 by Cynthia Wrate, Education Council Chair.	**Cynthia Wrate**
B. Acknowledgement of Coast Salish Territory *Cynthia acknowledge the Coast Salish Territory. Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'Ianew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples.* http://camosun.ca/aboriginal/territory.html	**Cynthia Wrate**
C. Round-Table Check-In and Welcome Cynthia welcomed everyone and requested a roundtable check-in.	**Cynthia Wrate**
D. Acceptance of Agenda	**Cynthia Wrate**

ITEM	PRESENTER
The Dec 15, 2014 agenda was accepted via unanimous consent.	

E.   Minutes for approval   **Cynthia Wrate**

The Nov 17, 2014 minutes were approved via unanimous consent.

F.   Reports

1.   Education Council Chair   **Cynthia Wrate**

Nil

2.   VP Academic   **John Boraas**

Nil

3.   Board Member   **Laylee Rohani**

Laylee Rohani reported that the last board meeting was an open forum on the topic of internationalization. Topics included providing sufficient resources to help international students achieve success, how to support faculty in supporting international students, how do we encourage domestic students to study abroad, and housing for international students.

G.   Committee Reports

1.   Awards   **Joanne Cumberland**

Joanne thanked all committee members and others that stepped in to assist in the selection of this year's Awards recipients as she was on vacation.

2.   Education Approvals Steering Committee   **Karin Kaercher**

Karin reported that the committee did meet, but that there was nothing significant to report.

3.   Education Council Policy and Standards Committee   **Cynthia Wrate**

Cynthia also reported that the committee did meet, but that there was nothing significant to report.

H.   Integrated Curriculum Committee Report

1.   Curriculum Recommended for Approval   **Karin Kaercher, Mandy Hayre, Lynelle Yutani**

PRESENTATION

Mandy Hayre presented the revised Certified Dental Assistant program. Questions and discussion did follow.

Motion

It was moved and seconded by the Integrated Curriculum Committee that Education Council approves changes to following curriculum :
- Certified Dental Assistant (IDS 366) – Revised Program
- New Courses - DENA 110 (IDS 367), DENA 111 (IDS 368), DENA 120 (IDS 369),

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DENA 121 (IDS 370), DENA 130 (IDS 371), DENA 131 (IDS 372), DENA 140 (IDS 373), DENA 141 (IDS 374), DENA 142 (ISD 375), DENA 150 (ISD 376), DENA 151 (IDS 377), DENA 161 (IDS 378), DENA 171 (IDS 379), DENA 172 (IDS 380), DENA 173 (IDS 381)

Motion Carried

PRESENTATION
Lynelle Yutani presented the revised Medical Radiography program. Questions and discussion followed.

Motion
It was moved and seconded by the Integrated Curriculum Committee that Education Council approves changes to following curriculum :
- Diploma in Medical Radiography (IDS 332) – Revised Program
- New Courses - MRAD 104 (IDS 333), MRAD 106 (IDS 334), MRAD 108 (IDS 335), MRAD 112 (IDS 336), MRAD 117 (IDS 337), MRAD 119 (IDS 338), MRAD 130 (IDS 339), MRAD 134 (IDS 340), MRAD 148 (IDS 341), MRAD 173 (IDS 342), MRAD 156 (IDS 343), MRAD 157 (IDS 344), MRAD 159 (IDS 345), MRAD 165 (ISD 346), MRAD 254 (IDS 355), MRAD 256 (IDS 356), MRAD 260 (IDS 357), MRAD 264 (IDS 358), MRAD 266 (IDS 359), MRAD 268 (IDS 360), MRAD 273 (IDS 361), MRAD 277 (IDS 362), MRAD 279 (IDS 363), MRAD 288 (IDS 364), MRAD 290 (IDS 365)
- MRAD 240 (IDS 347), MRAD 241 (IDS 348), MRAD 243 (IDS 349), MRAD 245 (IDS 350), MRAD 246 (IDS 351), MRAD 247 (IDS 352), MRAD 248 (IDS 353), MRAD 249 (IDS 354) – Course Activity and Hours changes

Motion Carried

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

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

- BUS 311 (IDS 184), BUS 440 (IDS 192), BUS 480 (IDS 193) – Remove PLA option
- Applied Chemistry and Biotechnology – Coop Appendix (IDS 567) – Addition of COOP WEP
- CHEM 290 (IDS 325) and CHEM 291(IDS 326) – Short description wordsmith, add COOP WEP to pre-requisite, revise learning outcomes

Motion Carried
Abstention (Sarah Lindsay)

2. **Governance and Standards Issues Arising from ICC Review of Curriculum**   Karin Kaercher

ITEM	PRESENTER

A. Prior Learning Assessment (PLA)

At the November ICC meeting, a number of courses came forward requesting the removal of the option to recognize a student's prior learning experiences for course credit. The practice, to date, has been to encourage all developers to include the option of PLA in their course submissions. When PLA was not indicated on a course submission, it has been standard practice to ask the developers to rationalize why the course isn't subject to PLA. This is a discussion matter on fairly regular basis at the ICC. The most recent requests led to a number of questions regarding our PLA policy and practice including:

1. Is it time to refresh our PLA policy? Is this still a priority for the college? (The existing policy was developed and approved in 1999)
2. How often is PLA practiced at Camosun? Does it serve our learners well?
3. If PLA is to be encouraged, how can the college help support this in practice? What information and supports are needed by faculty? What provisions are in place to help faculty to determine appropriate assessment practices?
4. How should PLA be practiced? Should all courses be eligible for PLA?

It was suggested that this issue be brought forward to a future Education Council meeting for further discussion on a strategy to move this forward.

B. Credentials

A recent submission to the ICC raised questions about what is a program and what is a credential?

A **credential** represents the official acknowledgment (often a document) of the successful completion of a course or set of courses that qualifies the status of a graduate.

At Camosun, a **program** of studies is characterized by a thoughtful and purposefully selected course (or set of courses) that fulfill(s) a clearly articulated program purpose and learning outcomes. The program has admission and completion requirements, unifying concepts and themes, knowledge, skills etc. The program is usually created in response to evidence of need within the community and the program credential is recognized by employers as a pre-requisite to employment or by receiving institutions for transfer purposes. Students value the credential associated with a program of studies because of the employment or transfer opportunities and application for the credential is generally high.

The ICC reviewed a proposal for a Certificate that would recognize a graduate who has focused on an area of study or a (sub) discipline. The Certificate is not a program of studies as there is no formal intake of students and students do not need to register their intent to complete the certificate, they need only apply for

ITEM	PRESENTER

the credential once they have completed the required courses. The certificate does not lead directly to a particular form of employment nor is it a credential that is recognized by employers as a pre-requisite to employment. The credential may however serve to draw an employer's attention to the focus of study and an associated skill set. Furthermore, the certificate does not serve to formally advantage students in transferring to further studies.   The initiative to have an exit credential is not necessarily student or employer driven.

The credential is best described as an "exit" credential recognizing an area or focus of study that the student can apply for once they have completed the required set of courses. It sets out a pathway of learning that allows a student to pursue a passion and it may facilitate recruitment and marketing for a discipline or area of study, validation of that area of study, and attendance at graduation ceremonies.

Questions remain as to how many students who qualify for such a credential will actually apply for the credential given its limited advantage in terms of employment or further studies. We do know that credentials are highly valued by Camosun International and our international students.   There are, however, substantial manpower costs associated with creating, approving, and auditing of records to grant an "exit" credential.

Therefore, the ICC seeks guidance from EDCO and Educational leadership on the following:

1. Is the college in support of "exit" credentials? What are the benefits and what are the potential costs and risks?

2. If EDCO and the college supports the creation of "exit" credentials, the ICC recommends the identification of a model and a process by which these are developed, approved, and implemented within the institution.

Discussion followed. Feedback included, but was not limited to:
- *Additional clarification on the difference between how we are using the non-official definitions of "credential" and "program".*
- *What should drive the creation of programs and/or credentials (i.e. students, faculty, institution, etc.)*
- *Is there a difference or a need for a difference between a program and an exit credential?*
- *We should recognize students for their studies (i.e. a collection of courses)*
- *Students may not even know they qualify for an exit credential.*
- *Exit credentials can serve a purpose to recognize student achievement and transformation*
- *Is the credential valuable to the learner? Does the credential stimulate a market for these courses (or do we need something else in addition)?*
- *What do students want from us regarding credentials, programs, etc.?*

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- *We need parameters to help establish a model that will work Arts and Science "exit credentials". What are the minimum number of discipline courses, what is the minimum program length, etc.*
- *How do we communicate programs, exit credentials, etc. to students so we are clear on our offerings*
- *When do we call something a "Program"?*
- *Do we value programming that is intentional versus discovered?*

It was requested of Arts and Science to put forward a briefing document and proposed model for a credential that meets the flexibility and recognition of a set of courses they are seeking. When completed it was suggested that this model be brought forward to a future Education Council meeting for further discussion on a strategy to move this forward.

J. Presentations and/or Discussions

   1.   Nil

K. Next Meeting   **Cynthia Wrate**

Regular Meeting
Monday, Feb 16, 4-6, CC 321, Interurban

L. Adjournment   **Cynthia Wrate**
The Meeting adjourned at 6:01 pm.

Education Council
Request for Expedited Curriculum Approvals Report
Jan 19, 2015

Expedited Implementation Only

Curriculum: Post-Degree Diploma in Applied Tourism and Hospitality Management

Target Curriculum Approval Date: Jan 19, 2015

Effective Date: Sept 2015

Reason for Expedited Request: Contractual or External Agency requirements that require time-sensitive implementation**;** Other extraordinary circumstances

Expedited Implementation Approved: TBD

Curriculum:

- Diploma in Music Performance and MUSC courses
- Certificate in Music Technologies
- ACCT 220, 320, 420, and BUS 241
- Certificate in Digital Marketing and BSCM courses
- Adv. Dip in HRM and PDD in Bus Admin HRML
- Bachelor of Science in Nursing, NURS 3321, 342, 386, 387
- Bachelor of Sport & Fitness Leadership, Dip in Exercise & Wellness, Dip in Sport Man, Dip in Sport Performance, SFL /SPEX and SPMA courses
- CRWR 159
- ENGL 092 and 094

Target Curriculum Approval Date: Jan 19, 2015

Effective Date: Sept 2015

Reason for Expedited Implementation: Other extraordinary circumstances: too much volume of curriculum for the ICC to review in the November ICC Meetings. The ICC required additional meetings in December to complete the review and recommendation of the curriculum.

Expedited Implementation Approved: Dec 2, 2014.

Integrated Curriculum Committee
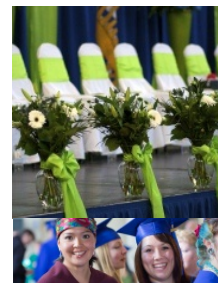
Dec 3 2014, 1:00-4:00, CC 321, Interurban
> **Present:** Karin Kaercher (Chair), Lynda Warren, Dianne Biin, Shelley Butler, Clarence Bolt, Connie Klassen, Pei Mei Chia, Richard Stride, Valerie Montague
>
> **Regrets/Absent:** Steven Rumpel, Trades & Tech Rep (vacant)
>
> **Guests:** Darlaine Janzten, Maria Fyfe

Dec 8, 2014, 1:00-4:00, Paul 216, Lansdowne
> **Present:** Karin Kaercher (Chair), Lynda Warren, Shelley Butler, Clarence Bolt, Connie Klassen, Pei Mei Chia, Valerie Montague, Dianne Biin, Steven Rumpel, Richard Stride, Lea Quill
>
> **Regrets/Absent:** Trades & Tech Rep (vacant)
>
> **Guests:** Carl Everitt, Lee Aitchison, Andy van Neutegem, Gord Inglis, Nevin Harper

Dec 17, 2014, 12:30-3:00, CC 321, Interurban
> **Present:** Karin Kaercher (Chair), Lynda Warren, Shelley Butler, Pei Mei Chia, Valerie Montague, Steven Rumpel, Richard Stride, Connie Klassen, Lea Quill
>
> **Regrets/Absent:** Dianne Binn, Clarence Bolt, Trades & Tech Rep (vacant)
>
> **Guests:**

A. CURRICULUM FOR FULL RECOMMENDATION

PRESENTATION
Mary Byrne presented the proposed Diploma in Music Performance.

Motion (Awaiting Final Clarification)
It was moved and seconded by the Integrated Curriculum Committee that Education Council approves changes to following revised curriculum:

- Diploma in Music Performance (IDS 563) – New program
- New Courses:
    - MUSC 104 (IDS 569), MUSC 105 (IDS 576), MUSC 106 (IDS 603), MUSC 107 (IDS 604), MUSC 108 (IDS 605), MUSC 109 (IDS 606),
    - MUSC 110 (IDS 607), MUSC 111 (IDS 608), MUSC 112 (IDS 570), MUSC 113 (IDS 577), MUSC 114 (IDS 571), MUSC 115 (IDS 578),
    - MUSC 120 (IDS 574), MUSC 124 (IDS 575), MUSC 125 (IDS 582),
    - MUSC 130 (IDS 572), MUSC 131 (IDS 579), MUSC 132 (IDS 573), MUSC 133 (IDS 580),
    - MUSC 140 (IDS 609), MUSC 141 (IDS 610), MUSC 142 (IDS 611)
    - MUSC 160 (IDS 612), MUSC 161 (IDS 613)
    - MUSC 204 (IDS 584), MUSC 205 (IDS 594), MUSC 206 (IDS 614), MUSC 207 (IDS 615), MUSC 208 (IDS 616), MUSC 209 (IDS 617),
    - MUSC 212 (IDS 588), MUSC 213 (IDS 597), MUSC 214 (IDS 590), MUSC 215 (IDS 599), MUSC 216 (IDS 589), MUSC 217 (IDS 598), MUSC 218 (IDS 591), MUSC 219 (IDS 600),
    - MUSC 220 (IDS 583), MUSC 221 (IDS 592), MUSC 222 (IDS 601), MUSC 223 (IDS

618), MUSC 224 (IDS 593), MUSC 225 (IDS 602),
- o MUSC 230 (IDS 585), MUSC 231 (IDS 595), MUSC 232 (IDS 586), MUSC 233 (IDS 596),
- o MUSC 240 (IDS 619), MUSC 241 (IDS 620), MUSC 242 (IDS 621), MUSC 243 (IDS 622), MUSC 244 (IDS 623), MUSC 245 (IDS 624), MUSC 246 (IDS 625)
- o MUSC 250 (IDS 626), MUSC 251 (IDS 627), MUSC 252 (IDS 628), MUSC 253 (IDS 629), MUSC 254 (IDS 630), MUSC 255 (IDS 631), MUSC 256 (IDS 632), MUSC 257 (IDS 633), MUSC 258 (IDS 634),
- o MUSC 260 (IDS 635), MUSC 261 (IDS 636), MUSC 262 (IDS 637), MUSC 263 (IDS 638), MUSC 264 (IDS 639), MUSC 265 (IDS 640), MUSC 267 (IDS 641),
- o MUSC 276 (IDS 587),
- o MUSC 290 (IDS 642)
- Certificate in Music Technologies (IDS 564) and MTEC 100 (IDS 553), MTEC 210 (IDS 554) MTEC 212 (IDS 555), MTEC 214 (IDS 556), MTEC 220 (IDS 557), MTEC 224 (IDS 562) – Cascading changes as a result of the new Diploma in Music Performance.

PRESENTATION

Elaine Paterson presented the proposed Certificate in Digital Marketing.

Motion

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

- Certificate in Digital Marketing (IDS 391) – New Program
- New Courses - BSCM 751V (IDS 392), BSCM 753V (IDS 393), BSCM 755V (IDS 394), BSCM 757V (IDS 396), BSCM 759V (IDS 397), BSCM 761V (IDS 398), BSCM 763V (IDS 399), BSCM 765V (IDS 400), BSCM 767V (IDS 402), BSCM 769V (IDS 769V), BSCM 775V (IDS 404)

PRESENTATION

Carl Everitt and Lee Aitchison presented the proposed Post-Degree Diploma in Applied Tourism and Hospitality Management.

Motion

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

- Post-Degree Diploma (PDD) in Applied Tourism and Hospitality Management (IDS 694)) – New Program
- New Courses – TMGT 221 (IDS 702), TMGT 361 (IDS 704), TMGT 370 (IDS 705), TMGT 499 (IDS 706), BUS 314 (IDS 697)
- Revised Courses – TMGT 240 (IDS 703), BUS 261 (IDS 695), BUS 290H (IDS 696), BUS 480 (IDS 698), BUS 485 (IDS 699), HMGT 285 (IDS 700), MARK 385 (IDS 701) – revisions to support new PDD.

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Motion

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

- Bachelor of Science in Nursing (IDS 383), NURS 332 (IDS 384), NURS 342 (IDS 385), NURS 360 (IDS 386), NURS 380 (IDS 387) – revisions to support preparation for accreditation and student success
- Associate Degree of Arts – Creative Writing (IDS 728) – Program Cancellation

- CRWR 159 (IDS 727) – revision to title, description and learning outcomes
- ENGL 092 (IDS 669) and ENGL 094 (IDS 708) – update learning outcomes
- BUS 241 (IDS 426), ACCT 220 (IDS 558), ACCT 320 (IDS 559), ACCT 420 (IDS 560) - revision to address requirements of external body
- Advanced Diploma in Human Resource Management (IDS 565), Post Degree Diploma in Business Admin, HRML (IDS 566) – Add ACCT 161 to program
- Bachelor of Sport and Fitness Leadership (IDS 684) – revisions to eliminate redundancy, allow for more specific content knowledge, and provide more flexibility via electives.
    - Diploma in Exercise and Wellness (IDS 690) and Diploma in Sport Management (IDS 685) – revisions to align with the degree changes in the BSFL.
    - New Course - SFL 489 (IDS 687), SPEX 240 (IDS 691), SPEX 291 (IDS 688), SPEX 450 (IDS 689), SPMA 234 (IDS 686)
    - Revised Course – SPMA 200 (IDS 693) – Short Description and Pre-req.
- Diploma in Sport Performance (IDS 683) – Description and Content revisions.

Curriculum Change Documents are viewable
in the EdCo Curriculum Documents folder on the EdCo Sharepoint site

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

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

Education Council Briefing Notes

Submitted by: Cynthia Wrate

Date: Jan 19, 2015

Topic: Indigenization and Education Council

Background:

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

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

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

The following document introduces background materials to support discussion regarding:

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

College factors

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

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

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

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

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

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

Socio-Political factors

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

http://www.aved.gov.bc.ca/aboriginal/docs/Aboriginal_Action_Plan.pdf

Legislative factors

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

Composition of an education council
15 (1) On first being established, an education council must have 20 voting members as follows:
>   (a) 10 must be faculty members elected by the faculty members;
>   (b) 4 must be students elected by the students;
>   (c) 4 must be educational administrators appointed by the president;
>   (d) 2 must be support staff elected by the support staff.

(2) After an education council is established, the number of its faculty member, educational administrator and support staff voting members having terms of more than one year, and of its student voting members, may be increased or decreased if
>   (a) the increase or decrease is agreed to by the president and a majority vote of the voting members of the education council,
>   (b) the number of voting members after the increase or decrease is apportioned to represent faculty members, students, educational administrators and support staff respectively in the same ratios as under subsection (1),
>   (c) the new faculty member, student and support staff voting members, if any, are elected by the faculty members, students and support staff respectively, and the new educational administrator voting members, if any, are appointed by the president, and
>   (d) the total of voting members exclusive of those elected or appointed under subsection (3) is 20 or more.

(3) After an education council is established, the number of its voting members may be increased for one year if
>   (a) the increase is agreed to by the president and a majority vote of the voting members of the education council,
>   (b) these new faculty member, student or support staff voting members are elected by the faculty members, students and support staff respectively, and these new educational administrator voting members, if any, are appointed by the president, and
>   (c) these new voting members are deemed not to be voting members for the purposes of a vote under subsection (2) (a) or this subsection.

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

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

http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96052_01#section24

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

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