

DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

PUBLIC MEETING OF THE BOARD OF GOVERNORS

AGENDA

Date: Wednesday, January 8, 2014

Time: 6:00 pm

Location: Community Room
Gordon Willey Building, A144

Dinner will be provided.

Pages

1. CALL TO ORDER

2. INTRODUCTION OF GUESTS

3. ADDITIONS/DELETIONS TO THE AGENDA

4. CONFLICT OF INTEREST DECLARATIONS

5. PRESENTATIONS

- | | | |
|-----|---|--------|
| 5.1 | Building a Culture of Credit Transfer in Ontario - G. Craney (Our Students and Our Community) | 3 - 12 |
|-----|---|--------|

6. CONSENT AGENDA

The following items will be addressed through the Consent Agenda unless specifically removed for separate attention, by request.

Item numbers: 7, 12.1, 13.1.2

7. APPROVAL OF PREVIOUS MINUTES

- | | | |
|-----|---|---------|
| 7.1 | Minutes of the public session of the Regular Meeting of the Board of Governors of November 13, 2013 | 13 - 18 |
| 7.2 | Minutes of the public session of the Special Meeting of the Board of Governors of December 11, 2013 | 19 - 21 |

8. ACTIONS ARISING FROM PREVIOUS MINUTES

9. CHAIR'S REPORT - R. Chatterton (verbal)

10. PRESIDENT'S REPORT - D. Lovisa	22 - 25
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11. COMMITTEE REPORTS

12. CONTINUING BUSINESS

- | | | |
|------|---|----------|
| 12.1 | Program Advisory Committee Minutes - J. Robinson (Our Students) | 26 - 129 |
|------|---|----------|

12.2	2013-2014 Enrolment Update - M.K. Oliver and N. Gurmen (Our Students)	130 - 133
12.3	Campus Master Plan Update - N. Gurmen (Our Business and Our Community)	134 - 135
12.4	Strategic Mandate Agreement - D. Lovisa and T. Doyle (Our Students and Our Business)	136 - 158

13. NEW BUSINESS

13.1	New Programs - J. Robinson (Our Students)	
13.1.1	Behavioural Science Degree Program	159 - 182
13.1.2	Continuing Education Thanatology Certificate	183 - 189
13.2	50th Anniversary Celebrations - S. Blakey (verbal) (Our Business)	
13.3	System Changes - Tuition and Online Institute - MK. Oliver and D. Lovisa (Our Students and Our Community)	190 - 213

14. OTHER BUSINESS

15. INQUIRIES AND COMMUNICATIONS

16. UPCOMING EVENTS

Job Fair - February 5, Oshawa Campus (for more information visit <https://hired.durhamcollege.ca/employers/overview/events.htm>)

Spring Open House - 10:00 a.m. - 2:00 p.m. March 22, Oshawa and Whitby campuses and Pickering Learning Site

Nominations and Election of Administrative Staff Governor - February 3-14

Nominations and Election of Student Governor - March 3-14

17. MOVE TO IN-CAMERA SESSION

18. ADJOURNMENT



ONCAT

Building a Culture of Credit Transfer in Ontario

Presentation to Durham College Board
January 2014

Glenn Craney
Executive Director

Ontario Council on Articulation and Transfer

oncat.ca

History of ONCAT

- Founded 2011 as the successor organization to CUCC
- Enhanced mandate to
 - Provide leadership in developing the Ontario Credit Transfer System.
 - Facilitate credit transfer activities between Ontario institutions
- Independent, not for profit organization
 - 44 members – all publicly funded colleges and universities
 - 15 member Board – college and university Presidents, VPAs, students, public representatives, CO, COU
- Funded by Ontario Government
 - biannually negotiated Transfer Payment Agreement

Overall Approach of ONCAT

Work with Institutions

- no regulatory authority
- work to help institutions achieve their strategic goals

Student Focus

- provide good information / need for transparency

Better Communications

- recognize what has already been accomplished
- give credit to those who have accomplished so much

ONCAT Strategic Priorities

Students will experience ease of mobility among publicly funded post-secondary institutions

- Students will enjoy reduced barriers to transferring leading to graduation
- There will be increased and improved collaboration among institutions (Colleges and Universities) regarding transfer opportunities and articulation
- Stakeholders will have improved awareness and knowledge of transfer opportunities, outcomes and progress

Enhanced Government Commitment

- Policy statement on Credit Transfer

*“Ontario will have a **comprehensive, transparent and consistently applied credit transfer system** that will improve student pathways and mobility, support student success and make Ontario a postsecondary education destination of choice. The credit transfer system will assist qualified students to move between postsecondary institutions or programs without repeating prior, relevant learning.”*

- Funding commitment of \$73.4 M over five years directed to developing:
 - institutional infrastructure
 - system wide-initiatives to create opportunities for students

ONCAT Activities – Information for Students

- Instituted a new web portal to provide information to students about transfer opportunities
- Site contains over 600 designated pathways between colleges and universities.
- In 2013, over 180,000 unique visitors to date.
- Majority identified themselves as college students; ended their search with information on a transfer advisor.

Five minutes here could save your students thousands in tuition out there.



ONTransfer.ca shows students the academic paths to their goals.

Qstrud diam inci tat vulputpat lum velenim iriustrudlko gnit, sffvolobortie veniamconse tat prat, vercip eum ndgim quat. Ectetuer aut lore commy nim ad min hss eniatie molesto er amconse voloboreet voluptat aliquis elenit, suscipisl ing eu facin eros augue conulputpat nos do odigniatur amconse augue conulputpat nos do odigniatur. Ectetuer aut lore commy nim ad min hss eniatie molesto. Qstrud diam inci tat vulputpat lum velenim iriustrudlko gnit, sffvolobortie veniamconse tat prat, vercip eum ndgim quat. Ectetuer aut lore commy nim ad min hss eniatie molesto er amconse voloboreet vol

www.ontransfer.ca

ONTransfer is funded by the Government of Ontario
ONTransfer est financé par le gouvernement de l'Ontario



ONCAT Activities – New Programs

- Has initiated 65 multi-institution bridging projects which include:
 - 7 apprenticeship to diploma bridges
 - 16 diploma to diploma projects
 - 26 high affinity diploma to degree projects
 - 16 low affinity college diploma to university degree projects
- 33 research projects looking at the student experience before, during and after transfer.
 - develop best practices in supporting students as they transfer
- New RFP submissions being evaluated

Data Collection & Accountability

- September collected information related credit transfer
- Good results!
- No comprehensive data out there – still manual collection
- Next steps
 - pilot group to review results
 - implications for MTCU Data Collection/Accountability
- Not perfect but it's a start



Current Priority Projects

- Full participation in the course equivalency project.
 - 30 institutions have committed to participate by March 2013.
 - Working with remaining institutions on timelines for participation.
- Ensuring Best Practices in Credit Transfer.
 - Students should be able to transfer with ease in Ontario.
 - Developing a working group with colleges and universities to review existing transfer policies and then define and implement best practices.
- New Pathways - Diploma to Diploma & Degree to Degree.
 - Implementation of 14 diploma to diploma pathways in high demand areas such as business, dental hygiene and pre-health.
 - Working group of universities to develop degree to degree pathways on an accelerated basis.



ONCAT

Ontario Council on Articulation and Transfer

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ONCAT is funded by the Government of Ontario

DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY BOARD OF GOVERNORS REGULAR MEETING Public Session - MINUTES

- Date:** November 13, 2013
- Location:** Community Room, Gordon Willey Building, A144
- Members Present:** Ron Chatterton, chair
Doug Allingham
Thomas Coughlan
Garry Cubitt
Kevin Dougherty
Darren Fisher
Renate Ilse
Don Lovisa, president (ex-officio)
Paul Macklin
Zain Shafique
Mary Simpson
Jennifer Clark, board secretary (ex-officio, non-voting)
- Members Absent:** Pierre Tremblay, vice-chair
Dan Borowec
Joanne Dykeman
Donna Raetsen-Kemp
Judith Spring
- Staff Present:** Scott Blakey, vice-president, Administration
David Chambers, associate vice-president, Office of Development and Alumni
Tony Doyle, chief of staff
Nevzat Gurmen, vice-president, Corporate Services and CFO
Meri Kim Oliver, vice-president, Student Affairs
Judy Robinson, vice-president, Academic

1. CALL TO ORDER

With quorum present, the meeting was called to order at 6:00 p.m.

Chairman Chatterton extended condolences to family, friends, students, teaching staff, and all community members who knew Durham College student, Gaethan Kitadi, who was murdered earlier this month, and thanked those who sent their condolences.

2. INTRODUCTION OF GUESTS

Scott Blakey introduced guests:

Chris Hinton, director of Learning Technologies and Virginia Harwood, teaching and learning specialist, both from the College's Centre for Academic and Faculty Enrichment

Tony Poirier and Bill Chilton, both from OPSEU Local 354

Kristin Calis, reporter, Oshawa This Week

3. ADDITIONS/DELETIONS TO THE AGENDA

None noted.

4. CONFLICT OF INTEREST DECLARATIONS

None noted.

5. PRESENTATION - Centre for Academic and Faculty Enrichment (Our People)

Judy Robinson provided context for Chris Hinton's presentation on the services provided by the Centre for Academic and Faculty Enrichment (CAFE). All orientation and professional development for new and ongoing full-time and part-time faculty is conducted through CAFE. CAFE models the teaching philosophy it promotes. CAFE offers many resources for faculty; highlights include a 2-year development program for new full-time faculty and an online hybrid institute. CAFE's focus is on priorities identified in the College's Academic and Strategic plans.

In response to questions, it was noted that faculty and students can connect 24/7 via DC Connect, providing communication flexibility; CAFE received a commendation during the Program Quality Assurance Process Audit (PQAPA) and is recognized as a best practice in the college sector.

Chris Hinton and Virginia Harwood left the meeting.

6. CONSENT AGENDA

The Chair presented the consent agenda, which includes items 7, 11, 12, 13.1, 14.2, 14.3, and 14.5.

Moved By Governor Allingham

Seconded By Governor Cubitt

THAT the Consent Agenda be approved as presented.

CARRIED.

7. APPROVAL OF MINUTES OF THE BOARD OF GOVERNORS MEETING OF SEPTEMBER 11, 2013 (Our Business)

Approved under the consent agenda.

8. ACTIONS ARISING FROM PREVIOUS MINUTES

None noted.

9. CHAIR`S REPORT

Chairman Chatterton noted that the Higher Education Summit will take place this weekend in Toronto; he and Secretary Clark are giving a short presentation on the Board's annual work plan and how it is linked to legislation and the Strategic Plan and annual Business Plan.

10. CO-POPULOUS GOVERNORS' REPORT (Our Community)

Governor Cubitt reported on behalf of Governor Tremblay, noting recognition of the good progress made on pathways. The UOIT Board reviewed the work that committees have undertaken, for the awareness of all members of the Board. Actions stemming from outcomes of the Board retreat were identified. Lengthy discussion revolved around formalizing a role for an alumnus on the board.

11. PRESIDENT`S REPORT (Our Students, People, Business and Community)

Chairman Chatterton noted that President Lovisa was selected Ajax-Pickering businessperson of the year. This is a significant achievement; congratulations were extended by the governors.

12. COMMITTEE REPORTS

12.1. AUDIT AND FINANCE COMMITTEE

No report.

12.2. EXECUTIVE COMMITTEE

No report.

12.3. GOVERNANCE REVIEW COMMITTEE Report 1 of September 16, 2013

Approved under the consent agenda.

12.4. NOMINATING COMMITTEE

No report.

13. CONTINUING BUSINESS

13.1. Program Advisory Committee Minutes (Our Students)

Chairman Chatterton noted that the minutes summaries provide a very unique insight into the community that supports the college. The minutes are very open and honest; issues are tabled openly and reflect considerable work – both successes and challenges. The minutes summaries were received under the consent agenda.

14. NEW BUSINESS

14.1. New Degree Program - Health Care Technology Management (Our Students)

J. Robinson noted that Durham College has been eligible to grant applied degrees since 2000; this is the first one coming forward. Degree program created in context of and in discussion with UOIT to complement their degrees; built around existing expertise at DC. DC is one of only two colleges in Ontario offering programs in this area, and will be offering the only degree program in Canada. This degree fills a gap in maintenance, procurement and budget management expertise in the health care system; it supports jobs that don't yet exist. DC graduates will be entering the market as demand is growing.

Trent University is supportive of the degree; the Program Advisory Committee is very active; a pathway from 3-year advanced diploma leads to the 4th year of the degree program; field placements are available. Currently only offered in face-to-face mode; next step is proposal for hybrid-delivery.

In response to questions, it was noted that the gap was identified by one of the PACs, need was confirmed by an independent broader healthcare sector organization, College determined no relevant programs in Canada; concept developed over last 2.5 years. Approximately 1.5 years of study plus field placement required to complete degree after 3-year advanced diploma.

Congratulations extended by governors on achievement of this milestone.

Moved By Governor Dougherty

Seconded By Governor Fisher

THAT the Durham College Board of Governors approves the postsecondary program of instruction for the Bachelor of Health Care Technology Management program.

CARRIED.

14.2. New Continuing Education Certificates (Our Students)

Approved under consent agenda.

14.3. Dental Hygiene Program Changes (Our Students)

Approved under consent agenda.

14.4. 2013-2014 Business Plan Update (Our Business)

President Lovisa summarized highlights of the update. In response to questions, he noted that the goals with the greatest risk to completion are those requiring reliance on partners.

Moved By Governor Allingham

Seconded By Governor Simpson

THAT the Durham College Board of Governors receives this report for information.

CARRIED.

14.5. Multi-Year Accountability Agreement (MYAA) Report-Back (Our Business)

Received under the consent agenda.

15. OTHER BUSINESS

There was no other business.

16. INQUIRIES AND COMMUNICATIONS

None noted.

17. UPCOMING EVENTS

The chair reviewed upcoming events, noting that invitations would be sent to governors for the November 28 Scholarship Ceremony and the December 17 DC & UOIT Governors Appreciation Event.

18. MOVE TO IN-CAMERA SESSION

The chair noted that Durham College by-law No. 1. provides for the Board of Governors to address, in-camera, items of corporate business respecting human resources or litigation matters, confidential items covered under the Freedom of Information and Protection of Privacy Act and, items that the Board deems to be confidential to the College. There are 11 items to address in-camera.

Moved By Governor Simpson

Seconded by Governor Cubitt

THAT the Durham College Board of Governors recess the public session of the meeting and move in-camera after a 10 minute break.

CARRIED.

The Board returned to public session at 7:55 p.m.

19. ADJOURNMENT

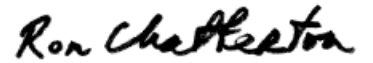
Moved By Governor Simpson

Seconded By Governor Fisher

THAT this meeting of the Board of Governors of Durham College adjourn.

CARRIED.

The meeting adjourned at 7:55 p.m.



Ron Chatterton, chair



Jennifer Clark, secretary

DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY BOARD OF GOVERNORS SPECIAL MEETING Public Session - MINUTES

Date: December 11, 2013

Location: Community Room, Gordon Willey Building, A144

Members Present: Ron Chatterton, chair
Doug Allingham
Thomas Coughlan
Garry Cubitt
Kevin Dougherty
Darren Fisher
Renate Ilse
Don Lovisa, president (ex-officio)
Paul Macklin
Mary Simpson
Judith Spring

Members Absent: Pierre Tremblay, vice-chair
Dan Borowec
Joanne Dykeman
Donna Raetsen-Kemp
Zain Shafique

Staff Present: Jennifer Clark, board secretary
Tony Doyle, chief of staff
Meri Kim Oliver, vice-president, Student Affairs

- 1. CALL TO ORDER**
With quorum present, the meeting was called to order at 6:00 p.m.
- 2. INTRODUCTION OF GUESTS**
No guests were present.
- 3. ADDITIONS/DELETIONS TO THE AGENDA**
There were no changes to the agenda.

4. CONFLICT OF INTEREST DECLARATIONS

No conflicts of interest were declared.

5. PRESENTATIONS

5.1. Ontario's Differentiation Policy Framework for Postsecondary Education and Strategic Mandate Agreement Process (Our Students and Our Business)

Durham College has considered revisions to the 2012 Draft Strategic Mandate Agreement (SMA) in the context of its corporate purpose and 2013-2016 Strategic Plan. Is seeking input from Board and faculty prior to submission on December 20. SMA will supersede Board approved Strategic Plan. Differentiation Framework likely to have more impact on universities than colleges.

Significant changes in updated SMA include shift from leadership of apprenticeship reform to support for it; language shift from “apprenticeship” to “skills” to align more closely with UOIT programs and support laddering. SMA continues to promote us as a growth college; remain comprehensive in program offerings in response to growing marketplace; broadened pathways and partnerships partners; identifies 10 areas of program strength and 5 areas for focused growth; requests funding to complete Centre for Food, replace Simcoe building and renovate existing facilities.

In response to questions, there was significant consultation with other collages and with the Ministry; Durham College’s differentiation based on growth is both a strategic decision and a necessity stemming from regional demographics; differentiation based on growth supports retention of comprehensive programming; broad program offerings keep students at home, therefore incurring less debt; final document developed through consultations with MTCU consultant; DC and UOIT will meet together with MTCU colleges consultant and universities consultant; DC’s 2013 draft SMA shared with local universities, hope to receive their draft SMA’s in return; metrics are in development.

ACTION: Governors to submit further input to Tony Doyle by December 13.

6. UPCOMING EVENTS

Chairman Chatterton encouraged governors to attend the DC & UOIT Governors’ Appreciation Event scheduled for December 17 at the Centre for Food.

7. MOVE TO IN-CAMERA SESSION

As provided for by Durham College by-law No. 1. the Board of Governors moved in-camera to address 3 items at 6:35 p.m.

Moved by Governor Allingham

Seconded by Governor Cubitt

THAT the Board of Governors meeting move in-camera.

CARRIED.

8. ADJOURNMENT

The meeting adjourned at 7:25 p.m.



Ron Chatterton, chair



Jennifer Clark, secretary

Our Students

Students perform a little miracle by gaming for children in need

November 9



Forty-nine students in the Gaming Development program raised \$6,200 for the Children's Miracle Network by participating in a 25-hour gaming marathon. The beneficiary of their fundraising effort is The Hospital for Sick Children in Toronto. The event is organized by Extra Life, and invites gamers from all across the world to play any game on any platform at the location of their choice and raise money through pledges or through a one-time gift.

Potential students get first-hand look at Durham

November 16



Durham College staff and faculty welcomed over 2,500 potential students and their families at Fall Open House. Open house provides an opportunity to learn about the college's innovative programs, tour the campus and attend information sessions. Open House features the Oshawa and Whitby campuses, including the new Centre for Food, as well as the Pickering Learning Site.

College honours academic achievement of top students

November 28



Durham College honoured the academic achievements of 184 students who were recipients of in-course scholarships valued at \$138,000. Scholarships were awarded to the returning full-time students with the top two academic results in each program. The evening also provided an opportunity for the scholarship recipients to express their gratitude to the numerous award donors and for Durham College to honour donors celebrating milestone anniversaries of giving.

Early registration pays for First-Year Student

December 3



Kassandra Davidson, a student in the Child and Youth Worker program, was awarded \$2,000 by the Ontario College Application Service (OCAS) after winning first prize in the 2013 Apply Early & Win contest. The Contest encourages students to submit their applications early through OCAS. Kassandra plans to apply the prize money towards her OSAP loan.

Our People

Durham College Recognized as a Top Employer in Greater Toronto

November



Durham College was named one of Greater Toronto's Top Employers for 2014, the fourth year in a row it has been named to the list. This special designation recognizes GTA

employers that offer exceptional places to work. Employers are compared to other organizations in their field to determine which offer the most progressive and forward-thinking programs.

SMA focus of Faculty Retreat

November 29



This year's annual faculty retreat focused on the college's draft Strategic Mandate Agreement. The session included a round-table discussion with questions designed to encourage faculty to share their thoughts and views that would assist in preparing the final submission.

College Retirees give thanks and give back

December 11



The Durham College Retirees Association held their annual holiday luncheon, allowing a perfect opportunity to renew friendships and connect with current college leadership. They also were into the holiday spirit, donating \$580 to the campus food drive.

Centre for Food Featured on CBC

November 30



Chef and Professor Dave Hawey and Nutritionist and Professor Sylvia Emmorey were featured in a new CBC Consumer Health Series hosted by Kim Brunhuber. The six different segments focused on health and nutrition, and are being broadcasted at various times from Saturday to Monday in cities across Canada. The segments can also be viewed online on the CBC website.

Communications and Marketing Department Wins Four Educational Digital Marketing Awards

December 16



Durham College's Communications and Marketing department has been recognized with four Educational Digital Marketing awards, presented by the Higher Education Marketing Report. Awards were won in the Microsite, Online Schedule, Online Publication, and Institutional Website categories. Submissions come from colleges and universities from across Canada and the United States.

Our Business

Senior Leadership Attend Higher Education Summit

November 16-18



The Higher Education Summit is one of Canada's premier conferences on post-secondary education. The annual event explores current major issues and the challenges facing educators, governments, and business leaders. Featured speakers at this year's conference included Chantal Hébert, Bob Rae and Alan Alda. The conference's final event was the presentation of the Premier's awards for outstanding college graduates.

Durham, other colleges, in the spotlight at Queen's Park

November 19



The annual Colleges Day at Queen's Park provides the opportunity to meet with key MPPs and share the college sector's vision of post-secondary education. Meetings are followed by a reception featuring college displays.

Whitby Campus Celebrates 20th Anniversary

November 21



More than 80 people attended a reception to celebrate the 20th Anniversary of the Whitby Campus. The reception included a slideshow of photos capturing the images from the past 20 years, along with remarks by Lissi Sorenson, a second-year Construction Carpentry student, and college retiree Sandy MacDonald, who held a number of roles at the campus.

Paramedic Programs Receive Six-Year Accreditation

December



After a rigorous review of the paramedic programs, the Canadian Medical Association awarded Durham College's Paramedic and Advanced Care Paramedic Graduate Certificate programs six-year accreditations. The programs were evaluated in five different areas: relevance, students, resources, integration and quality assurance. It is a significant recognition to receive a six-year accreditation as a two-year accreditation is more common.

Our Community

Pickering Mayor's Gala another success November 23



Durham College was pleased to play a role in a successful Pickering Mayor's Gala. The majority of funds raised this year go to the Rouge Valley Ajax-Pickering hospital and a portion of the funds went to other deserving community organizations such as the Kinark Foundation.

Golden Horseshoe Food & Farming Alliance gets up-close look at Centre for Food November 27



Durham College was pleased to host the latest meeting of the Golden Horseshoe Food and Farming Alliance at Bistro '67. The alliance includes representatives from each of the regions and cities within the Golden Horseshoe region, representing the food and farming value chain such as primary production, processing, retailing and research. Durham College is a member of the alliance.

Rotary Clubs Welcome Durham College November 29 and December 10



Speaking to the Courtice and Pickering Rotary Clubs this past month provided the opportunity to share Durham College's recent successes as well as an overview of the impact the college has in the Durham Region and in local communities.

LAW, POFD and PSI Program Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Mike Chesson (POFD)	Sgt.	Durham Regional Police
Dana Cardinal (LAW)	Resourcing & Specialized Training	OPG
Michael White (PSI)	Consultant	Security Risk
External Committee Members		
Elsa Gadsdon	Recruiter	OPP
Chauntel Inman	Recruiting	RCMP Recruiting
Rob Kobayashi	Staff Sgt.	OPP, Whitby
June MacDonald-Jenkins	Dean, PLC	Durham Regional Police
Samantha Petrow	Recruiting	RCMP
Sarah Schutt	Constable	Durham Regional Police
Shayne Simpson	Sgt.	OPP, Whitby
Ken Polley	Assistant Crown Attorney	
Anne Weber	Office Manager	Ministry of Attorney General
Wyatt Johns		Youth Connections
Mark Gilbert		Youth Connections
Gary Hasenhindl		Youth Connections
Chris Priebe		OPG
Kevin McAlpine	Chief	Port Hope Police Service
Steve Lawson	Acting S/Sgt.	DRPS/PLC
Neil Weaver	Vice President Operations	Total Security Mgmt.
Colin Thompson		DRPS
Lyn Sandiland	Inspector, Alcohol & Gaming	Alcohol & Gaming Comm.
Derek Hannan	By-Law Enforcement	Ajax
Chris Swift	SSgt.	Alcohol & Gaming Comm.
Carolyn Homes	Operations/Resource Protection	Sears - National
Lisa Robles	Nuclear Security Training Technician	OPG
Chris Collins	Darlington Security Shift Manager	OPG
Laura Hicks	Supervisor	City of Oshawa
Louis Duranleau	Director of Corporate Security	D & H, The East Mall
Ian Falzon	Customs	Canada border Services
Douglas Walker	Nuclear Security Training Manager	OPG
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Diji Ayodej	Alumni, LAW	Durham College
Elected Faculty/Staff Representatives		
	Title	Organization
Name		
Stephanie Ball	Dean	Durham College
Marisa Cassar	School of Continuing Education	Durham College
Maria Iannuzziello	Faculty Rep/Coordinator/PFP	Durham College
Lynne LeRoy	Faculty Representative	Durham College
Charles McAfee	Faculty Representative	Durham College
Charlene Di Danieli	Faculty Representative	Durham College
Kathy Phillips	Faculty Representative	Durham College
Bonnie St. George	Faculty Rep/Coordinator-LAW	Durham College
Neil Gonsalves	Faculty Rep/Coordinator-PSI	Durham College

Lise Kozlinski
Sue Layton

Faculty Representative/Co-Coordinator
Faculty Representative/Co-Coordinator

Durham College
Durham College

Guests/Unelected Faculty/Staff

Name

Melissa Blanchard

James Lemmon

Hailey Fontyn

Title

Year 2, PFP

Year 2, PFP

Year 2, PFP

Organization

Durham College

Durham College

Durham College

Attendees (November 20, 2013):

*External Members

Present: S. Ball, M. Cassar, C. Di Danieli, *C. Homes, M. Iannuzziello, *C. Inman, *R. Kobayashi, S. Lawson, L. LeRoy, C. McAfee, J. MacDonald-Jenkins, K. Phillips, B. St. George, *S. Simpson, *M. White

Regret(s): *D. Ayodej, *D. Cardinal, *M. Chesson, *C. Collins, *L. Duranleau, *I. Falzon, *E. Gadsdon, *M. Gilbert, *D. Hannan, *G. Hasenhindl, *L. Hicks, *W. Johns, *T. Knight, S. Layton, *K. McAlpine, *S. Petrow, *K. Polley, **C. Priebe, L. Robes, *L. Sandiland, *S. Schutt, *C. Swift, *C. Thompson, *D. Walker, *N. Weaver, *A. Weber

Guests: M. Blanchard, H. Fontyn, J. Lemmon

Recording Secretary: M. Bartosik

KEY POINTS OF DISCUSSION

1. The minutes of June 12, 2013 were approved by L. LeRoy and seconded by M. Iannuzziello.
CARRIED
2. **Industry Update:** The Ministry of Community Safety and Correctional Services has mandated an academic review of Ontario Police College and that it partners with colleges and universities for training and education. The OPC is working on a special project in creating a College of Policing as a regulatory body. The recruiting demographics have shown that Durham Region recruited less than other services over the past 5 years. There is an increase in new hires in the retail sector. The RCMP is actively recruiting 1000 recruits each year for the next three years. They will accept applicants who are in their first year of a police foundations program. The OPP is continuing to absorb municipalities and expect to hire up to 600 new recruits in the 2014-2015 year due to massive retirements.
3. **Field Placement-LAW:** The placement hosts this year include Sears, OPG, OPP, Border Services and By-Law Enforcement agencies in various cities.
4. **PSI Program:** Colleges have the opportunity to be involved in the Pan Am Games. A letter of intent was sent on behalf of our law enforcement programs to participate in the Pan Am Games.
5. **Annual Curriculum Review LAW:** A program faculty meeting will be held next month to ensure policies, procedures, consistency and the learning outcomes are being met in all the courses.
6. **ASIS Update-PSI:** The College will host the event in the spring 2014 at the Centre of Food in Whitby. Industry leaders, guest speakers and students from various colleges will participate. It provides students with the opportunity to network with various industry leaders in the field and potential job opportunities. The PSI program is involved in a pilot project as part of the Educational Committee Scholarships Mentoring program to pair several of our students with ASIS members as an opportunity for industry mentorship.
7. **Program of Studies Changes:** Field placement in the Protection, Security & Investigation program had been replaced with two levels of Career Preparation this year. Consideration will be given to increasing the Community Policing course in PFP; will be increased from 3 to 4 hours to include a debriefing component.
8. **Village Union Project-PFP:** Working with at risk youth was a pilot project in the spring and had proven to be an exceptional experience. This fall every student in the Community Policing course will work with at risk children at the Village Union School in Oshawa. Each student volunteer wears an orange t-shirt as an identifier and works with individuals or groups of children based on their needs. The college students are required to do a presentation at the end of the course. It has proven very successful with the teachers and children, and a great

community experience for our students. In January, the student volunteers will also be going to Glen and Mary Street schools.

9. **Co-Curricular Points PFP:** The Police Foundation students can now earn points towards a leadership awards through the college's co-curricular record. Opportunities were created for our students to work in the community in events such as the Run for the Cure and Disabled Games with DRPS and hamper deliveries with the Kinsmen. Approximately 70-80 students have participated.
10. **Math Component PFP:** Math was introduced as a pilot project this year to address an area of weakness identified in the KPI results and to better prepare the students for the recruitment tests as part of the Career Preparation course. A math tutor provided six hours of math over a three week period.
11. **Policing Symposium:** The two-day event will be held during our Winter Break week in February, in partnership with the Ontario Justice Education Network (OJEN). The event is for high school students and four workshops are tentatively planned: discrimination, fitness, finger printing and mental health.
12. **Premier's Award:** There are a number of categories for these awards, including a recent graduate category. The deadline for the nominations is April and we know of many graduates who have moved on to successful careers and/or achieved great accomplishments, and who could be nominated.
13. **Enrolment for January Intakes:** There are 43 confirmations for 45 seats in the Police Foundations program and 28 confirmed for 45 seats in the Protection, Security & Investigation program.
14. **Continuing Education Update:** The College is third highest in on-line enrolment. A new certificate program is being introduced in January: Criminal Psychological Behaviour. There is an increase in students taking correspondence courses, particularly from inmates in correctional institutions.
15. **Student Voice:** Many of the students had never experienced or been exposed to youth with problems on an academic level as well as socio-economic level. A policing career is working in the community and this has provided some hands-on exposure to at risk youth. Students are grateful for opportunities to take on more community work outside of the program.

RECOMMENDED ACTIONS

1. An invitation to G. Pitcher, Director of Campus Safety at Scarborough Campus to join this committee will be pursued by N. Gonsalves by the next meeting.
2. RCMP will again provide trinkets for our Police Foundations and Protection, Security & Investigation January Start students and will follow up with M. Iannuzziello and N. Gonsalves.
3. The nomination of recent graduates for the Premier's Award will be brought forward at the next divisional meeting by S. Ball.

STATUS OF RECOMMENDATIONS FROM *June 12, 2013* MEETING

Combined Law Enforcement & Investigations (LAW), Police Foundations (POFD), and Protection, Security & Investigation (PSI) Programs

1. The link for the Hired Career Services portal will be provided by N. Gonsalves. COMPLETED
2. A discussion on how to create a sense of community and belonging amongst each group of students will be addressed at each individual program team meeting. ONGOING
3. A survey of preferred meeting times will be sent out to all members by C. Di Danieli and M. Bartosik for future advisory meetings. COMPLETED

Advanced Law Enforcement & Investigations Program

4. The template used by OPG for security reports will be forwarded to C. Di Danieli by D. Cardinal. COMPLETED
5. An invitation to G. Pitcher, Director of Campus Safety at Scarborough Campus to join this committee will be pursued by N. Gonsalves. NOT COMPLETED

REPORT PREPARED BY: M. Bartosik

DATE: November 21, 2013

DRAFT REVIEWED BY DEAN: S Ball

SIGNATURE: 

APPROVED BY ACTING CHAIR: B. St. George

SIGNATURE: 

Advertising Membership List

Name	Title	Organization
Committee Chair		
Murray Christensen		
External Committee Members		
Alex Berube	Project Manager	Adbloc Media
Trina Boos	President	Boost Agents
Chris Bryce	Managing Partner	Dotfusion Digital
Kimberley Burchiel	Print Production Supervisor	Leo Burnett
Amanda Desouza	Senior Designer	W Magazine
John Dowds-Hotts	Art Director	John Street (FCB)
Elaine Garnett	General Sales Manager	Corus Entertainment
Hayley Higgins	Digital Specialist	Lindt Chocolate
Andrew Martin	Production Artist	Identica Branding
Maria Maynard	Sr Account Executive	Shopper Drug Mart
Mike Needler	Sr Media Buyer	Media Experts
Sue Ploughman	VP, Sales & Marketing	PPFD
Jeff Quipp	CEO	Search Engine People
Rob Rock	President	Social Media Learning
Stesha Roy	Media Supervisor	Mindshare
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Tara Burt	Year 3 Advertising	Durham College
Taylor Hreljac	Year 3 Advertising	Durham College
Jim Wright	Year 3 Advertising	Durham College
Elected Faculty/Staff Representatives		
Name	Title	Organization
Greg Murphy	Dean	Durham College
Charlotte Hale	Associate Dean	Durham College
Dawn Salter	Coordinator	Durham College
Kevan Drinkwalter	Professor	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Donna Boyd	Continuing Education Officer	Durham College
Nancy McGinnis	Part-Time Professor	Durham College
Allen Schopp	Part-Time Professor	Durham College

Attendees November 13, 2013:

*External Members

Present: *Murray Christenson, Kevan Drinkwalter, *Elaine Garnett, *Bruce Hillcoat, Taylor Hreljac, *Maria Maynard, *Nancy McGinnis, Greg Murphy, *Sue Ploughman, Jeff Quipp, *Rob Rock, Dawn Salter, * Allan Schopp, Jim Wright

Regret(s): *Alex Berube, *Trina Boos, *Chris Bryce, *Kimberley Burchiel, *Amanda Desouza, *Jonathan Dowds-Hotts, Charlotte Hale, *Hayley Higgins, *Andrew Martin, *Mike Needler, *Stesha Roy

Recording Secretary: A. Desaillier, Administrative Coordinator

KEY POINTS OF DISCUSSION

1. Approval of minutes of June 4, 2013 moved by D. Salter and seconded by K. Drinkwalter. Carried.
2. Approval of agenda was moved (with one addition) by D. Salter and seconded by K. Drinkwalter. Carried.
3. **Industry trends:** Members shared feedback on the proposed Interactive Advertising Graduate Certificate. The industry is changing at a very rapid pace and a certificate such as the one proposed that can be nimble to the changes (was very well received). Analytics is core to interactive advertising.
4. **College and School Updates:** The College enrollment is healthy and the focus in the next couple of years will be on the space demands of the programs.
5. **Continuing Education Updates:** The Continuing Education representative was unavailable.
6. **Student Voice:** Incorporated into the feedback on the proposed program.
7. **Interactive Advertising Certificate:** D. Salter spoke about the proposed one-year certificate. This certificate if approved at the College level will roll out in September 2015. M. Maynard asked if there were any concerns that the content proposed would be outdated by Fall 2015. This certificate will focus on the digital aspects of marketing and advertising communications including the strategies used in media buying and selling; the development and execution of the various forms of digital ads including the creation of content; and the monitoring and evaluation of effectiveness using digital tools (analytics/tracking).

RECOMMENDED ACTIONS

1. Recommendations to the proposed Interactive Advertising certificate ensure the following are either currently included or will be added to the curriculum:
 - Audience engagement as a learning outcome
 - Consider certification in informatics and analytics; Explore Google analytics
 - Recommend that Advertising law is incorporated in all courses across the curriculum as privacy and copyright issues in the online world are a huge concern and continuously evolving; Ensure legal issues are covered
 - Ensure at least one course discusses emerging trends and technologies
 - Add mobile and tablet to address the growth in mobile
 - Make sure the Digital Strategy II course is not a review and that the level and learning reflect an advanced level
 - Reinforce the need for learning how to advertise on mobile devices including variance in costing and yield
 - Use of social media effective as a tool for advertising and marketing (social marketing)
 - Give more insight into online advertising and revenue; monetize social media; monetize websites by click and other actions;
 - Reinforce the use of sales promotion strategies in the digital space
 - Create awareness of International/Global trends and opportunities
 - Provide different elements of writing (both professional and creative) to ensure there is understanding how to develop copy for the various media
 - Recommend integrating digital interactive advertising with traditional advertising through reinforcement of Integrated Marketing Communications principles when planning programs
 - Recommend an understanding of how to promote digital interactive advertising to conventional clients (a personal selling/presentation type course)
 - Attribution of each media contribution to a campaign or strategy
 - Inbound marketing including certification process
 - Best practices in design and function for websites. Testing with AB and multi-variant

- software. Conversion optimization (conversion from viewer to customer- conversion rates)
 - Real time bidding (RTB) –programmatic buying
 - Include more content in the course descriptions drawing attention to the creative side of advertising. Pay attention to both wording and content in course descriptions: current descriptions seem too similar to university theory courses and may be intimidating to a college audience
 - Create a collaborative creative hub where this certificate program has the potential to utilize student resources from other media programs within MAD
2. Bruce Hillcoat will assist with modifications to course descriptions.
 3. M. Christenson sent the following suggestion after the meeting – It is critical that students graduate with an understanding of the fundamentals of how digital media is budgeted for, negotiated and sold. This requires basic skills in math that need to be incorporated into the curriculum.
 4. **Next meeting** – June 2014 – TBA (likely will be local meeting)
 5. Adjournment 8:30 p.m.

STATUS OF RECOMMENDATIONS FROM June 4, 2013 MEETING

1. The submitting of feedback on the proposed Interactive Advertising Graduate Certificate program is still on-going
2. The addition of critical thinking skills in the curriculum was added in a variety of courses
3. The proper use of analytical tools being taught early in the program is still being discussed
4. Professional communication skills should be reinforced across the curriculum is an on-going discussion with the program team

REPORT PREPARED BY: A. Desaillier

DATE: November 13, 2013

DRAFT REVIEWED BY DEAN: Greg Murphy

SIGNATURE: 

APPROVED BY CHAIR: Murray Christensen

SIGNATURE: via email

Animation Program Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Heather Walker	Executive Producer	Yowza Digital Inc.
External Committee Members		
Vincent Bui*	Junior Animator	Digital Leisure Inc.
Clement Chan	Freelance Animator	9 Story Entertainment
Pete Denomme	Executive Producer	Yowza Digital Inc.
Tracy Grant	Producer	ToonBox Entertainment
Courtney Hilbig	Art Director	Digital Leisure Inc.
Stefan Lipsuis	3D Animator	Digital Leisure Inc.
Steve Lowles	Animator/VFX Artist	Keyframe Digital Production
Jason McKenzie	Manager, Sales & Communications	Arc Productions
Suzanne Miller	Self Employed	
Christoffer Pedersen	Character Rigger	ToonBox Entertainment
Heather Woods	Production Coordinator	Huminah Huminah
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
J. D. Kalantar	2 nd Yr. Animation	Durham College
Ryan Miller	Alumni	Conjured Graphics
Aspenn Richards	2 nd Year Animation	Durham College
Elected Faculty/Staff Representatives		
Name	Title	Organization
Gary Chapple	Coordinator	School of Media, Art & Design
Chris Gould	Coordinator, VFX	School of Media, Art & Design
Charlotte Hale	Associate Dean	School of Media, Art & Design
Peter Hudecki	Professor	School of Media, Art & Design
Greg Murphy	Dean	School of Media, Art & Design
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Isabelle Beaudoin	Professor	Durham College
Donna Boyd	Continuing Ed. Office	Durham College
Jeremiah Seiden	Professor	Durham College

Attendees November 19, 2013:

*External Members

Present: *Vincent Bui, *Courtney Hilbig, *Stefan Lipsius, *Jason McKenzie, Greg Murphy, *Heather Walker

Regret(s): Donna Boyd, *Clement Chan, Gary Chapple, *Pete Denomme, Chris Gould, *Tracy Grant, Charlotte Hale, Peter Hudecki, J.D. Kalandar, *Steve Lowles, *Ryan Miller, *Suzanne Miller, Christopher Pedersen, Aspenn Richards, *Heather Woods

Guest(s): Isabelle Beaudoin

Recording Secretary: A. Desaillier, Administrative Coordinator

KEY POINTS OF DISCUSSION

1. Approval of minutes of June 5, 2013 moved by H. Walker and seconded by C. Hilbig. Carried.
2. Approval of agenda was moved by H. Walker and seconded by I. Beaudoin. Carried.
3. **Industry trends:** The market is becoming saturated with Animators.
4. **Program Update:** Animation program is undergoing a program review which occurs every 5 years in the College system. Student focus groups have taken place and their responses to set questions are being collated for the review package; their answers are candid. An external industry focus group will be taking place in the coming months; PAC members will be approached to participate. The sixth semester has been subdivided into smaller groups and they are working and focusing more on things that are of interest to their career path. Students toured the ToonBox studio and it was a successful tour. Students are interested in more studio tours; Arc was mentioned by name. J. McKenzie will help facilitate this tour.
5. **School Update:** The College enrollment is healthy and the focus in the next couple of years will be on the space demands of the programs
6. **Student voice:** A student representative was unavailable.
7. **Membership:** Targeted recruitment of new members, as well as ownership of the action items was discussed.
8. **Chair Position:** H. Walker has resigned from the position. She is thanked for being a part of the committee and her time and commitment was appreciated. Nomination of a new chair will be an agenda item for the spring meeting.

RECOMMENDED ACTIONS

1. Recommend that a student work brochure is created for the end of year event that includes a still image with the students' pictures. These brochures will be printed as well as sent out via social media. **ACTION BY: Dean's Office and Coordinator**
2. Recommend finding a new venue for the year-end screening to help facilitates one-on-one meetings between studios and students. **ACTION BY: Program Team**
3. Recommend that a recent grad is invited back to speak to the students about networking and attending/volunteering for industry events. **ACTION BY: Program Team**
4. Recommend creating an online portfolio presence for producers/studios to communicate with the students. **ACTION BY: Program Team**
5. Explore combining Games and Animation student reels for year-end. **ACTION BY: Program Team**
6. Explore defining overarching goals and objectives of games and animation programs. **ACTION BY: Program Team**
7. Recommend adding new members to the advisory. **ACTION BY: PAC Membership**
8. Recommend that PAC Chair and the Dean meet before the next meeting. **ACTION BY: Dean**
9. Next meeting: April 2014, in Oshawa, specific date and location is TBA.
10. Adjournment 8:30 p.m.

STATUS OF RECOMMENDATIONS FROM June 5, 2013 MEETING

1. An on-campus screening night is planned for the end of semester. Industry representatives will be invited out to view the students' work as well as the major workflow student project, "Field to Fork" and then the guests will be invited to have dinner at the new Bistro 67 at the Centre for Food afterwards. This will create visual awareness of the program and help foster partnerships. This will allow the industry to share critiques and feedback on the student work.

2. A budget to support this screening event is being explored. The ability to print the brochure and help market the downtown evening will be taken on by the School. This will encompass action item #8, supplying a portfolio package to industry professionals.
3. J. McKenzie shared a list of industry events that could be emphasized in the curriculum. This list is attached with the minutes.
4. The recommendation to encourage first-year students to attend more industry functions and volunteer at the TAFFI events is being reinforced.
5. I. Beaudoin will work with TAFFI to arrange a campus visit and speak with the students. Update: I. Beaudoin had met and arranged with TAFFI to come out and speak to the students in January.
6. The recommendation that the Animation program actively explore collaborations between programs such as media marketing is ongoing.
7. The "Field to Fork" project has been extremely successful in helping the student's portfolios. This will be reviewed as a marketing tool for the school and the college.
8. After exploration the Animation and Games screening will not be separated as more studios are looking for both kinds of graduates.

REPORT PREPARED BY: Alanna Desaillier

DATE: November 19, 2013

DRAFT REVIEWED BY DEAN: G. Murphy

SIGNATURE: 

APPROVED BY Jason McKenzie

SIGNATURE: via email

Architecture Program Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
TBA		
<hr/>		
External Committee Members	Title	Organization
Rick Bruynson	Architect/Engineer	R.W. Bruynson
Jim Burkitt	Architect	Gow Hastings Architects Inc.
Benny Choy	Architect	Karp Namisniak Yamamoto Architects Inc.
Chris Despina	Water Resource Specialist	Credit Valley Conservation Authority
Andrea Macecek	Architect	Baird Sampson Neuert Architects
Deanna Young	Architect	Lett Architects Inc.
<hr/>		
Elected Student/Alumni Representatives	Yr/Program/Alumni	Organization
Jason Bond	1 st year Architectural Technologist	Durham College
Emily Reid	1 st year Architectural Technician	Durham College
<hr/>		
Elected Faculty/Staff Representatives	Title	Organization
Blaine Attwood	Contract Faculty/Self Employed	Science & Engineering Technology
Maureen Calhoun	Associate Dean	Science & Engineering Technology
Tanya Jessup	Faculty	Science & Engineering Technology
Al Martin	Program Coordinator	Science & Engineering Technology, Skilled Trades, Apprenticeship & Renewable Technology
Chris Maves	Contract Faculty/Architectural Technologist	Durham College, Barry Bryan Associates
Ali Taieb	Faculty	Science & Engineering Technology
Philip Hui Tan	Contract Faculty/Architect	Science & Engineering Technology, 1:1
Sue Todd	Dean	Science & Engineering Technology

REPORT PREPARED BY: Amy Derald

DATE: December 5, 2013

MINUTES REVIEWED BY: Sue Todd

DATE: December 9, 2013

Attendees – December 4, 2013

*External Members

Present: B. Attwood, J. Bond, *J. Burkitt, *B. Choy, A. Martin, C. Maves, E. Reid, A. Taileb, P. Tan, S. Todd, *D. Young

Regret(s): *R. Bruynson, *C. Despina, *A. Macecek, M. Calhoun, T. Jessup

Recording Secretary: A. Derald

KEY POINTS OF DISCUSSION

1. **Welcome and Introductions:** S. Todd welcomed members and asked everyone to introduce themselves.
2. **Additions to the Agenda:** There were no additions to the agenda.
3. **Acceptance of the Agenda:** S. Todd accepted the agenda.
4. **PAC Membership Overview:** The program advisory committee bylaws were reviewed with the members. Details included having quorum for each meeting, meeting twice a year, and the chair's role was discussed. A chair will not be appointed until the spring 2014 meeting.
5. **External Membership Information Sharing/Industry Trends:** A more recent change in industry has been the adoption of Revit software. There has been some reluctance among senior architects and mechanical, structural and electrical drafters to adopt it. As a result some firms are relying on recent graduates to understand and be able to use the software. Employees with no experience in Revit generally need a month of training to learn it. While the use of Revit is slowly growing, employers prefer applicants who have a balanced toolset and are able to select and use the correct software for a problem. Sketchup is also an important software being used in the industry. Contract administration is an important skillset for graduates to have. There will be changes to the 2014 Ontario Building Code that students should be aware of. Employers look for applicants who have the ability to think on their own, are able to multitask and have the passion to apply themselves. Communication skills are also important as architects work with individuals from a variety of industries. One member would like to see more of a focus on building science and sustainability. S. Todd will review the program of studies with the program team. Photoshop was recommended as a software that should be taught in the program. C. Maves advised the course Building Information Management III could touch on Photoshop. A. Martin would like to integrate a capstone project for the various trades programs at the Whitby campus to work together and develop a better understanding of what each industry requires. Members recommended sending students to work within the community or for Habitat for Humanity.
6. **College/School Update:** S. Todd advised the program has a standard that is set out by the Ministry of Training Colleges and Universities. Students are required to meet the minimum requirements and the program is required to map the curriculum to the standards. Students can easily pathway from the two year to the three year program. Current enrolment for the program is at capacity with 20 Architectural Technicians and 40 Architectural Technologists. Ali reviewed the recommended changes to the program of studies which included moving the following courses:

BULD 1000 to semester 3	ATCM 4134 to semester 2
ATBS 2134 to semester 4	ATOB 4135 to semester 1
ATCM 3133 to semester 2	ATWC 5134 to semester 6
ATLU 3136 to semester 4	ATBI 6134 to semester 5

Members recommend removing the Water Conservation and Reuse course and inserting a presentations, LEED, or topic course. P. Tan recommend putting together a showcase display in the corridor for both 2D and 3D projects and have the students design the showcase. A. Martin will check for available space for the display. Developing an Architectural Association for the students was also recommended. S. Todd advised students can elect a class representative and fill out the associations/society form from the Student Association to get it started. Access to Architectural periodicals was also recommended. Faculty can send a list to S. Todd of periodicals they would like to request. S. Todd would like the program team to review the Architecture Project I and II courses during the spring meeting to determine places the students could complete their placement.

7. **Student Voice:** Students are enjoying the drafting classes including hand drafting. They are adjusting to the amount of assignments as the end of the semester nears. One of the representatives attended Eastdale High School and was able to take 4 CADD courses which helped them develop a thorough understanding of the drafting course. Students would like to see some aspects of civil engineering in the program as well as gain real world experience. One of the representatives is participating in a design competition though www.core77.com. Students would like to see a studio class where they can work on portfolios and do presentations. Having a dedicated work environment would also be beneficial.
8. **Corporate Training Office:** The Corporate Training representative was unavailable. S. Todd advised Corporate Training works with employers to help design internal training programs. They customize and deliver modules within corporations. Anyone interested can visit the website: <http://www.corporatetrainingservices.ca/>.
9. **Research Office:** The Research Office representative was unavailable. S. Todd advised the Research Office engages faculty and gets students involved in applied, hands on research. D. McKee Demczyk works with industry partners to solve problems and develop prototypes while providing an economic impact. Those interested in a potential project are asked to contact Debbie.mckeedemczyk@durhamcollege.ca.
10. **Future Meeting Date:** Wednesday, April 2, 2014 at 5:00 PM
11. **Adjourned:** 7:07 PM

RECOMMENDED ACTIONS

1. Review the Program of Studies to determine if the Water Conservation and Reuse course is relevant and potential courses to replace it. ACTION BY: Program Team
2. Check for available space for a display cabinet. ACTION BY: A. Martin
3. Send a list of periodicals to S. Todd to order. ACTION BY: Program Team
4. Review Architecture Project I and II courses to determine placement options for students. ACTION BY: Program Team

REPORT PREPARED BY: Amy Derald

DATE: December 5, 2013

DRAFT REVIEWED BY DEAN: Sue Todd

SIGNATURE: 



Biotechnology Advanced Program Advisory Committee
School of Science & Engineering Technology
Minutes of December 2, 2013

Biotechnology Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Crystal Richardson	Research Technologist	Cameco
External Committee Members		
Geeta Bhat	Assay Development Manager	Fio Corporation
Christi Bristow	Senior Product Development Associate	Luminex Molecular Diagnostics
Shane Climie	Principal Consultant	Popper and Company
Lyndsey Darnley	Sales and Marketing	Vetlink
Julia Green-Johnson	Associate Professor, Faculty of Science	UOIT
Graham Henderson		Luminex Molecular Diagnostics
Nicolle Lainsbury	Microbiologist	Therapure Biopharma
Stephanie Laite	Microbiology Analyst	
Sarah McBride		Luminex Molecular Diagnostics
Dimitrios Melegos	Teacher	Dunbarton High School
Mikeisha Paul	Clinical & Technical Services Associate	Virox Technologies Inc.
Jenn Rae		
Martin Skulnick	Research Technician	Pro-Lab Diagnostics Inc.
David Wicks	Supervisor, Pilot Mfg. Group	Therapure
Elected Student/Alumni Representatives		
Doug Wilson	2 nd Year Student	Durham College
Elected Faculty/Staff Representatives		
Maureen Calhoun	Associate Dean	Science & Engineering Technology
Joy Lavergne	Program Officer	Science & Engineering Technology
Joyce Myers	Program Coordinator	Science & Engineering Technology
Sue Todd	Dean	Science & Engineering Technology
Michelle Theophille-Kennedy	Admissions Liaison Officer	Durham College
Bruce Trieselmann	Professor	Science & Engineering Technology
Nadia Trieselmann	Professor	Science & Engineering Technology
Unelected Faculty/Guests		
Katherine Fledderus	Professor	Interdisciplinary Studies & Employment Services

REPORT PREPARED BY: Amy Derald

DATE: December 3, 2013

MINUTES REVIEWED BY: Sue Todd

DATE: December 3, 2013

Attendees – December 2, 2013

*External Members

Present: *G. Bhat, *C. Bristow, K. Fledderus, *S. Laite, J. Myers, *M. Paul, S. Todd, B. Trieselmann, N. Trieselmann, *D. Wicks, D. Wilson,

Regret(s): M. Calhoun, *S. Climie, *L. Darnley, *J. Green-Johnson, *G. Henderson, *N. Lainsbury, J. Lavergne, *S. McBride, *D. Melegos, *J. Rae, *C. Richardson, *M. Skulnicki, M. Theophile-Kennedy

Recording Secretary: A. Derdall

KEY POINTS OF DISCUSSION

1. **Welcome and Introductions:** S. Todd chaired the meeting on behalf of C. Richardson. Members were welcomed and asked to introduce themselves.
2. **Additions to the Agenda:** A discussion on KPI's was added.
3. **Acceptance of the Agenda:** S. Todd accepted. J. Myers seconded.
4. **Approval of Minutes from June 11, 2013:** B. Trieselmann approved.
5. **External Membership Information Sharing/Industry Trends:** M. Paul's workplace values individuals who have experience/education in both business and science. She recently participated in the development of strategic plans within her company which allowed her to think beyond her current position and gave her an awareness of career progression. S. Laite is working with validation and efficiency in industrial performance which helps her understand what her coworkers are doing and why. Reports are managed and tracked through their computer system. D. Wicks continues to work on method and process validation and streamlining to make processes more efficient. His workplace is moving towards a continuous work environment. C. Bristow explained the importance of process validation to find out where the critical steps are. Graduates should understand ongoing training is critical as individuals can be dismissed if they are audited for training and do not perform the processes correctly. G. Bhat explained the importance of mobile apps as they are now being regulated by the FDA. The apps are able to transfer data quickly, securely, and easily. Understanding the regulations around the apps and the validation is very important. Employees should continuously update their resume as they may be reviewed during an audit. Validation of software is important. Bioinformatics is becoming increasingly important. G. Bhat uses Excel for lab reports and prints and pastes them in her lab notebook to sign off on as electronic files can be easily altered. Quality checklists were recommended for students to practice in. A. Derdall to send the new Quality Assurance/Quality Control course learning outcomes to advisors along with the web link to the Biotechnology Advanced program page.
6. **Student Voice:** Students are finding it difficult to complete their work during the allotted lab time. Adding more sinks with DI taps and preferably operated by a foot pedal in A209 was recommended as students often have to line up to use them. S. Todd advised more sinks were included in the department's capital request. J. Myers will discuss bringing in carboys of water with the technologists in the meantime. Students would like nozzles used for high concentrated acids and bases to account for spillage and efficiency. Less back to back lab periods would be ideal so students could refresh themselves prior to the next lab. S. Todd will follow up on the possibility of hosting labs later in the day to allow for smaller class sizes. Students are finding the exam schedule stressful as they have 5 exams in 3 days. The scheduling of tests and large assignments has been difficult this year as students often have more than one in a day and sometimes they are back to back. S. Todd advised the program team should meet in the spring to conduct an Evaluation Map. Students would also like to utilize the Test Centre to minimize

cheating. Many students appear to be struggling in the Statistics course because of the way the material is being taught. They also find there is a disconnect between the lecture and lab professors. Having the lecture professor teach the labs would be more beneficial.

7. **Continuing Education Update:** Continuing Education representative was unavailable.
8. **KPI Review:** The KPI review has been conducted and surveys graduates, students, and employers and is used as part of the Annual Curriculum Review. A. Derdall to send the Biotechnology Advanced and Fast Track report cards to advisors.
9. **Program Review:** The Program review summary was sent out to advisors. The Ministry has updated the requirements for program which included two new standard areas: sustainability and business principles.
10. **POS Review:** The Program of Studies has moved from 3 Communications courses to 2. The program averages 23 hours a semester with 5 and 6 being the heaviest. Removing Biology and making it an entrance requirement was discussed. The program team will meet to discuss the program hours and look at where Statistics can be put back in.
11. **Corporate Training:** The Corporate Training representative was unavailable. S. Todd advised Corporate Training works with employers to help design internal training programs. They customize and deliver modules within corporations. Anyone interested can visit the website: <http://www.corporatetrainingservices.ca/>
12. **Future Meeting Date:** Thursday, May 1, 2014, 5:00 pm
13. **Adjourned:** 7:15 PM

RECOMMENDED ACTIONS

1. Discuss having the technologists prepare samples prior to class with M. Calhoun. **ACTION BY: S. Todd**
2. Ask the 3rd year students who are developing the safety videos if they would be interested in making instrument operation videos. **ACTION BY: J. Myers**
3. Look into adding calibration checks in the Analytical Techniques course. **ACTION BY: Program Team**
4. Request contact information of employers in different industries from the placement coordinator. **ACTION BY: S. Todd**
5. Send the new Quality Assurance/Quality Control course learning outcomes to advisors along with the website link to the Biotechnology Advanced program page. **ACTION BY: A. Derdall**
6. Discuss bringing in carboys of water to A209 with the technologists. **ACTION BY: J. Myers**
7. Follow up with M. Calhoun on hosting labs later in the day for smaller class sizes. **ACTION BY: S. Todd**
8. Create an Evaluation Map in the spring to minimize the amount of tests and assignments being submitted on the same day. **ACTION BY: Program Team**
9. Send advisors the Biotechnology report cards. **ACTION BY: A. Derdall**
10. Discuss the program hours and determine where to insert Statistics. **ACTION BY: Program Team**

STATUS OF RECOMMENDATIONS FROM *June 11, 2013* MEETING

1. The cost of purchasing prepared samples was very high. S. Todd will discuss having the technologists prepare samples with M. Calhoun.
2. Videos on instrument operation are continually being developed for students to review prior to the start of class. J. Myers to ask the 3rd year students who are already developing safety videos to participate.
3. The Essential Employability Skills are continually being evaluated for each course.

4. Adding calibration checks in the Analytical Techniques course has not been completed. Will be discussed during the spring meeting.
5. S. Todd invited external members to the meeting however they were unable to attend. S. Todd to ask the placement coordinator for more contacts from different industries.
6. The Program of Studies will be discussed as an agenda item.

REPORT PREPARED BY: Amy Derald

DATE: December 3, 2013

DRAFT REVIEWED BY DEAN: Sue Todd

SIGNATURE: 

Broadcast for Contemporary Media Program Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Sandi Grant	Producer	Rogers TV
External Committee Members		
*Colin Burwell	Owner, Manager	Empty Cup Media
*Richard Chesworth	Professor	Loyalist College
*Geoff Grant	Director of Production & Scheduling	Bell Media
*Terry Johnson	Morning Announcer	CKDO
*Kerri King	Tourism Manager	Region of Durham
*Andrew Santos	Associate Producer	Salt and Light Television
*Heather St. Amand	Reporter	Chex TV
*Jeff Wood	Sr. Photojournalist	CTV News
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Amy Wamboldt	Year One	Durham College
Elected Faculty/Staff Representatives		
Name	Title	Organization
Charlotte Hale	Associate Dean	Durham College
Greg Murphy	Dean	Durham College
Phil Raby	Coordinator	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Donna Boyd	Continuing Education Officer	Durham College
Sandra Hibbard-Ramsay	Professor	Durham College
Craig Robertson	Professor	Durham College

Attendees November 28, 2013:

*External Members

Present: *Richard Chesworth, *Geoff Grant, *Sandi Grant, Sandra Hibbard-Ramsay, *Kerri King, Phil Raby, Craig Robertson, *Andrew Santos, Amy Wamboldt, ,

Regret(s): Donna Boyd, *Terry Johnson, *Heather St. Amand, *Jeff Wood

Guest(s): N/A

Recording Secretary: A. Desaillier, Administrative Coordinator

KEY POINTS OF DISCUSSION

1. New agenda item: Nomination of Chair
2. Approval of agenda was moved by K. King and seconded by A. Santos Carried.
3. **Industry trends** indicate: production (live) – acquisition of material from the field, taking advantage of - streaming, social media is a very large part of broadcasting. IOS – field acquisitions (iPhones, iPads), traditional broadcasts are not as they were. Streaming technologies, moving away from satellite trucks. Capturing a moment or an event is best caught with handheld device as opposed to the large format equipment. Filing stories with an iPad and an inexpensive camera is being piloted with the use of Pinnacle Studios software, this allows the reporter to stay onsite and capture more feed or interviews. Radio is experiencing more people engagement. Industry looking for multifaceted people, people who are on radio who can jump on to TV at a moment's notice.
4. **College Updates:** The College enrollment is healthy and the focus in the next couple of years will be on the space demands of the programs.
5. **Program Updates:** The programs' focus is for students who want to be in front and behind the camera, along with emerging trends. P. Raby shared the basis of the program and shared some of the equipment being used in the studio. The upcoming partnership with Rogers studio was discussed.
6. **General Education:** The Continuing Education officer was unavailable.
7. **Student Voice:** program is very well liked by the students; professors are top notch bringing their experiences into the classroom. Have concerns around why they are taking the image processing class, would like to see it incorporated into the 6 hour photography class. Also feel that the news writing content is too focused on journalism would like to see more radio and TV. content. Feel very disconnected from their classmates as they all have different professors for the core courses.
8. **Broadcast Educators Conference:** P. Raby shared information on the conference he attended a roundtable on emerging trends in broadcasting and broadcast education. Legal and copyright issues were discussed, diploma vs. degree, immediacy vs. content, trends and new jobs, naming conventions are very important
9. **Nomination of Chair:** Alanna explained the procedure for being a Chair on an Advisory Committee; must be an external member and hold the position for a two-year term. Sandi Grant volunteered. She was acclaimed to the position and she accepted.

RECOMMENDED ACTIONS

1. Recommend that the program explore using Dejero technology. **ACTION BY: Coordinator**
2. Recommend that the students are being made aware of the media centers being set-up for the Pan Am games. **ACTION BY: Program Team**
3. Recommend that the Intro to News Writing and Image Processing courses are explored for relevant content to the industry. **ACTION: Program Team**
4. Next meeting: Thursday, May 29, 2014 6:00 p.m.
5. Adjournment 7:30 p.m.

REPORT PREPARED BY: Alanna Desaillier

DATE: November 28, 2013

DRAFT REVIEWED BY ASSOC. DEAN: C. Hale

SIGNATURE:



APPROVED BY CHAIR: S. Grant

SIGNATURE: via email

Community Services (ADMH & SSW) Program Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Douglas Matheson	Senior Lead	CMHA Durham
External Committee Members		
Mark Graham		Peterborough CMHA
Kim Lepine	Director, Mental Health and Specialized Geriatrics	Community Care Durham
Jennifer Iantomasi		Lakeridge Health
Jack Vanderluit	Coordinator	Durham Mental Health Services
Garfield Bembridge	Executive Lead	CMHA Toronto
Elected Student/Alumni Representatives		
Kendall Stoiner	ADMH Student	Durham College
Frank Mazed	ADMH Student	Durham College
Mike Saxton	ADMH Student	Durham College
Deanna Visconti	ADMH Alumni	Durham College
Alexis Roddau	ADMH Alumni	Durham College
Elected Faculty/Staff Representatives		
Susan Sproul	Dean	School of Health & Community Services
Carol Burke	Associate Dean	School of Health & Community Services
Ken Lomp	Faculty/Coordinator	Addictions & Mental Health Program
Randy Uyenaka	Faculty/Coordinator	Social Service Worker Program
Donna Boyd	Program Coordinator	Continuing Education
Dan Blomme	Faculty	Addictions & Mental Health Program
Guests/Unelected Faculty/Staff		
Stephanie Zibert	Student Advisor/Practicum Officer	School of Health & Community Services
Mary Noble	Employment Advisor/ Internship Coordinator	Durham College

Attendees May 22, 2013:

*External Members

Present: *K. Lepine, *G. Bembridge, D. Boyd, K. Lomp, D. Blomme, R. Uyenaka, *J. Iantomasi, D. Visconti, K. Stoiner, M. Saxton, A. Roddau, S. Sproul

Regret(s): C. Burke, *M. Graham, *J. Vanderluit, M. Noble, S. Zibert, F. Mazed, *D. Matheson

Guest(s): D. Hart

Recording Secretary: S. Thomson, Administrative Assistant

KEY POINTS OF DISCUSSION

1. Minutes of May 22, 2013, were approved by R. Uyenaka and seconded by K. Lomp. Carried.
2. D. Hart from Corporate Training Services provided a short PowerPoint presentation on the services they provide.
3. COPE hired one of our ADMH grads as a Program Assistant on a contract basis and is doing very well.
4. Additional cohort has presented a challenge for SSW and ADMH placements.
5. 120 first year SSW students started in September – highest enrolment so far with 86 returning second year students. The SSW program has two new full-time faculty: Lorraine Closs and Amanda Cappon. There are some changes to the delivery of several courses: Interviewing I and II – current delivery of one hour seminar and two hour practice labs moves to straight 3 hour blocks with 25 students in each. In Group Dynamics course delivery will be two sections of 60 students for one hour, further divided into 5 sections of 24 with a practice component. Redevelopment of Record Keeping and Report Writing: emphasis on clinical writing, delivery will be two sections of 60 further divided into 5 sections of 24 (lab component). 77 out of 78 second year students started placement the second week of September. We are in the process of organizing three new initiatives for our students. All SSW students will be eligible to participate in an E-portfolio research study that focuses on having students record evidence of meeting essential employability skills to facilitate employability. The first phase involving a focus group test of the E-portfolio software has been completed and this met with positive feedback. Two SSW students participated in the focus group. The E-portfolio software will be available to the students via a link in DC Connect. The official kick off to the study will be mid Oct 2013. R. Uyenaka will forward a presentation to all team members to orient to the project and help promote student involvement. Dental Hygiene students will be partnering with some of our SSW placement students to “shadow” them in placement. This initiative was an attempt to increase cross disciplinary sharing/learning and expose dental hygiene students to different populations. Currently we have 8 students who have agreed to serve as “mentors” for first years. An informal description of the position has been created and mentor assignments will go out in the next few weeks. The main focus of this position will be around field placement and “transition type” issues.
6. The College’s enrolment numbers are good – 10,900 students of which 1,795 are in the School of Health & Community Services.
7. The SSW curriculum review provided feedback around academic success, writing skills and redevelopment of report writing course.
8. Open House is being held November 16th. The Ontario Colleges Fair will be held October 21 and 22 in Toronto.
9. The new OTA/PTA program started in September 2013 with an enrolment of 48 students. One new full time faculty hired and another one will be hired for January.
10. New Activation Coordination in Gerontology program is being developed for start-up in September 2014 as well as another new program, Behaviour Management which is a 4 year applied degree program.
11. The Centre for Food at the Whitby Campus opened its doors in September and the restaurant is now open for lunch and dinner.
12. S. Sproul provided a handout regarding suggested speaking points at PAC meetings.
13. Overall students are very pleased with program. Pinewood Centre and Community Care Durham have hired Durham College Grads.


RECOMMENDED ACTIONS

1. Next meeting – April 30, 2014, 3:30-5:30 pm, location to be determined.
2. Members will be provided with the Program Learning Outcomes for discussion at the Spring meeting.
3. S. Sproul to invite someone from Admissions to speak about admission requirements for the ADMH program.
4. Adjournment 5:30 pm.

STATUS OF RECOMMENDATIONS FROM MAY 22, 2013 MEETING

N/A

REPORT PREPARED BY: Sandra Thomson DATE: December 13, 2013

DRAFT REVIEWED BY DEAN: Susan Sproul SIGNATURE: 

APPROVED BY CHAIR: Douglas Matheson SIGNATURE:

Computer Programmer Analyst Membership List

Name	Title	Organization
Committee Chair		
Tim Chandler	Resource Manager	Ministry of Revenue
External Committee Members		
Elio Benincasa	AVP, Infrastructure Management	Manulife Financial
Tom Dickie	Manager IT	Durham Children's Aid Society
Maddy Dilski	Business Partner	Cisco Canada
Judy Gauvin	Programmer Analyst	Ministry of Community Services
Ian Hayes	President & CEO	Breakeven Inc.
Dave Jewell	Architect	IBM Canada
Yasser Khan	Manager of Technical Solutions	McGraw Hill
Ian Manley	Alumni	
Yasmine Moolla	Project Manager	Ministry of Revenue
Vincent Ng	IT Director, North America Strategy & Planning, Global Customer Experience and Transformation	General Motors North America
Chris Reid	Senior Developer	Salentica Inc.
Tyler Savery	Business Owner	Young Astronauts
Mike Schnurfeil	Alumni	
Jennifer Short	IT Software Deployment Coordinator	ITS, UOIT
Mark Wilton	Applications Analyst	Town of Ajax
Elected Student/Alumni Representatives		
Jillian Arnott	Year 1	
Scott Nice	Year 2	
Kyle Sullivan	Year 3	
Elected Faculty/Staff Representatives		
Kevin Dougherty	Program Coordinator/Professor	School of Business, IT & Management
Thom MacDonald	Professor	School of Business, IT & Management
Darren Puffer	Professor	School of Business, IT & Management
Guests/Unelected Faculty/Staff		
Jackie Bathe	Associate Dean	School of Business, IT & Management
Bill Marlow	Professor	School of Business, IT & Management

Attendees November 18, 2013:

*External Members

Present: J. Arnott, K. Dougherty, J. Gauvin, Y. Khan*, V. Ng, , S. Nice, D. Puffer, C. Reid*, K. Sullivan, M. Wilton

Regret(s): E. Benincasa*, T. Chandler*, T. Dickie*, M. Dilski*, I. Hayes*, D. Jewell*, I. Manley*, Y. Moolla*, T. Savery*, M. Schnurfell*, J. Short*

Guest(s): A. Allen, J. Spring, B. Marlow

Recording Secretary: K. Graham

KEY POINTS OF DISCUSSION

1. Field placement and food drive were added to the agenda.
2. **External Membership Information Sharing:** Move to onshore in sourcing from many years of outsourcing. The motivation to move to in sourcing has been to retain intellectual property. In the past the focus was on writing contracts and managing vendors and now the shift is to true innovation and execution is faster. Transition to insourcing has included process changes, data driven decision making, lost some talent, analyzing project execution, etc. Multiple data centers consolidated into one seamlessly. Mainframe is still the right technology of choice. Hiring business analysts (BA) and project managers, programmers and hands on customization is where hiring and growth is occurring. Some industries seeing primarily downsizing to move to profitability, move towards consistency, tighter collaboration, flatter organization with the expectation that this will allow to be in a position to innovate and create. Desktop and server virtualization. Big push in records management – duplication and retention. Realizing electronic records are just as important. Programmer taking business analyst courses to transition job to working with internal users, developing project plans and then either buying solution or developing. Online voting for elections. Some industries still heavily outsourced but working on reducing and converting contractors to full-time employees. Challenges with some projects with external vendors. Some organizations going mobile/work from home to reduce footprint e.g. telework two days a week and transient office space available for other three days that must be reserved. Heavily Java based. Database converted to Oracle. Some developers being hired.
3. **College/School update and program update:** The graduate certificate program is moving to a hybrid format with 12 in class hours and six hours online. Moving to a more compressed week of three days which is liked by domestic students but international students would prefer in class studies. The current enrolment for the Computer Programmer is 30 in year one and 20 in year two; and Computer Programmer Analyst 48 in year one, 56 in year two and 36 year three. The total enrolment for the School of Business, Information Technology & Management is 1,700 which is their highest to-date.
Two new programs were launched this year – Project Management Graduate Certificate and Information Management Graduate Certificate. Business Insurance and Payroll Bookkeeping programs are being investigated for a September 2015 start.
The Centre for Food is open at the Whitby Campus that includes a restaurant called Bistro 67. Program numbers are up. Students can shift between the two programs. There is a change in the type of student enrolling in the program, more sophisticated knowledge of IT and knowledge of the industry and their career choices in the industry; some have other credentials or parts of credentials, some have experience. The students coming from high school have an elevated sense of where they see themselves going. Improvement in student attendance. There are good pathways to university. Recent discussion with the University of Guelph for a transfer program for our third year students. In the future the Durham College Computer Programmer Analyst program could be converted to a general degree as all diploma programs in Ontario move to 3-year general degrees.
4. **Student Voice** – Students looking forward to more systems analysis and design. DC Connect is better this year but still some drawbacks versus WebCT such loss of features on the side and now have to scroll down, having to click on submit versus hitting enter on quizzes, very little drop box space etc. Prefer in class for accounting course. Like the faculty solutions on YouTube and the project management stuff in internet development. Want to see more object orientated programming. Students noted conflicts with hearing about the pseudo code and how to write as part of the math course. It is not clear how that doesn't match with their programming

course. J. Spring advised that this issue is being addressed. Additionally, J. Spring noted that many students are under prepared for math and that we are looking at broadening support to students. Students added that logic gates was small portion in math course but interested a number of students and should be expanded (they only had a day and half). A number of students have contracts where they are programming for companies on the side. Students would like to see more forced planning and risk management. J. Spring asked if there were any infrastructure issues. Students noted Wifi issues and cannot find the IT Help Desk on Google.

5. **Continuing Education** – Planning is underway for winter and spring courses. Enrolment numbers are showing students are taking more online courses. Reorganization is underway in the Continuing Education department to focus more on online courses and new program development.
6. **Program of Study** – Moving away from anything language centric and replaced with concept/technology centric. Graduates are advising that banks are not changing from mainframe environment. JCL is in high demand and heading toward including optimization. Increase focus on systems development and project management. Need more linkages with databases and project management. A self-directed module on emerging/emergent technologies. Additional web development course. The draft 2014-2015 Program of Studies will go to Quality Council for a final review.
7. **Field placement** – Placement is 150 hours over four weeks at the end of their program. Representatives were asked to consider placements and contact K. Dougherty to confirm.
8. **Food drive** – K. Dougherty provided information regarding upcoming food drive to support students and their families in need.

RECOMMENDED ACTIONS

1. Recommend that industry representatives confirm field placement opportunities.
2. Recommend the next meeting focus on the program review recommendations.
3. Next meeting Tuesday, May 20, 2014 at 6 p.m.

REPORT PREPARED BY: K. Graham

DATE: November 18, 2013

DRAFT REVIEWED BY DEAN:

SIGNATURE:



APPROVED BY CHAIR:

SIGNATURE: _____

Court Support Services Program Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Catherine Dutton	MAG Court Clerk/Registrar OCJ	Durham Courthouse
External Committee Members		
Seaneen Collins	CTSS Supervisor	Durham Courthouse
Jenna Couvier	MAG Courtroom Clerk OCJ	Durham Courthouse
Colette Dwyer	Manager, Court Operations	MAG
Linda Fortier	Supervisor	Durham Courthouse
Brian Garrah		MAG
Sarina Kashak	Acting Director	Court Operations, Central
Rebekah McNeill		Durham Courthouse
Juanita Magill	A. Supervisor	Ontario Court of Justice
Lloyd Passey	Court Support	Durham Courthouse
Sue Reck	President	Durham Reporting & Med.
Marie-Noelle Renoux	Court Reporter	MAG
Allan Rowsell	Justice	Durham Region
Jaimie Lee		MAG, Ottawa
David Salmers	Justice	Durham Region
Karen Sparkes		Professional Court Reporters
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Noel Clement	Student Rep	Durham College
Marie-Noelle Renoux	Alumni	Durham College
Elected Faculty/Staff Representatives		
Name	Title	Organization
Stephanie Ball	Dean	Durham College
Josie Fogal	Professor	Durham College
Debbie Miller	Professor	Durham College
Lesley Wagner	Professor	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Grace Mazzotta	Client Services Representative	Superior Court of Justice

Attendees (November 6, 2013):

*External Members

Present: N. Clement, *J. Couvier, *C. Dutton, *J. Fogal, *L. Fortier, D. Miller, L. Passey, *K. Sparkes, M. Tapper (for S. Ball)

Regret(s): *S. Collins, *C. Dwyer, *B. Garrah, *S. Kashak, *J. Lee, *R. McNeill, *S. Reck, *M.-N. Renoux, *A. Rowsell, *D. Salmers, L. Wagner

Guest: G. Mazzotta

Recording Secretary: M. Bartosik

KEY POINTS OF DISCUSSION

1. Minutes of May 15, 2013 were approved by D. Miller and seconded by J. Couvier. CARRIED
2. **Current Trends:** The minimum typing speed for an entry court clerk position is 60 wpm and 50 wpm for an administrative position in the provincial offences courts. There are transcription guides for those working in the private court reporting sector. MAG is piloting a new job position which is a combination of court clerk and administration with the role encompassing all the court clerk responsibilities as well as that of an administrative clerk in all the courts.
3. **Enrolment:** As of October 31, there are 31 applications for 20 seats in the January Start program.
4. **Field Observation Update:** All students must sign the Oath of Confidentiality/Oath of Professionalism before they start their field observations in second semester. There is still a need for more staff volunteers for our placement students. Students visited the courthouse in Kitchener/Waterloo and another will be scheduled for the new courthouse in Belleville. Newmarket and Toronto Provincial courts do not take students due to union issues.
5. **Employment Options and Statistics:** D. Miller continues to receive open targeted and Expression of Interest postings and puts them on the CTSS Facebook page. To date in 2013, 14 of our current graduates have been hired. The Durham Courthouse has hired over 30 of our graduates since the program began.
6. **KPI Statistics and Review:** The areas of improvement based on the KPI results include constructive feedback in a timely manner to students and faculty use of DC Connect and all its technology. A mini-mapping session will be scheduled in the spring to review the program learning and vocational learning outcomes for each course. The program is scheduled to be reviewed provincially in a mapping process in 2015.
7. **Best Practices:** The CTSS resume books will continue to be created by both the September and January Start students and sent out to all court offices and agencies. Many of our graduates have been hired as a result of their resumes in the books. The CTSS Facebook has 71 members and provides a great resource as social media and connection with all CTSS alumni. Peer Vision Leadership continues to be a great success in connecting the September and January Start students. The model has been selected by the college as a best practice around student success.
8. **Highest GPA Award:** The top student, J. Harding, was presented with a \$500 cheque at the Fall Convocation ceremony.
9. **Revised Program of Studies:** Communications was moved to the first semester and Career Preparation was added to the second semester for this year.
10. **Career Preparation Course Update:** The Prep course will encompass many guest speakers and three mock interview sessions and co-taught by D. Miller and J. Fogal. Students will be required to write reflection papers on the each guest speaker.
11. **Court Transcription Course:** A court transcription course is currently being developed as a pilot in partnership with MAG. The 14 week course will certify students as transcriptionists based on the implementation of a new court reporting model by MAG. The course will be completed and marketed starting in December with the course starting in May 2014. It will be developed as a progressive delivery model: in a classroom setting for several weeks; followed by hybrid of both class and on-line and then all on-line for completion. Students must register for the final exam and attain a 98% accuracy in transcriptions to be successful.

12. **Student Voice:** The field trips to the various courthouses including Kitchener/Waterloo and other are very informative and effective in viewing the courts in progress. Based on the forthcoming new job position, an administrative component should be incorporated in our curriculum to prepare students for the job market. The Facebook page is very functional and great resource for the students. Peer Vision is definitely an effective way in providing guidance on the expectations of the program and field observations especially for the mature students.

RECOMMENDED ACTIONS

1. Copies of the Oath of Confidentiality and Oath of Professionalism will be forwarded to J. Couvier by D. Miller.
2. The mock interview questions will be forwarded to the POA Office by J. Fogal.
3. The faculty will emphasize the importance of having a high keyboarding speed for a court position in all their courses.
4. A follow-up with the supervisors at the courthouse for additional staff volunteers will be pursued by J. Couvier.
5. K. Sparkes will forward the information on transcriptions in the private sector to D. Miller.
6. Observation opportunities in the corrections/probation parole sector and in crown attorney/prosecution offices will be pursued by D. Miller.
7. The course outlines are to be reviewed to include the administrative component by faculty to ensure our graduates will be ready for the new court clerk/administrative positions.
8. The September Start students will be canvassed for volunteers for the Peer Vision Leadership Team who can address the January intake by D. Miller.

STATUS OF RECOMMENDATIONS FROM (May 15, 2013) MEETING

1. The recommendation to include transcription guidelines used in courts and in private court reporting agencies will be forwarded to the professor teaching Court Monitor by D. Miller. ONGOING
2. The program will continue to provide students with exposure of the private sector coordinated by D. Miller. ONGOING
3. Committee members are to review the Oath of Allegiance and Oath of Professionalism for any changes or comments and forward them to D. Miller. COMPLETED
4. D. Miller will negotiate and collaborate with Provincial Offences Office/Court Services in developing questions for the student mock interviews. COMPLETED
5. The inclusion of EXCEL training into the computer course curriculum will be forwarded to the appropriate professor by D. Miller. ONGOING
6. D. Miller will follow up with C. Dwyer at Durham Courthouse about support of the mentors for our students. ONGOING
7. A field trip to a Brantford or Kitchener courthouse will be investigated by D. Miller. COMPLETED

REPORT PREPARED BY: M. Bartosik

DATE: November 7, 2013

DRAFT REVIEWED BY ASSOCIATE DEAN: Moreen Tapper

SIGNATURE: _____



APPROVED BY CHAIR: C. Dutton

SIGNATURE: _____



Dental Programs Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Catherine Hayes	Alumni	Durham College
External Committee Members		
Jennifer Gill	Vice-President	ODAA
Mary Ito	Dental Hygienist	Independent Practitioners
Erin Hawkins		Durham Region Oral Health Division
Maureen Embleton	Dental Assistant	Durham Region Oral Health Division
Dr. Dennis Daigle	Orthodontist	Private Practice
Dr. May Daemi	Dentist	Private Practice
Jane Laniel	Dental Hygienist	Private Practice

**Elected Student/Alumni
Representatives**

Year/Program/Alumni

Daralyn Bodrug	Year 1 DH Student	Dental Hygiene
Tasha Adkins	DRA Student	Dental Reception & Administration
Sarah Bissell	DA Student	Dental Assistant
Danielle Ritchie	Alumni - DRA	Durham College
Karen Lamb	Alumni - DA	Durham College

**Elected Faculty/Staff
Representatives**

Susan Sproul	Dean	Durham College
Carol Burke	Associate Dean	Durham College
Gillian Dunn	Faculty/Coordinator	Durham College
Kim Stever	Faculty/Coordinator	Durham College
Cindy Austin	Faculty/Coordinator	Durham College
Sandra Meader	Con Ed Representative	Durham College

Guests/Unelected Faculty/Staff

Mary Noble	Employment Advisor/ Internship Coordinator	Durham College
Stephanie Thomson	Student Advisor/ Practicum Officer	Durham College

Attendees October 25, 2013:

*External Members

Present: S. Thomson, S. Meader, D. Bodrug, *C. Hayes, *D. Ritchie, G. Dunn, C. Austin, S. Bissell, T. Adkins, S. Sproul

Regret(s): *M. Ito, *Dr. D. Daigle, *J. Gill, M. Noble, K. Stever, C. Burke, *M. Embleton, *E. Hawkins, Dr. M. Daemi, *J. Laniel, *K. Lamb

Guest(s): A. Scuse

Recording Secretary: S. Thomson, Administrative Assistant

KEY POINTS OF DISCUSSION

1. Minutes of October 25, 2013 were approved by S. Sproul and seconded by G. Dunn. Carried.
2. A. Scuse from Corporate Training Services (CTS) provided a brief presentation about CTS. They deliver client-focused and results-driven training solutions with professional trainers who are industry experts. Some of their training and testing programs include: Business, OnLine, Trades, Technical/Safety Training and Driving Training. Some of their major customers are General Motors, Canadian Tire, Lakeridge Health, CNO to name a few.
3. ODAA Update: In the wake of not becoming a regulated profession (July 2013), the ODAA is refocusing on other strategies and remaining positive. Currently in renewal period and numbers are still strong with 7,900 members which shows that CDA's remain committed to their profession and certification. One focus this year will be strengthening the rights of employees in a healthy work environment, wage surveys and continuing to work with the government to voice the concerns of dental assistants to let them know that the national standard is still regulation across Canada.
4. There are 40 students enrolled in the DRA program including two international students. Currently the DRA program is undergoing program review. Employer questionnaire was sent out two weeks ago. The student focus group met on Monday, October 21st. Program mapping was done in the Spring resulting in a couple of additions and clarifications that have been recommended. Feedback from students and faculty for this semester has been positive. DRA students participated with the Dental Hygiene and Dental Assisting students in the annual mouth guard clinic. The students really enjoyed contributing to a worthwhile cause. No changes in field placement which is held at the end of the semester in general practice offices. Program of study will be revisited at the Spring meeting and will discuss any recommendations for changes.
5. The DA May intake students are currently in Semester 2 with 32 students, field placement occurs in January 2014. Semester 2 DA group helped hygiene students with mouth guard clinic on October 21st – very successful. September intake was 87 students with our largest number of international students being 12. Student voice meetings will be held this Fall for both groups of DA students. Heads of Dental meeting is scheduled for November 27th in Toronto. 39 students completed DA and graduated in June.
6. Currently have first Dental Hygiene intake of the revised curriculum in their final semester (Semester 6). They will finish the program in December and write their Board exam in January with the expectation that 35 students will graduate. Members were provided with a copy of the Program of Study and some of the changes highlighted were: students have an Intro to Dental Materials in Semester I and Advanced Dental Materials in Semester 3. Placement: Students have attended school screenings as well as health promotion activities put on by Public Health. Students have shadowed a Dental Hygiene mobile unit in Beaverton. Some students have gone to Ontario Shores and others have observed at general practice as well as specialty practice. Faculty from several programs with our School collaborated to seek inter-professional opportunities for the students within our programs and as a result a few new experiences have been developed for the DH students.
7. S. Sproul: In September 2013 Durham College had a 9% enrolment increase. The New Centre for Food opened in September with the official opening on October 17th and the new restaurant, Bistro 67, is now open. The restaurant has a wine tasting room available for rent for weddings and external events.
8. Open House will be held November 16th this year.
9. The Ontario Colleges Information Fair is being held at the Direct Energy Centre October 21st & 22nd.
10. A new program, Activation Coordination in Gerontology (post grad certificate) will be starting in September 2014. Also working on a 4 year applied degree program in Behavioural Management which will be going for Ministry approval and could take 2 to 3 years to implement.
11. Members were provided with a copy of the Durham College Strategic Plan for 2013-2016.

- 12.The OTA/PTA program launched this September with an enrolment of 45 students.
- 13.Fall Convocation is being held Friday, November 1st at the GM Centre for the first time.
- 14.S. Sproul reviewed the KPIs for each Dental program.
- 15.Members were provided with a copy of the Board of Governors & PAC Summary of Minutes. S. Sproul explained that the PAC Chairs from across the College are invited to meet with the Board of Governors in February each year. Key point of interest is that employers would like to see better professional skills from the students.
- 16.The Program Learning Outcomes for each program were provided and members were asked to review and advise S. Sproul of any concerns or issues.
- 17.S. Meader is replacing D. Boyd due to a reorganization in Con Ed.
- 18.Dental Hygiene students are having a good experience so far; faculty want the students to do well.

RECOMMENDED ACTIONS

1. Program Coordinators are to provide potential PAC members.
2. Next meeting – Friday, April 11, 2014, 12:00 – 2:00 pm.
3. Adjournment 2:00 pm.

STATUS OF RECOMMENDATIONS FROM MAY 10, 2013 MEETING

1. S. Meader (replacing D. Boyd) from Con Ed attended the Fall meeting to discuss on-line courses for Dental Assisting students.
2. G. Dunn sent an e-mail to full-time faculty for input regarding Con Ed courses that could be offered. S. Sproul explained that full-time faculty cannot teach these workshops so it was extended to the part-time faculty and Dental Hygiene workshops are now going to be offered in the Spring (3 of them on Saturdays) through Con Ed.
3. Coordinators arranged for a student from each program to attend the Fall meeting.
4. Dr. Sandro Del Rosso has agreed to join the Dental PAC.

REPORT PREPARED BY: Sandra Thomson DATE: December 16, 2013

DRAFT REVIEWED BY DEAN: Susan Sproul

SIGNATURE:



APPROVED BY CHAIR:

Jane Laniel

SIGNATURE:

Electronics Advisory Membership List

Name	Title	Organization
Committee Chair		
Tom Bradbury	Broadcast Engineering Designer	The Broadcast Office
External Committee Members		
John Herd	Instructor, Control Maintenance	Ontario Power Generation
Pierre Hinse	Engineer, Wind Tunnel	Automation Ctr. of Excellence
Dave Palachik	Network Design Consultant	Tyco Integrated Security
Andrew Phillips	Nuclear Operator	Ontario Power Generation
Gary Schissler	Sales Engineer	OSYS Healthcare Corp.
Theo Selles	President	Integrity Works
Scott Stewardson	Director, Technological Maintenance	CBC
Brad Titchener	Facility Manager	Sanofi Pasteur
Theo Welter	Regional Sales Engineer	A Tech Instruments
Kevin Whitehead	Director, Engineering	Whitby Hydro
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Ryan King	3, Electronics Technology	
Elected Faculty/Staff Representatives		
Name	Title	Organization
Pravin Patel	Coordinator/Professor	Durham College
Susan Todd	Dean	Durham College
Tony van Schyndel	Professor	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Louis Bertrand	Professor	Durham College
Linda Dillon	Administrative Coordinator	Durham College
Lauren Fuentes	Professor	Durham College
Rao Gorantla	Professor	Durham College
Dave Schuett	Professor	Durham College

Attendees October 30, 2013:

*External Members

Present: L. Bertrand, *T. Bradbury, *J. Herd, * P. Hinse, P. Jarvis, R. King, L. Fuentes, P. Patel, S. Todd, T. van Schyndel

Regret(s): D. Palachik, A. Phillips, G. Schissler, T. Selles, S. Stewardson, B. Titchener, T. Welter

Guest(s):

Recording Secretary: L. Dillon

KEY POINTS

1. **Welcomes and Introductions** – T. Bradbury welcomed members to the meeting.
2. **Additions to the Agenda** – Advisory Membership.
3. **Previous Minutes** – The minutes of February 13, 2013 were approved by P. Patel and seconded by L. Dillon. Carried.
4. **External Membership Information Sharing**

The following comments were made by members:

- Bell Media bought CTV and has downsized. Bell's business model is based on their financial model, not to do the best job, but to make money by finding new innovative ways of doing things in a simpler, more cost effective way, using more efficient processes. New employees share new ideas. More things will be done with software.
- People hired need to be flexible, diverse, be able to think outside the box and look at all possibilities.
- Students need to be taught the basics and then shown other ways to survive.
- In the research area, some students are doing research projects over and above their college technical project.
- Health care will be done at home in the future. The Biomedical Technology program is focusing on doing this.
- Electro-mechanical is a huge market (i.e. wonder wear).
- In the Automated Centre of Excellence (ACE), new controllers and trainers have been installed. Ethernet connections are there and electricity with water is being used.
- ACE – They are taking all the students they can but will not be hiring any new positions at UOIT.
- OPG has more work with less people but they continue to hire in the Control Maintenance area. 75% is good enough now in comparison to being perfect in the past.
- Small companies are hiring at the moment, larger companies are hiring less.
- Companies want results.

5. College/School Update

Enrolment - The Electronics Technician enrolment numbers in year 2 are soft. The flow through from Electronics Technician to Electronics Technology pathway is working. Currently there are 5 international students. The program is struggling with retention; therefore, we are cautiously moving towards changing the mathematics requirement to a higher level College Technology Math. High school guidance counselors will be contacted and a communication will be posted on the Durham College website about the new mathematics requirement if implemented. The Electronics program team's focus is more on quality versus growth. This is in line with the new funding model that is changing from the government which is focusing on quality instead of growth.

Program of Studies (POS) – The Electronic Technician and Electronics Program of Studies was distributed. Program hours per semester should be similar to other colleges and be around 20 hours/semester.

Communication Courses – In the past, students were required to take 3 communication courses. With the changes to the communication courses, it was felt that only two courses were needed. S. Todd indicated that she will present only 2 communication courses in the Program of studies and welcomes feedback from the program coordinators.

Safety – This topic could be embedded into every course offered in the Program of Studies.

Program of Studies (Cont'd)

Law and Ethics – The student representative noted that he had taken this course and it was an excellent course because it bridged the skills needed for the real world (it had also been used for OACETT certification in the past). Students still need the ethics and can join the OACETT Chapter on campus. Faculty to recommend to students to consider taking the Law and Ethics course.

Project Management – This could be embedded into the Technical Report with students reporting back to faculty advisors once a week and in AutoCAD for the power supply part of the course. Students need to know what the project looks like, the manager managing the project, project scope and deliverables.

Advisory members were asked to look at courses and hours in the Program of Studies to see if any other courses could be shifted and advise S. Todd.

CAD 2135 – CADSTAR was replaced by adding by adding 1 hour to Microprocessors – design and fabricate PCB for projects. As a final project students made a body of a printed circuit with a virtual shield with code. It is one system now. Students now have a license to use at home with the new Microprocessor software.

Introducing APPS into the Program of Studies – It was noted that customers are asking for applications to get information from a computer. Should applications be added to store data and collect information into the Program of Studies? This can be done cost effectively with Android but only at a third year level. R. King noted that having Arduino in semester 1 is really good for students because they are exposed to it in the beginning in year 1.

C Programming - Students need C Programming before they get to year 3. L. Bertrand will be looking at enriching the course content in semester 4 for 2014 and implementing it in 2015 with an optional lab in Arduino. P. Patel mentioned that Multisim is used in every course and he will look to see if some of Multisim can come out of the Computer Applications and Simulation course. Suggestions will be finalized with the Electronics program team to determine where things fit into the Program of Studies.

6. **Specialty Certificate** - The electronics program team to discuss a one year certificate for Electronics Technician/Technology, alumni or university students which would be driven from the job market. P. Patel to check into the 1 year certificate that Humber College offers.
7. **Lap Top versus Non-Lap Top** – A case needs to be built by the program team to go to a lap top model.
8. **Specialty Certificate** - The Electronics program team to discuss a one year certificate for Electronics Technician/Technology, alumni or university students which would be driven from the job market. P. Patel to check into the 1 year certificate that Humber College offers.
9. **Key Performance Indicators** - The KPI results were reviewed. Students' skills and abilities, relevance to success and ability to solve problems rated high. Writing skills was rated as needing improvement. The sequence of instruction in course outlines, reinforcing written assignments and adding proposal writing in Technical Project will help improve writing skills. Custom textbooks and new software will improve other areas.
9. **Annual Curriculum Renewal** - P. Patel distributed a document which showed a summary of 22 courses with the improvements that have been made to each course.
10. **Student Voice** – The student representative mentioned the following:
 - It is a good opportunity for students having pathways that go from year 2 Electronics Technician to year 3 Electronics Technology or from year 3 to year 2
 - The student rep. agreed that only two communication courses are needed due to changes in the communication courses.
 - Law and Ethics should be promoted to students to take the course.
 - Students get an incredible grasp on the technologies and a real integrated manufacturing experience in the AMC.
 - The final projects are a great way to motivate students to learn and will help retention.
11. **Advisory Membership** – The current list of advisory members will be reviewed. Representatives from Siemens, Veridian, Bell, Rogers and companies that hire students for field placement would be ideal representatives for the committee. S Todd will contact Durham Region to see if she can obtain a list of the companies that hire or take placement students.

12. **Next Meeting** - Wednesday, February 19, 2014, 6:00 p.m.
13. **Adjournment** - 8:25 p.m.

RECOMMENDED ACTIONS

1. S. Todd (dean) to contact the high school counselors about the new mathematics requirements and post the information on the Durham College website if implemented.
2. The Electronics program team to discuss course suggestions under #5 - Program of Studies and implement changes that are agreed upon by the dean and the faculty.
3. Faculty to recommend to students to take the Law and Ethics course.
4. Advisory members to look at courses and hours in the Program of Studies to see if any other courses can be shifted relating to course improvements and hours.
5. The electronics program team to discuss a one year certificate for Electronics Technician/Technology, alumni or university students which would be driven from the job market. P. Patel (coordinator) also to check into the 1 year certificate that Humber College offers.
6. The Electronics program team needs to build a case to go to a lap top model.
7. The current Program Advisory Membership list needs to be reviewed to see if representatives from Siemens, Veridian, Bell, Rogers and companies that hire students for field placement would be interested in being on the committee. S. Todd to contact Durham Region to see if a list can be obtained of what companies hire or take placement students.

STATUS OF RECOMMENDATIONS FROM FEBRUARY 13, 2013 MEETING

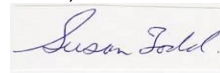
1. Investigate belonging to the Canadian Security Foundation and The Institute of Electrical and Electronic Engineers (IEEE) - P. Patel (coordinator). P. Patel noted that he could not find it and will contact D. Palachik for further information.
2. The Electronics Program Learning Outcomes will be sent out to advisory members again for feedback by March 1, 2013 – L. Dillon (admin. coordinator). L. Dillon will prepare a summary. Pending.
3. Look at packaging the Electronics Technicians differently from the Electronics Technology program so that students can learn some new technologies. Completed.
4. Agenda Items for the October 30, 2013 meeting – i) Update from L. Fuentes on graduates (where they work and job responsibilities), and ii) Pathway Update. Include these on the October 30th, 2013 agenda – L. Dillon. Completed.

REPORT PREPARED BY: Linda Dillon

DATE: December 3, 2013

DRAFT REVIEWED BY DEAN: Sue Todd

SIGNATURE:



APPROVED BY CHAIR: Tom Bradbury

SIGNATURE:



Entrepreneurship & Small Business Membership List

Name	Title	Organization
Committee Chair		
Scott Carpenter	President	Carpenter Pacific
External Committee Members		
Ryan Belmonte	Broker of Record (Alumni)	Belmonte Real Estate
Dianne Gallo	Consulting Manager	BDC
Tracy Hanson	CEO	Whitby Chamber of Commerce
James Kemble	President	FishRecruit
Lorna Weston-Smyth	Painter and Urban Artist	Specialty Paint Finishes
Marie McTasney	President	Moxie Trades Ltd.
Sue Pitchforth	President	Let's Do Lunch
Teresa Shaver	Executive Director	(BACD) Business Advisory Centre Durham
Stuart Small	Owner	Continuum II Inc.
Cam Osborne	Head Coach	Scarborough Gym Elites
 Elected Student/Alumni Representatives		
Philip Brickell	Year/Program/Alumni	
Casey Chessman		
Sarah Nicholson		
 Elected Faculty/Staff Representatives		
Jay Fisher	Program Coordinator/Professor	
Marc Ford	Professor	
 Guests/Unelected Faculty/Staff		
Jackie Bathe	Associate Dean	School of Business, IT & Management
Donna Boyd	Program Officer	School of Continuing Education
Karen Graham	Recording Secretary	

Attendees November 11, 2013:

*External Members

Present: R. Belmonte*, P. Brickell, S. Carpenter*, C. Chessman, J. Fisher, M. Ford, J. Kemble*, S. Nicholson, L. Weston-Smyth*, T. Shaver*, S. Small*, C. Osborne*

Regret(s): D. Gallo*, T. Hanson*, M. McTasney*, S. Pitchforth*

Guest(s): J. Bathe

Recording Secretary: K. Graham

KEY POINTS OF DISCUSSION

1. The minutes of March 25, 2013 were approved.
2. **External Membership Information Sharing:** The Business Advisory Centre is seeing approximately 200 clients a month that want to start businesses primarily in the service based and consultant type sectors. A proposal is being submitted to receive funding for a new youth entrepreneurship program that will consist of training and mentorship components. Upcoming Do It In Durham (doitindurham.org) event from November 18-20 to celebrate global entrepreneurship. Industry representatives continue to see people with great business ideas but run into problems with not having the financial skills. It was suggested that the personal finance course be offered as part of the program. Social media management is important for business owner's e.g. content management and marketing. Encouraging new business owners to sell online versus leasing retail space. Retail space was only encouraged if they have a niche business. More co-working space being developed where small business owners can rent an office e.g. Core 21 in Oshawa. The Uxbridge Chamber has launched a Win This Space competition and to-date has 55 entries. This is an opportunity for entrepreneurs to submit a business idea and could potentially win retail space for a year in Uxbridge. It was suggested that there be a course that runs the entire duration of the program to pitch and develop business idea. Due to the common first semester and multiple intakes it makes implementation challenging prior to the second year. Faculty have coordinated Marketing I, II and a business development course to tie into the students' business idea. Industry representatives suggested using the lean startup/business model canvass in the program.
3. **College/School update and program update:** The current enrolment for the Entrepreneurship & Small Business Program is 37 in year one, 33 in year two and an additional 20 in the compressed class. The May intake will be suspended due to the disruption in scheduling. The total enrolment for the School of Business, Information Technology & Management is 1,700 which is their highest to-date and college enrolment is over 10,000. Two new programs were launched this year – Project Management Graduate Certificate and Information Management Graduate Certificate. Business Insurance and Payroll Bookkeeping programs are being investigated for a September 2015 start.
4. **Continuing Education** – Planning is underway for winter and spring courses. Enrolment numbers are showing students are taking more online courses. Reorganization is underway in the Continuing Education department to focus more on online courses and new program development.
5. **Student Voice** – The first marketing course is very basic and it was suggested that the Marketing II course replace Marketing I. It was suggested that the accounting course change to small business focused accounting. The accounting textbook is expensive and the course can be overwhelming, would have been better to just go through the labs. Would benefit from learning how to prepare to go into a bank and ask for a loan. In communications students are learning how to interview but they would prefer to learn how to conduct an interview, negotiating skills, investment pitches, how to talk to bankers, more presentations, standing up and talking versus writing – more practical. Professors are using DC Connect differently and students would like more consistency. The website course was using code which is not practical – nobody makes websites like that, it's a dinosaur. Students want more entrepreneurship courses throughout the two years; more small projects that accumulate to one big project, not so test heavy. J. Bathe noted the Ministry requirements. Industry representatives suggested business leadership courses to help students think on their feet; strategic planning and sales courses; investigating starting Toastmasters or Christopher Leadership group on campus. Students like Omar's elevator pitches. J. Fisher added that all six of the courses in semester four have been customized for the entrepreneurship program. Advise students of PLAR earlier, prior to purchasing books. The compressed program has had one to five tests each week since the third week September plus projects. A bit much for students working and studying. J. Fisher and J. Bathe noted the option of a graduate certificate and moving to authentic assessments.
6. **Updates to the program of studies** – J. Fisher overviewed the changes that include removing retail management and replacing it with digital marketing; removing payroll administration and replacing with a second entrepreneurship course; changed advertising to business development; and modify field placement to a mentorship program.

7. **Mentorship component to begin winter 2014** – students would spend 24 hours with an entrepreneur that they find or faculty find for them. Faculty would appreciate input from the committee regarding milestones. Action – a conference call will be arranged with some of the PAC members to discuss further.

RECOMMENDED ACTIONS

1. Send the program of studies to the PAC members for the current year and next year.
2. Investigate business model canvass/lean start up canvass.
3. Look at the third level computer course.
4. Arrange a conference call to discuss the mentorship course with S. Small, S. Carpenter, T. Shaver, J. Fisher, R. Belmonte and L. Weston-Smyth.
5. Add the accelerator service to the next meeting.
6. Add the incubator to the next agenda.
7. Next meeting Wednesday, April 9, 2014 at 6 p.m.

REPORT PREPARED BY: K. Graham

DATE: November 11, 2013

DRAFT REVIEWED BY DEAN:

SIGNATURE:



APPROVED BY CHAIR:

SIGNATURE: _____

Environmental Technology Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Amanda Huxter	Manager	GFL Environmental Corporation
External Committee Members		
Kevin Bailey	Environmental Compliance	Cameco Corporation
Ronald Bell	Retiree (Senior Air Policy Advisor)	Ontario Ministry of Environment
Fran Bolton	Operations Technician	Durham Region Works Department
Adam Cochrane	Chemical Technician	Ontario Power Generation
Philip Gleeson	Geochemist	SGS
Lorelei Hepburn	President	The Environmental Factor Inc.
Mike Kopansky	Manager	Miller Compost
Dan Moore	Aquatic Resource Analyst	Central Lake Ontario Conservation Authority
Rebecca Peters	Superintendent, Radiation Protection, Environment & Quality	Cameco Corporation
Sandra Thomas	District Supervisor (Acting)	Ontario Ministry of Environment
Elected Student/Alumni Representatives		
Andrew Ames	1 st year Environmental	Durham College
Ashley Audit	1 st year Environmental	Durham College
Kristy Last	3 rd year Environmental	Durham College
Eric Roffey	1st year Environmental	Durham College
Elected Faculty/Staff Representatives		
Maureen Calhoun	Associate Dean	School of Science & Engineering Technology
Joy Lavergne	Program Officer	Durham College
Joyce Myers	Program Coordinator	School of Science & Engineering Technology
Ross Stevenson	Professor	School of Science & Engineering Technology
Michelle Theophille-Kennedy	Admissions Officer	Durham College
Sue Todd	Dean	School of Science & Engineering Technology
John White	Professor	School of Science & Engineering Technology
Katherine Wilson	Professor	School of Science & Engineering Technology
Guests/Unelected Faculty/Staff		
Doug Hart	Instructor	Corporate Training Services
Andrew Scuse	Projects Coordinator	Corporate Training Services

Attendees – November 14, 2013

*External Members

Present: A. Ames, A. Audit, *P. Gleeson, D. Hart, *A. Huxter, *D. Moore, J. Myers, *R. Peters, E. Roffey, A. Scuse, *S. Thomas, S. Todd, J. White, K. Wilson

Regret(s): *K. Bailey, *R. Bell, *F. Bolton, M. Calhoun, *A. Cochrane, *L. Hepburn, *M. Kopansky, K. Last, J. Lavergne, R. Stevenson, M. Theophille-Kennedy

Recording Secretary: A. Derald

KEY POINTS OF DISCUSSION

1. **Welcome and Introductions:** A. Huxter welcomed members and asked everyone to introduce themselves.
2. **Additions to the Agenda:** Corporate Training was moved forward to item 6 as requested by S. Todd.
3. **Acceptance of the Agenda:** K. Wilson accepted.
4. **Approval of Minutes from March 14, 2013:** S. Todd accepted. J. Myers seconded.
5. **External Membership Information Sharing:** D. Moore advised there have been recent changes to the Fisheries Act. Industry is still suffering from the results of the Fukushima disaster in Japan. Things will continue to slow down for the Canadian nuclear industry as inventory is not moving. The first phase of the Port Hope Area Initiative to remove low level radioactive waste has commenced. There will be more hiring as the project ramps up. New workers at Cameco are given training to understand the precautions on each job site. One member stressed the importance of students learning Analytical Chemistry and described how their job involves handling samples from every element on the periodic table while working with Atomic Absorption and Inductively Coupled Plasma equipment. SGS is now using C-Class instead of Laboratory Information Management System (LMIS). P. Gleeson is available to schedule lab tours if interested and can look into taking on a field placement student. Members stressed the importance of graduates being able to put together basic reports from data collected. Adding a method validation component into Environmental Chemistry was recommended. K. Wilson will look into. The Waste Diversion Act is under review and will be changed to the Waste Reduction Act. There is a proposed Industry Stewardship Plan under debate regarding how Canadians recycle batteries. D. Moore had a field placement student last year who did an exceptional job and made a good impression on his director. Members would prefer to have field placement students over a two week period rather than once a week as they are often restricted to administrative work. The program team will look into this option.
6. **College/School Update and Program Update:** Current enrolment numbers are as follows:
First year: 21 full time, 1 part time
Second year: 22 full time, 1 part time
Third year: 21 full time, 5 part time
Fast Track: 6 full time
S. Todd reviewed some of the first year demographics which included: 58% are located within the Durham Region, 64% are less than 21 years of age, and average 11-20 hours of work per week. The program review has been completed and recommendations are close to being completed. A. Derald will send out a summary chart with the minutes. Any external members who are interested in being filmed at work for marketing purposes are asked to contact K. Wilson.
7. **New Environmental Labs:** K. Wilson is scheduling an Environmental career day on Wednesday, January 15th at 6:00 p.m. External members interested in speaking to students

about their career path are asked to contact K. Wilson.

K. Wilson discussed changes to the Program of Studies which included the new Project Management course. A. Huxter has samples of requests for proposals available that would tie in with the course. The Environmental Topics course is changing. K. Wilson provided a list of current labs. External members were asked to provide ideas for labs.

8. **Student Voice:** Students expressed concern over the grammar modules in the Communications course. They are not being taught and would find it beneficial to have more writing practice rather than multiple choice modules. The presentation topics are not relevant to the program. S. Todd will connect with the Dean of Communications to see if changes can be made. Students are finding there is not enough time to digest information in the two hour biology class. They would prefer to have two one hour classes to review what was taught. S. Todd to discuss this option with M. Calhoun. Contract staff teaching labs are changing the marking scheme mid semester and are not always prepared for their labs. S. Todd will communicate this to the program team.
9. **Continuing Education Update:** Continuing Education representative unavailable.
10. **Corporate Training:** Corporate Training Services focuses on assisting companies reach their full potential in their processes. Core area of service is driver training, business training – product, selling, customer service, and technical training. Training areas that cannot be fulfilled through a business's Human Resource department are available through Corporate Training. Anyone looking to provide training to their staff can visit the Corporate Training website at <http://www.corporatetrainingservices.ca/>
11. **Future Meeting Date:** Thursday, May 8th 2014
12. **Adjournment:** 7:00 PM

RECOMMENDED ACTIONS

1. Look into adding a method validation component in Environmental Chemistry. **ACTION BY: K. Wilson**
2. Discuss switching students to a two week field placement. **ACTION BY: Program Team**
3. Email program review summary chart to external members. **ACTION BY: A. Derald**
4. Discuss Communications course concerns with Kevin Baker. **ACTION BY: S. Todd**
5. Discuss moving Biology to two one hour classes with M. Calhoun. **ACTION BY: S. Todd**

STATUS OF RECOMMENDATIONS FROM *March 14, 2013* MEETING

1. J. Myers reviewed courses that contain statistics including Biology, Analytical Chemistry I and II and Ecology.
2. A. Derald emailed Program Learning Outcomes to advisory members for feedback. No changes were recommended.
3. S. Todd to remind M. Calhoun to restrict Communications timetable changes.
4. Fast Track students were offered a few hours of basic lab training prior to the start of labs. It was well received and will be implemented next year. Fast Track students are also now required to have two chemistry courses with one of them being a lab as an entry requirement.
5. Contract faculty member who developed the GIS course outline is also teaching it.
6. Spectroscopy and Chromatography courses were not removed from the Program of Studies. Project Management was added.
7. A. Huxter sent J. Myers a list of soil sampling parameters and the instrumentation they are performed on.

REPORT PREPARED BY: Amy Derald

DATE: November 18, 2013

DRAFT REVIEWED BY DEAN: Sue Todd

SIGNATURE: *Susan Todd*

APPROVED BY CHAIR: Amanda Huxter

Approved: November 20, 2013

Fitness & Health Promotion Membership List

Name	Title	Organization
Committee Chair		
Barb Gormley	Owner	Custom Fit
External Committee Members		
Marianne Schlottke	Supervisor of Fitness Services	Town of Whitby
Stephanie Medford		Goodlife Fitness
Leeson Clifton	Registered Massage Therapist	Whitby Massage Therapy Clinic
Wendy Robinson		City of Toronto & The Running Room
Amanda Hall	Program Coordinator	YMCA
Nancy Tanner	Volunteer Coordinator	Durham Family YMCA
Angie Wood	Fitness Coordinator	FLEX Fitness Centre, Durham College
Jodie Walker	Kinesiologist	The Village of Taunton Mills
Gabriel Shiu	Manager, Sport Programs & Development	Abilities Centre
Sarah Wintle	Continuing Education Coordinator	Oshawa Senior Citizens Centres Northview Branch
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Michael Starkeg	Year 1/Fitness & Health Promotion	Durham College
Reno Fernley	Year 2/Fitness & Health Promotion	Durham College
Michael Smith	Year 2/Fitness & Health Promotion	Durham College
Darren Idle	Fitness & Health Promotion Grad	Durham College
Elected Faculty/Staff Representatives		
Susan Sproul	Dean	School of Health & Community Services
Carol Burke	Associate Dean	School of Health & Community Services
Olga Labaj	Faculty/Coordinator	Fitness & Health Promotion Program
Mike Longo	Faculty	Fitness & Health Promotion Program
Guests/Unelected Faculty/Staff		
Stephanie Thomson	Student Advisor/Practicum Officer	School of Health & Community Services

Attendees October 10, 2013:***External Members****Present:** *B. Gormley, O. Labaj, *A. Wood, *W. Robinson, M. Longo, S. Thomson, *S. Wintle, M. Starkeg, R. Fernley, M. Smith, *G. Shiu, *M. Schlottke, C. Burke**Regret(s):** *A. Hall, *J. Walker, *N. Tanner, *S. Medford, S. Sproul, M. Noble, *L. Clifton, D. Idle**Guest(s):** M. Moran**Recording Secretary:** S. Thomson, Administrative Assistant**KEY POINTS OF DISCUSSION**

1. Minutes of May 2, 2013 were approved by B. Gormley and seconded by M. Longo. Carried.
2. M. Moran from Corporate Training Services (CTS) provided a brief presentation about CTS. They deliver client-focused and results-driven training solutions with professional trainers who are industry experts. Some of their training and testing programs include: Business, OnLine, Trades, Technical/Safety Training and Driving Training. Some of their major customers are General Motors, Canadian Tire, Lakeridge Health, CNO to name a few. Fitness training could be facilitated through CTS. Handout was provided with business card.
3. B. Gormley from Custom Fit indicated that she can be contacted for jobs. New high end gym called Hard Candy has opened at Yonge and College in Toronto.
4. Oshawa Senior Centres are looking for teachers and encourage instructors to get certification. There are a lot of boomers 55+ and their needs are very different.
5. Ajax will be the new home for LifeTime Fitness and there will be an opportunity for employment of more than 300 staff. The facility is 127,000 sq.ft. Durham College FLEX Centre has new cardio equipment. They have currently had 30,000 visits (including the public) with 8,000 of those being students.
6. Stephanie Thomson replacing Lisa West who is on mat leave. The first group of students are currently out on placement.
7. Heart Wise Exercise Program was launched in Ajax, Whitby, Oshawa and Clarington. Cardiac Health Foundation of Canada help 55+ market and the staff have been trained to support this program. Paul Sawyer is working out of Toronto to grow this program and will receive certification. Students are encouraged to contact Paul for 4 or 6 hours of training – may be a fee involved. Work hand in hand with hospitals.
8. Students feel the program is well run, faculty are knowledgeable and have a great deal of experience in their field. Grads can assist students coming into the program.
9. There are currently 117 first year and 65 second year students. Articulation to UOIT seems strong. A rep from Guelph @ Humber articulation addressed first and second year students outlining process for articulation – will schedule UOIT later this semester as they have a later application date. In regards to the Program of Study it will be reviewed at the Spring meeting. For the next academic year (2014-2015) the program is GenEd compliant with 1 GenEd in each semester. A few of the Fitness & Health Promotion grads have enrolled in our OTA/PTA program. O. Labaj read two e-mails from students who shared how the Fitness and Health Promotion program has helped them secure their current jobs.
10. The Centre for Academic and Faculty Enrichment (CAFE) was successful in receiving a Higher Education Quality Council of Ontario (HEQCO) grant. The research will explore student, industry and faculty experiences using an ePortfolio in the assessment of Essential Employability Skills with selected programs - Practical Nursing, Fitness and Health Promotion, Social Service Worker and Personal Support Worker Diploma programs. Members of the PAC were asked to indicate their interest in participating in the 360 Degree Feedback review process of the project.
11. Start-up went fairly smooth with 1,795 students registered within our own School. The Centre for Food located at the Whitby Campus is officially open with a lunch and dinner menu. Open House is being held November 16th and, Fall Convocation will be held November 1st at the GM Centre.

12. The new OTA/PTA program was launched with a lab next to the FITS lab and an application for candidacy has been submitted. There are 48 students and we are really in need of placements.
13. Curriculum developers are currently developing a new Activation Coordination in Gerontology program for start-up in September 2014.
14. A copy of the Vocational Learning Outcomes for the Fitness and Health program were handed out to the membership and they were asked to review and discuss at the next PAC meeting. C. Burke reviewed the KPI's and Program Health Matrix for the program. The members were provided with a copy of the College's Strategic Plan.


RECOMMENDED ACTIONS

1. During the Spring Curriculum Review Process the FITS faculty will include professionalism as an area of concern.
2. Next Meeting – May 22, 2014 2:00-4:00 pm, SW106 Boardroom.
3. Adjournment 4:00 pm

STATUS OF RECOMMENDATIONS FROM May 2, 2013 MEETING

1. Membership received a copy of the Board of Governors and Program Advisory Committee Meeting Summary of Meeting/Discussion.

REPORT PREPARED BY: Sandra Thomson DATE: December 10, 2013

DRAFT REVIEWED BY DEAN: Susan Sproul SIGNATURE: 

APPROVED BY CHAIR: Barb Gormley SIGNATURE:

Fire Life Safety Systems Technician Program Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Kirk Harris	President	Harex Inc.
External Committee Members		
Julie Hutchinson Marzinotto	WHSC Staff Representative	ARC Fire Services
Cecil Mackesey		Workers Health & Safety Center
David Sylvester	Vice President	Canadian Fire Alarm Assoc.
David Toland	Contractor	Trinity Fire Protection Inc.
Rick Kurelo	Operations Manager	Harex Inc.
Jarod Regan	Senior Fire Alarm Technician	Harex Inc.
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Vince Tripp	1 st Year Student	Durham College
Elected Faculty/Staff Representatives		
	Title	Organization
Stephanie Ball	Dean	Durham College
Randy Panesar	Professor	Durham College
Marie Sforza	Professor/Coordinator	Durham College
Guests/Unelected Faculty/Staff		
	Title	Organization
None		

Attendees Wednesday (November 21, 2013):

*External Members

Present: S. Ball, *K. Harris, *C. Mackesey, R. Panesar, V. Tripp

Regret(s): *B. Weckman, *J. Hutchinson Marzinotto, *R. Sylvester, *P. Schuster, *S. Penna, *T. Dorgan, *D. Toland, , *R. Kurelo, *J. Regan, *D. Sylvester, *R. Williams

Recording Secretary: M. Sforza

KEY POINTS OF DISCUSSION

- Minutes of October 24, 2012 were amended with the addition of following sentence: However, should the number of students exceed 15, the maximum class size can only be

slightly over 20 students. The minutes were approved as amended by K. Harris and seconded by C. Mackesey. **CARRIED**

2. **Industry Trends:** The program should be expanded to include fire engineering which provides graduates with more job opportunities to include legal perspective and fire prevention. Fire departments are doing business differently in order to survive. Each city is dealing with budget cutbacks and using staff to non-life threatening scenes which maybe a market to pursue.
3. **FLST Lab:** A Fire & Life Safety Systems lab has been temporarily set up at the Whitby Campus. It is functional but awaiting the company to finish the programming of all the electrical components. A permanent location will be found by fall 2014.
4. **Program/Mapping:** The program is involved in a mapping process and curriculum review. Several redundancies have been identified which will be addressed with course and content changes. Certifications are necessary in order to be licensed and need to be delivered by a certified trainer.
5. **Program of Studies:** The focus of the program is fire alarm technician but the mapping may assist in identifying fire alarm sprinkler technician courses in second year and a potential graduate certificate program on fire prevention.
6. **Enrolment:** There are 21 first-year and 27 second-year students in the program this year.
7. **Marketing:** This program is unique to Durham and has attracted graduates of the Firefighter program. More marketing will need to be done once the program has been through the first graduates.
8. **Student Voice:** There were a number of issues stemming from first year that have since been or currently being resolved. There was an expectation that it was a fire prevention program rather than a fire alarm program.

RECOMMENDED ACTIONS

1. C. Mackesey will provide the school with information/booklets/videos on "what certification is".
2. A meeting will be arranged with C. Mackesey and S. Ball to discuss certifications and courses that may be tailored to our program by WHSC.
3. Bridging with Waterloo will continue to be investigated by S. Ball and R. Panesar.

STATUS OF RECOMMENDATIONS FROM *October 24, 2012* MEETING

1. A tour of the lab and classroom facilities of the Fire, Science & Engineering department of the University of Waterloo for students and PAC members will be arranged by J. Webster for March/April. **COMPLETED**
2. The development of a new lab will continue to be pursued by S. Ball and J. Webster. **ONGOING**
3. Mathematical questions will be developed regarding areas of combustion and energy prior to the Waterloo visit by the Mathematics professor, H. Milburn and J. Webster. **ONGOING**
4. Field placement opportunities are currently being investigated for our students by J. Webster. **ONGOING**
5. The Risk Management course materials that cover real life challenges and policies will be reviewed by S. Ball. **ONGOING**
6. S. Ball will draft a program of studies for a fire & Life Safety Systems Technician graduate certificate program for feedback by the committee members. **COMPLETED**

REPORT PREPARED BY: M. Sforza/M. Bartosik

DATE: November 26, 2013

DRAFT REVIEWED BY DEAN: S. Ball

SIGNATURE: _____



APPROVED BY CHAIR: K. Harris

SIGNATURE: _____



Foundations in Art & Design and Fine Art Membership List

Name	Title	Organization
Committee Chair		
Donna Raetsen-Kemp	Executive Director	Station Gallery
External Committee Members		
Peter Blake	President	Aftershock Creative Inc.
James Campbell	Executive Director	Visual Arts Centre
Joseph Catalano	Artist	Freelance
Darlene Cole	Artist	Freelance
Dani Crosby	Commercial Illustrator	Freelance
Jeremy Desjardine	High School Teacher	Bowmanville H.S.
Lynn Dooly-Marek	Artist	Freelance
Jessica Field	New Media Artist	Freelance
Gary Greenwood	Artist	Freelance
Linda Jansma	Curator	Robert McLaughlin Gallery
Francis Muscat	Sculptor	Freelance
Margaret Rodgers	Artist	Freelance
Peter Smith	Artist/Professor	Freelance/Durham College
Todd Tremeer	Painter/Printmaker	Freelance
Craig Wildman	High School Teacher	O'Neill Collegiate
Olex Wlasenko	Curator	Station Gallery
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Shannon MacDonald	Year 3 Fine Art	Durham College
Jamie McFarlane	Year 2 Fine Art	Durham College
Rachel Wilde	Year 2 Fine Art	Durham College
Megan Wilk	Year 2 Fine Art	Durham College
Elected Faculty/Staff Representatives		
Name	Title	Organization
Charlotte Hale	Associate Dean	Durham College
Jo-Ann Jordan	Professor	Durham College
Herb Klassen	Coordinator, FAD	Durham College
Sean McQuay	Coordinator, Fine Art	Durham College
Greg Murphy	Dean	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Donna Boyd	Continuing Education Office	Durham College
Steven Evans	Professor	Durham College

Attendees November 14, 2013:

*External Members

Present: *Lynn Dooly-Marek, Charlotte Hale, Herb Klassen, *Linda Jansma, Jamie McFarlane, Sean McQuay, *Margaret Rodgers, * Peter Smith, *Todd Tremeer, *Olex Wlasenko

Regret(s): *Peter Blake , Donna Boyd,*James Campbell, *Joseph Catalino, *Darlene Cole, Dani Crosby, *Jeremy Desjardin, Steven Evans, *Jessica Field, *Gary Greenwood, Jo-Ann Jordan, Shannon MacDonald, Greg Murphy, * Francis Muscat, *Donna Raetsen-Kemp, *Craig Wildman, Rachel Wilde, Megan Wilk

Guest(s): N/A

Recording Secretary: A. Desaillier, Administrative Coordinator

KEY POINTS OF DISCUSSION

1. Minutes of April 25, 2013 were approved by M. Rodgers and seconded by H. Klassen. Carried
2. Agenda accepted was approved by S. McQuay and seconded by L. Jansma Carried
3. **Industry Trends:** RMG was very pleased to welcome two groups of Durham College students to the gallery. Questions around a gallery space for the third year student work were discussed.
4. **Student Gallery/exhibition Space:** S. McQuay shared a proposal in acquiring some rental space downtown Oshawa to showcase the 2nd and 3rd student work.
5. **College/Program Updates:** Space needs across the school are being explored.
6. **Student Voice:** Space concerns, shared space with more students is a concern, would like to see lockers installed outside B112 to store Taboures and supplies, would like see more metal and glass instruction, rooms exclusive to drawing and painting would be very well received. Would like to see a first aid kit in the fabrication studio installed, the question asked is if the studio instructor is trained in first aid?
7. **Annual FAD/Fine Art Student Gallery Show:** Installation will begin April 25th, 2014 with a closing ceremony on May 15, 2014. A component of the Presentation course will be for each student to complete and submit a piece for the juried art show.
8. **3rdYearThesis Presentation** – the 3rd year students will be presenting their thesis at the Robert McLaughlin Gallery during the first week of April 2014.
9. **Portfolio Critique** – The week of March 3rd external members are invited to come onto campus and help critique the student portfolios. H. Klassen
10. **Articulations** – are still being explored with OCAD and Lakehead University.

RECOMMENDED ACTIONS

1. Recommend a Fine Art Chair is nominated in the spring meeting. **ACTION BY: Membership**
2. Recommend that the program advisory is split in the spring meeting. **ACTION BY: Membership**
3. Recommend that L. Jansma will look into the ACDC membership cards.
4. Recommend that the parameters for field placement are explored. **ACTION BY: Program Team**
5. Recommend that field placement and internship options are explored. **ACTION BY: Program Team**
6. Recommend that the first year art kits are reviewed for colour choices. **ACTION BY: Program Team**
7. Recommend that further exploration of acquiring rental space downtown Oshawa occurs. **ACTION BY: Dean and Program Team**
8. Meeting adjourned at 7:15 p.m.
9. Next meeting – Thursday, May 15, 2014 at 5:30 p.m. at the Station Gallery

STATUS OF RECOMMENDATIONS FROM April 25, 2013 MEETING

1. The third year students will be partnering in the community as a field placement or internship through the community collaborations course.
2. Helping the students to develop their business and entrepreneurial skills has been taken into account in the new Entrepreneurship course being offered in Year 3 semesters 6.
3. Explore having the students participate in the professional development workshops offered at the Station Gallery, students will be notified of the quarterly workshops that are free to them with the ACDC membership and if these workshops or seminars are being

- explored using DC Connect.
4. The Dean helped contribute to the cultural plan as a representative of the College and the School of Media, Art & Design.
 5. More hands-on time in the Fabrication studio courses have happened, students now have a full day a week in the studio.
 6. Explore having a textbook in the Art History courses has been considered, have been discussed and felt there is not a need as the course has moved to lecture and hybrid.
 7. More video making instead of the video technology has been addressed within the new 2014 Program of Studies.
 8. Exploring the possibility of our students taking an extra welding class at the Whitby campus has been taken into consideration and further exploration is needed.
 9. Visiting High Schools and promoting the MAD programs is currently underway through a variety of events.

REPORT PREPARED BY: Alanna Desaillier

DATE: November 14, 2013

DRAFT REVIEWED BY ASSOC DEAN: C. Hale

SIGNATURE:



APPROVED BY COORDINATOR:

SIGNATURE: via email

Game Development Membership List

Name	Title	Organization
Committee Chair		
Courtney Hilbig	Art Director	Digital Leisure
Michelle Trahan	3D Artist	3Pixel Entertainment
External Committee Members		
Clement Chan	Freelance Animator	9 Story Entertainment
Scott Heatherley	Games Animator	Toon Box Entertainment
Paul Gold	Supervising Producer	Digital Leisure
Joey MacDonald	Modeller	Ubi Soft
Ryan Miller	Founder and President	Conjured Graphics
Robbie Tasker	Compositor	SoHo VFX
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Craig Campbell	Year 3 Game Development	Durham College
Nathaniel Flower	Game Development Alumni	Durham College
Michel Derek Seguin	Year 3 Game Development	Durham College
Elected Faculty/Staff Representatives		
Name	Title	Organization
Angelina Czuba	Professor	Durham College
John Goodwin	Professor, Game Development	Durham College
Matthew Grabinsky	Coordinator, Game Development	Durham College
Charlotte Hale	Associate Dean	Durham College
Greg Murphy	Dean	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Edin Ibric	Professor, Game Development	Durham College
Donna Boyd	Continuing Education Officer	Durham College

Attendees **October 29, 2013:**

*External Members

Present: Craig Campbell, Clement Chan, Angelina Czuba, Nathaniel Flower, *Paul Gold, John Goodwin, Matthew Grabinsky, Charlotte Hale, *Courtney Hilbig, Edin Ibric, Michel Derek Seguin, *Michelle Trahan,

Regret(s): *Scott Heatherley, *Joey MacDonald, Donna Boyd, *Ryan Miller, Greg Murphy, *Robbie Tasker

Recording Secretary: S. Leaming-Conroy, Administrative Assistant

KEY POINTS OF DISCUSSION

1. The minutes from May 14, 2013 were approved by M. Grabinsky and seconded by N. Flower. Carried.
2. The agenda was accepted with additions: Toonbox Animation Research Project by C. Hilbig and seconded by M. Grabinsky. Carried.
3. **College/School Update and Program Update:** The program had an increase from twenty-eight first year students to thirty-three, and the Animation Lab, B111, is now being used by Game Development students to accommodate the increase in numbers. It was noted that the program was waitlisted for September 2013. Majority are high school student applicants, with some from other colleges. Second year lab computers will increase. **Additions to Agenda:** M. Grabinsky was approached by a producer from Toonbox Animation asking to build a game for their upcoming feature film as a marketing aspect. Research grant was applied for to pay for lead positions as the third year students will be working on this project. M. Grabinsky noted that implementing into the program; real world experience, would be beneficial upon graduating.
4. **External Sharing:** C. Hilbig was very impressed with our graduate reels. C. Hilbig noted that her company is looking for more skills including character art, edge loop and UV, interview preparation, texturing, including texture breakdowns. Modelling UV and shaders would be welcomed. J. Goodwin introduced our students starting to look at Verold (wireframe). M. Trahan noted that hand painted texture skills and using one channel (Diffuse) and making shadows and lights into the texture would be a good skill to achieve upon graduating. J. Goodwin noted that Durham College uses Broad spectrum on the art stream as opposed to programming.
5. **Continuing Education Update:** No representative was present.
6. **Student Voice:** C. Campbell noted the lab space has improved. M. Sequin mentioned that the workload between professors could improve along with more specific feedback would be beneficial. M. Seguin also noted that his expectations have hit every note if not more than when he applied to program. N. Flower suggested incorporating the critiquing aspect of the program be included in the beginning of the program and throughout. N. Flower commended the program and learned a lot from the program peers. Programming classes and art do not mix. Two things learned since graduating would be 3DS Max and texturing techniques.

RECOMMENDED ACTIONS

1. Suggest an outside Human Resource, or industry representative for mock interviews to help students prep for social skills in industry. **ACTION BY: PROGRAM TEAM**
2. Introduce 3DS Max to the program. **ACTION BY: PROGRAM TEAM**
3. Incorporate more feedback on concept artwork. **ACTION BY: PROGRAM TEAM**
4. Next meeting – Monday, May 12, 2014
5. Adjournment 8:05 p.m.

STATUS OF RECOMMENDATIONS FROM *May 14, 2013* MEETING

1. Update on open studio-has begun for Animation and Game Development programs, starting Fall 2013 and is being held one evening per week. Good feedback and high attendance is indicating a successful initiative.
2. Discussion regarding exploring the ability to have the deep freeze turned off in the games labs remains ongoing.

REPORT PREPARED BY: Stacy Leaming-Conroy DATE: Tuesday, October, 29, 2013

DRAFT REVIEWED BY ASSOC. DEAN:

SIGNATURE:



APPROVED BY CHAIR: C. Hilbig

SIGNATURE: via email

Graphic Design Membership List

Name	Title	Organization
Committee Chair		
Grant Cleland	Art Director/Designer	Zulu Alpha Kilo
External Committee Members		
Katie Brown	Graphic Designer	Freelancer
Jennifer Real	Graphic Designer/Web Developer	
Steve Dunk	Partner/Designer	Reactor art + design
Melissa Geurts	Senior Associate Art Director	Chatelaine
Tyler King	Graphic Designer	Amico Corporation
Heather Lee	Production Artist	Zulu Alpha Kilo
Andy Strote	Director of Strategic Services	Context Creative
Marcel Tualla	Creative Director	Konstruct Media
Elected Student/Alumni Representatives		
Dave Malarenko	Year/Program/Alumni 3 rd Year Graphic Design	Durham College
Merissa Vuylsteke	3 rd Year Graphic Design	Durham College
Elected Faculty/Staff Representatives		
Name	Title	Organization
Reid Anderson	Professor, Graphic Design	Durham College
Stuart Ellis	Coordinator, Graphic Design	Durham College
Greg Murphy	Dean	Durham College
Charlotte Hale	Associate Dean	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Donna Boyd	Continuing Education Officer	Durham College
Tracey Hanson-Parry	Professor, Graphic Design	Durham College
Barb Suen	Professor, Graphic Design	Durham College

Attendees November 20, 2013:

*External Members

Present: Reid Anderson, *Steve Dunk, *Melissa Geurts, Charlotte Hale, *Tyler King, *Heather Lee, Dave Malarenko, *Marcel Tualla, Merissa Vuylsteke

Regret(s): Donna Boyd, *Katie Brown, *Grant Cleland, Stuart Ellis, Greg Murphy, *Jennifer Real, *Andy Strote, Barb Suen,

Guest(s): Tracey Hanson-Parry

Recording Secretary: A. Desaillier, Administrative Coordinator

KEY POINTS OF DISCUSSION

1. Approval of minutes of May 7, 2013 moved by S. Ellis and seconded by R. Anderson. Carried.
2. Approval of agenda was moved by S. Ellis and seconded by T. Hanson-Parry. Carried.
3. **Industry Trends indicate:** InDesign is widely used and the knowledge in this is critical, file saving was stressed as something that the students need to know. Industry would like to see the students as a 'jack of all trades'. TSA's are becoming more popular. Application design is on the rise in the design world. Students who have secured an internship during the downtime or summer months were seen as positive. Students trying to get an internship after second year were seen as not ready by the employers. There has been a small decline in commissioned illustration jobs, budget and usage of the pieces.
4. **College Update:** Very healthy College in the Ontario system, in the upcoming year the school will be focused on the space needs of our programs. Portfolio Night for all students to showcase their work to professors and industry is taking place on November 27th. Placement searches are on-going for third year students.
5. **Student Voice:** Feel that the InDesign course is not being properly taught. Students have to be self-taught. Would like to see a collective on-line list of potential placements with contact for the third year students. The current binder set-up is not always accessible for the students.

RECOMMENDED ACTIONS

1. Recommend that an awareness of application design is incorporated into the program. **ACTION BY: Program Team**
2. Recommend that electricity (plugs and outlets) is improved in L115. **ACTION BY: DEAN's Office**
3. Next Meeting – Tuesday, May 6th, 2014, location TBA
4. Adjournment 8:15 p.m.

STATUS OF RECOMMENDATIONS FROM May 7, 2013 MEETING

1. This is still on-going with some changes noted in conceptual processes I and II. Recommend members email T. Hanson-Parry with suggestions for adding a new media course in the first year.
2. Adding more media best practices has been incorporated into several of the curriculum courses, a discussion around teaching it in more courses ensued.
3. The recommendation to have a guest speaker from industry come into the class and talk about Industry expectations as been met. Georges Haroutian, founder of Applied Arts Magazine will be speaking to students about building a successful visual communications career on November 27, 2013.
4. Portfolios printed in small, large and iPad formats are still being discussed by the program team. There is a greater push to see student websites.
5. A discussion around adding more practical assignments in the Publication course is still on-going, further discussion with the program team is needed.
6. Adding basic hand lettering has been met with the new PoS in 2014.
7. A Portfolio night has been planned for November 27 as a networking event and will be beneficial to the students who are looking for interns for placement. This will be considered for an annual event.

REPORT PREPARED BY: A. Desaillier

DATE: November 20, 2013

DRAFT REVIEWED BY ASSOC. DEAN: C. Hale SIGNATURE:



APPROVED BY COORDINATOR: S. Ellis

SIGNATURE: via email

Horticulture Membership List

Name	Title	Organization
Committee Chair		
Bill Slute	Manager, Parks Operations	City of Oshawa
External Committee Members		
Jeffrey Beaton	Project Coordinator Buildings & Places	AECOM
Dave Bouma		Kobes Nurseries
Sally Harvey	Manager, Education, Labour Dev.	Landscape Ontario
Mark Humphries	President	Humphries Landscape
Ingrid Janssen	Assistant Coordinator	Durham Master Gardeners
Ben Kobes	Owner	Kobes Nurseries
Pam Love	Director	Master Gardeners of Ontario
Brian Malcolm	Executive Director	Parkwood Historic National Site
Ray Shivratttan		Aquaphyte Remediation Inc.
Sebastian Signorello	Owner	Distinct Landscape Ltd.
Sandy Smiles	Project Officer	Tradeability
Matthew Tillaart		Dutch Master Nurseries
Harry Worsley		Uxbridge Nurseries
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Brandan Fayer	Year 1, Horticulture, Student	
Carol Ann Walker	Year 2, Horticulture, Student	
Elected Faculty/Staff Representatives		
Name	Title	Organization
Shane Jones	Professor	Durham College
Nancy Lawrence	Professor	Durham College
Joy Lavergne	Program Officer	Durham College
Terry Rigby	Field Laboratory Technologist	Durham College
Corrie Stender	Professor	Durham College
Ross Stevenson	Professor	Durham College
Sue Todd	Dean	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Mary Beerman	Professor	Durham College
Bashar Sayyed.	Professor	Durham College
Riaz Shah	Professor	Durham College

Attendees – October 22, 2013:

*External Members

Present: *J. Beaton, B. Fayer, *S. Harvey, *M. Humphries, *I. Janssen, S. Jones, N. Lawrence, *P. Love, T. Rigby, B. Sayyed, R. Shah, *R. Shivrattan, *B. Slute, C. Stender, R. Stevenson, S. Todd, C. Walker

Regret(s): M. Beerman, D. Bouma, B. Kobes, Malcolm, S. Signorello, S. Smiles, M. Tillaart, H. Worsley

Guest(s): A. Scuse

Recording Secretary: L. Dillon

KEY POINTS OF DISCUSSION

1. **Welcome** - Committee members were welcomed by B. Slute, Chair.
2. **Additions to the Agenda** - None.
3. **Acceptance of Agenda** - Accepted.
4. **Minutes of Previous Meeting** - The minutes of December 6, 2012 were approved by S. Jones and seconded by I. Jansen. Carried.
5. **Business Arising from Previous Minutes** – Items were updated under Status of Recommendations.
6. **Discussion Items**

6.1 External Membership Information Sharing

- Health and Safety is important
- Master Gardeners has a sustainable partnership with the City of Oshawa.
- The Horticulture Society is offering workshops in Durham Region in 2014 in topics such as fruit – presentations, how to grow your own fruit and vegetables etc.
- Parkwood Estates greenhouse is being restored as a pilot project.
- Heritage is being combined with urban and more artisans in the Town of Port Hope.
- Food production, landscape architecture, agriculture and growing food closer to home are a way of the world for the future.
- Green roofs are mandatory in the City of Toronto with updated urban designs. There will be a green roof in the Centre for Food at the Whitby Campus.
- Kale is being grown as an annual plant at the City of Oshawa and is being donated to Food Banks.
- Edible plants are being grown in gardens and “No Law” Legislation is being passed on.
- Landscape Ontario is the most educated greenhouse association. It is coming into \$9,000,000 cash (from the sale of 23 acres in Milton). \$1,000,000 has already been received.
- Landscape Ontario keeps peoples’ skills up-to-date and gets parents more educated in Horticulture. It is the most educated greenhouse association and will be more collaborative in the future.

6.2 College/School/Program Update

6.2.1 Enrolment – Year 1 -22, Year 2 - 22

S. Harvey indicated this was a normal class size in comparison to other college programs. S. Todd mentioned that the enrolment is capped somewhat due to limited greenhouse space.

6.2.2 Program of Studies (POS) - HTWD 1131-- Woody Deciduous and Evergreen Species and HTAH 3131. Annual and Herbaceous Perennials for Historical and Contemporary Gardens & General Education Courses - It was decided that the program faculty team can make the necessary adjustments to placement of courses in the POS and that the community had no issues with this.

6.2.3 Horticulture/Food and Farming Mapping

Once all of the courses have been delivered, the program team will review and map the courses to the MTCU standards; however, this program will get new provincial standards in 2014 so it might be best just to tweak and wait for the new standards. In the meantime, it was suggested that the program team meet in early Dec. with M. Calhoun to tweak courses now and review semester 4 resources, outlines and books in preparation for January 2014 classes. At this time the faculty should come prepared with new ideas on how to improve the program. Some ideas mentioned were the lack of plant biology and basic chemistry. It was also mentioned to ensure the content covers fruits and vegetables and establishes a connection with both the Food and Farming program and the Culinary program. It was also mentioned that the program should focus on soft scape more than hard scape. There is a provincial Landscape program which focuses on hard scape and design and we cannot be all things to all people. The advisory committee would like to see the Placement outline for the on campus work placement model. This will be completed by M. Calhoun, T. Rigby and S. Jones for the next advisory meeting on March 4, 2014. It was also mentioned this team will need to apply for work study students to further enable this plan.

6.2.4 Scheduled Marketing Plans-HSM Schools, Canada Blooms

Shane Jones gave the committee an update on Dual Credits and High Skills Majors. Shane visited these local schools in the spring. Sue Todd submitted two Horticulture courses to Gail McKenzie, our school college work initiative lead, to be considered for Dual Credit. We wait for approval and hope to have it implemented in Sept 2014.

Sue Todd visited the Landscape Ontario's Connecting Educators conference on Oct. 21st and Shane Jones will visit the Landscape Ontario Expo in Toronto Oct. 23rd.

The program plans on participating at Congress Jan. 2014 and Skills Competition in May 2014. They will also support the Canada Blooms Landscape Ontario project this year in March 2014.

Sue Todd suggested that the Master Gardener's contact Joy Lavergne in Continuing Education about running some community based workshops.

6.2.5 Parkwood Project Update

Shane Jones updated the committee on the Parkwood 2017 project i.e. the revitalization of the Formal Gardens. Our students will participate with the Durham Regional Landscapers Association on this project over the coming years.

Nancy Lawrence commented on the greenhouse restoration project. Sue Todd connected her to Ali Taileb our new Architecture professor to see if there is anything our Heritage course could offer in terms of assistance. Sue Todd also mentioned Parkwood should contact Charlotte Hale, Associate Dean for the School of Media, Arts and Design to see if they can assist with capturing the changes with both video and still media.

6.2.6 Key Performance Indicators/KPI Report

Since this is a new program with no employers or graduates yet, our KPI improvement plan is fairly straight forward, there were no discussion items; the document had been emailed out to the committee prior to the meeting.

May Intake 2014

This matter was addressed in the business follow up action items. We plan on taking 15 minimum students in May 2014 in a compressed four straight semester program Starting May 2014. We have two open houses to recruit for this program. Our web site has been updated.

6.2.7 Placement Models

Maureen Calhoun was not available to discuss this. However the plan is to update the current placement outline to include an on campus work experience option. This will be structured so students can work on site a few afternoons a week during the semester. This will allow us to maintain our fields and future greenhouse. Maureen Calhoun our associate dean and Shane Jones our placement coordinator will also apply for work study funds for these students.

6.3 Student Voice

Carol Ann Walker, second year student indicated the bar has been raised, with both level of course work required and professor experience and expertise. The jump from first to second year might be too large. A review of course material in December could also review this situation.

The students are still very interested in getting into a modern greenhouse to obtain more hands on skills; currently they have studied and visited various greenhouse operations. Sue Todd will be meeting with the president on Oct 24th to get an update on the greenhouse project. The program team will also follow up with the lead from Bill Slute that GL Roberts has lost its green industries course and that there greenhouse is sitting empty.

B. Fayer, first year student indicated that they were still waiting for their Durham College shirts, Sue Todd indicated she would follow up with Maureen Calhoun on this matter.

The students also indicated that they are interested in having a career fair sometime in the winter semester for both summer placement and fulltime employment. S. Jones and C. Stender will take the lead on this initiative. The first year student seemed concerned with the number of hours missed in Horticulture Principles due to losing two Monday classes. Sue Todd will speak to Maureen Calhoun and the contract professor about this matter and develop a plan to ensure all learning outcomes are delivered.

Both first and second year students indicated that some of their peers were unable to get a locker on campus. This makes it very difficult to store their work boots. Sue Todd agreed to follow up with Ralph April on this matter.

7. Future Meeting Date – Mon. March 4, 2014, 5:00 p.m. Durham College, Whitby Campus

8. Adjournment – 8:00 p.m.

RECOMMENDED ACTIONS

1. N. Lawrence (faculty) from Parkwood to contact Charlotte Hale, associate dean for the School of Media, Arts and Design (905-721-2000, ext. 2708) to see if they can assist with capturing the changes with both video and still media relating to the restoration of Parkwood Estates.
2. Heritage is being combined with urban and more artisans in the town of Port Hope. S. Todd will connect Nancy Lawrence with Ali Taieb (professor, Architecture) as the Architecture program includes heritages in it as well. Anyone needing hardwood cuttings can contact the University of Guelph.
3. The Horticulture program faculty team to make the necessary adjustments to the placements of courses in the Program of Studies to Woody Deciduous and Evergreen Species, Annual and Herbaceous Perennials for Historical and Contemporary Gardens and General Education Courses.
4. The Program team to review suggestions under 6.2.3 and meet with M. Calhoun (associate dean) in December to tweak courses now and review semester 4 resources, outlines and books in preparation for the January 2014 classes. Faculty should come prepared with new ideas on how to improve the program.
M. Calhoun, S. Jones, T. Rigby to complete the Field Placement course outline so that advisory members can see the outline for the on campus work placement model. This will be reviewed in the March 4, 2014 meeting.
4. C. Stender (faculty), S. Todd to apply for work study students.
P. Love (director) to contact J. Lavergne (Continuing Education) about running some community based workshops.
5. The Program Team to follow-up with B. Slute's link from G.L. Roberts regarding the greenhouse.
6. S. Todd will follow up with M. Calhoun on the first year students getting their Durham College shirts.
7. S. Jones and C. Stender (faculty) to organize a career fair sometime in the winter 2014 semester for both summer placement and full-time employment.
8. S. Todd to speak to M. Calhoun and the contract professor about the number of hours missed in Horticulture Principles. S. Todd to speak to M. Calhoun/contract professor about this and develop a plan to ensure all learning outcomes are delivered.
9. S. Todd will follow up with Ralph Aprile regarding some first and second year students not being able to get lockers on campus.

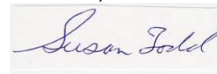
STATUS OF RECOMMENDATIONS FROM JUNE 25 MEETING

1. L. Dillon (administrative coordinator) to send M. Humphries and B. Slute the Parks and Turf Management course outline (completed).
2. S. Todd (dean) and program faculty will continue to market the program to increase enrolment (on-going).
3. S. Todd (dean) will look at Program Delivery Options 1 and 3 from an operational point-of-view and get back to the committee members (completed).
4. S. Todd and program faculty will review the Key Performance Indicator feedback and develop and action plan for improvement (completed).

REPORT PREPARED BY: Sue Todd/Linda Dillon DATE: November 29, 2013

DRAFT REVIEWED BY DEAN:

SIGNATURE:



APPROVED BY CHAIR: B. Slute

SIGNATURE: B Slute

Human Resources Program Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Melissa Beckett-Batchellor	Human Resources Business Partner	The Scarborough Hospital
External Committee Members		
Aranka Mason	Manager	Ministry of Government Services
Doug Campbell	HR Manager	McNairn Packaging
Jan Herington	Manager, Learning & Performance	Workplace Safety & Insurance Board
Kevin Chhangte	Human Resources Generalist	Paramed Home Health Care
Jaime Sheepwash	Senior Employee Relations Officer	Durham Catholic District School Board
Peter Spratt	Vice President, Consulting Services	Collins Barrow
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Craig Armstrong	Year 2, Human Resources	
Naomi Carmichael	Year 2, Human Resources	
Krista Ireland	Year 3, Human Resources	
Elected Faculty/Staff Representatives		
Gary Gannon	Program Coordinator/Professor	School of Business, IT & Management
David Morrison	Professor	School of Business, IT & Management
Guests/Unelected Faculty/Staff		
Jackie Bathe	Associate Dean	School of Business, IT & Management
Donna Boyd	Program Officer	School of Continuing Education
Karen Graham	Secretary	Durham College

Attendees Monday, October 28, 2013:

*External Members

Present: C. Armstrong, M. Beckett-Batchellor*, D. Campbell*, N. Carmichael, K. Chhangte*, J. Herington*, K. Ireland, P. Spratt*

Regret(s): A. Mason*, J. Sheepwash*

Guest(s): J. Bathe, D. Boyd, G. Gannon

Recording Secretary: K. Graham

KEY POINTS OF DISCUSSION

1. The minutes of March 26, 2013 were approved by K. Chhangte, seconded by J. Herington. Carried.
2. **External Membership Information Sharing:** Surge in homecare hiring and recruitment challenges finding quality candidates. Impact of changing IT systems, processes and new accounts on all corners of business and resulting need to identify skills gaps, backfilling etc. Huge need for business analysts to analyze data and prepare recommendations. Contract work is growing. Some of the external members have placement students and they encourage their HR students to be open to spending time in all areas of the business not just HR so that they learn more about various positions. There is a lot of pressure in the manufacturing sector. Labour is a small component with most of the costs being in purchasing. Competition is high in manufacturing and focus is on cost containment. Collective bargaining for some manufacturing areas will commence in 2014. Possible mergers and the impact on employees. Challenging accommodations for family status and how many employers will provide an accommodation for a short period to allow the employee to make necessary arrangements. Challenges accommodating employees that want time off work.
3. **College/School update and program update:** The current enrolment for HR business administration is 39 in year one, 44 in year two and 31 year three and the numbers for the two year HR program are 19 in year one and 17 in year two. The total enrolment for the School of Business, Information Technology & Management is 1,700 which is their highest to-date. Two new programs were launched this year – Project Management Graduate Certificate and Information Management Graduate Certificate. Business Insurance and Payroll Bookkeeping programs are being investigated for a September 2015 start.
4. **Continuing Education:** Provincially, enrollment is dwindling for the in-class courses but online enrolment continues to grow as students like the flexibility. G. Gannon noted that the capstone project is offered currently as a course under Continuing Education and that there have been discussions about adding it in the online course format.
5. **Student Voice:** Students are supportive of the change from business to employment law. Enjoying field placement but missing out on project work that must continue by other team members. It was asked if an entire semester could be dedicated to field placement. Consideration has been given but not entirely supported by the majority of employers. Students noted that there is a gap between the online module and in class discussion for the Communications II course. The modules are not assigned marks and the project isn't helping with HR. J. Bathe advised that the communications courses can be changed by the students once they are registered in blocks. Therefore, students can choose the class time that suits their schedule and the training and development piece that had linked with the communications course is no longer possible. J. Bathe encouraged the students to provide feedback to the hybrid communications professor.
6. **Review program of studies for 2014-2015:** The Ministry program standards were referred to and the program of studies must meet the learning outcomes. Changes include plans to combine the two economics courses, offer Introduction to HRIS and change business law to employment law.
7. **Update on the annual curriculum review:** The Key Performance Indicators (KPIs) identified some gaps and the faculty team brainstormed solutions. One strategy to assist student satisfaction will take place on November 29, a session will be held for second year students to educate them on what jobs are available for graduates of the two year program and the benefits of returning for the third year.
8. **HR events:** Consideration is being given to utilize the donation from the Durham HRPAC Chapter by subsidizing the HR conference registrations for some of the students. Last year seven students were sponsored.
9. **Introduction to HRIS:** Development of an HRIS course is underway and the outline will be provided to the committee at the spring meeting.
10. **HURM program review update:** The graduate certificate program review will take place on Friday, November 8 at the Pickering Learning site. External examiners will conduct interviews and create reports. An opportunity is available for PAC members to participate.
11. **HR downloads:** Faculty are investigating an electronic textbook and noted a free online HR resource tool that could be available to students.

RECOMMENDED ACTIONS

1. Per P. Spratt's recommendation, G. Gannon will follow-up with the School of Justice regarding incorporating investigations, dispute resolution and mediation into the HR program.
2. Recommend the course outline for the new HRIS course be provided to the committee at the spring meeting.
3. Recommend the HURM program review be provided to the committee at the spring meeting.
4. Recommend that an update regarding the Economics course be provided at the next meeting.
5. Recommend that the employment law course be discussed at the next meeting.
6. Next Meeting – Monday, March 24, 2014 at 6 p.m.
Adjournment 8:10 p.m.

REPORT PREPARED BY: K. Graham

DATE: October 28, 2013

DRAFT REVIEWED BY DEAN:

SIGNATURE:



APPROVED BY CHAIR:

SIGNATURE: _____

Legal Research & Information Management Membership List

Name	Title	Organization
Committee Chair		
TBA		
External Committee Members		
Connie Crosby		Crosby Group Consulting
Marilyn Elkin	Roving Law Librarian	Law Society of Upper Canac
Martha Foote	General Manager	Library Co.
Amy Kaufman	Head	William R. Lederman Law Library
John Olver	Lawyer	Scott and Olver LLP
Michael Reansbury	President	OALT/ABO
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Jade Noble	Alumni	Durham College
Justin Harvey	Student Rep	Durham College
Elected Faculty/Staff Representatives		
Name	Title	Organization
Stephanie Ball	Dean	Durham College
Dalton Burger	Professor	Durham College
Nicole Doyle	Professor/Coordinator	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization

Attendees (November 7, 2013):

*External Members

Present: *C. Crosby, D. Burger, N. Doyle, *J. Harvey. *A. Kaufman, *J. Noble, *J. Olver, *M. Reansbury, M. Tapper (for S. Ball)

Regret(s): *M. Elkin, *M. Foote

Recording Secretary: M. Tapper

KEY POINTS OF DISCUSSION

1. The minutes of June 6, 2013 were approved by M. Reansbury and seconded by J. Harvey.
CARRIED
2. **Industry Trends:** The Ontario Association of Library Technicians will be holding its 41st annual conference on April 30 to May 3 at Queens University. Program faculty have been invited to present a session at the conference and bring program marketing materials.
3. **Enrolment:** There are 5 full time and 1 part time students in the program this year. The projected intake for next year is 25 students.
4. **Program Name Change:** The program name is long and may not resonate with employers. The proposal to change the program name was received with mixed reactions by the members and students have yet to be canvassed. The student representative indicated that he had searched for a program in legal research and found this program as it contained those words in the name. One of the suggestions was Legal Information Specialist.
5. **Student Projects:** This year the projects included partnerships with Financial Services Commission of Ontario (FSCO) and St. Vincent's Kitchen (Oshawa) as well as partnering on a class project with our Police Foundations Program.
6. **Student Voice:** The make-up of the students this year included students from not only legal but different backgrounds. The students like the small class size and a comfortable atmosphere for learning.
- 6.1 **Graduates:** At least five of 12 graduates of the program have continued on to further education. This information will be used to promote the program to students who wish to proceed to a Masters or law school.
- 6.2 **Marketing Initiatives:** The program will be promoted to law schools, UOIT and various programs within the college as well as advertising in Ontario Reports to attract recent law school graduates. There may be further partnerships with the Library Technician program.
- 6.3 **Program Wiki:** The link to the program wiki is: <http://dc-lrim.wikispaces.com/>. A Facebook page is also maintained by N. Doyle and the link is: www.facebook.com/dclrim

RECOMMENDED ACTIONS


1. M. Elkin will be contacted to confirm her interest in the position as Chair of this committee by N. Doyle.
2. The Link to WIKI will be provided by N. Doyle and included in the minutes.
3. Privacy and security will be added to the course content when the outlines are revised next year for the Information Architecture & Records Management and Ethics in Information Services courses by the faculty and N. Doyle/
4. The program will be marketed to law schools, UOIT as well as to Journalism and Library Technician program students by N. Doyle,
5. Students and HR from various agencies will be contacted by N. Doyle for input/feedback on the name of the program.

STATUS OF RECOMMENDATIONS FROM June 6, 2013 MEETING

1. Feedback from the members will be noted when the opportunity arises to create a new video by N. Doyle and Communications/Marketing. **ONGOING**
2. N. Doyle has requested our current student graduates to provide testimonials for posting on the wiki website. **COMPLETED**
3. The project proposal process will include more information to assist the students in the selection and assignment to projects by N. Doyle. **COMPLETED**
4. The curriculum will be reviewed to determine the extent of reference to privacy/security is

- covered and, if insufficient, appropriate action will be taken by the program team and N. Doyle. **COMPLETED**
5. Marketing to graduates from law schools will be pursued by N. Doyle. **ONGOING**
 6. The program will hold the advisory meetings at the Pickering Learning Site to accommodate the members travelling from Toronto will be arranged by N. Doyle. **COMPLETED**

REPORT PREPARED BY: M. Tapper/M. Bartosik DATE: November 7, 2013

DRAFT REVIEWED BY ASSOCIATE DEAN: M. Tapper SIGNATURE: 

APPROVED BY ACTING CHAIR :N. Doyle SIGNATURE: 

Library and Information Technician Program Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Michael David Reansbury	President	OALT/ABO
External Committee Members		
Teresa Austin	Library Technician	McMillan LLP
Debbie Arsenault	Library Technician	Lakeridge Health
Emily Cartlidge	Records Manager and Archivist	Northumberland County
Pamela Drayson	University Librarian	UOIT
Lisa Elchak	Library Technician	Crescent School
Ian Heckford	CEO	Oshawa Public Library
Liz Kerr	SuperConference Convenor	Ontario Library Association (OLA)
Jennifer Weymark	Archivist	Oshawa Community Museum
Elected Student/Alumni Representatives		
Jennylynn Brown	Year/Program/Alumni Year 2	
Dawn Wright	Year 1	
Elected Faculty/Staff Representatives		
Anne Donnellan	Professor	
Nicole Doyle	Professor	
Susan Pratt	Program Coordinator/Professor	
Guests/Unelected Faculty/Staff		
Jackie Bathe	Associate Dean	School of Business, IT & Management
Donna Boyd	Program Officer	School of Continuing Education
Karen Graham	Recording Secretary	

Attendees November 12, 2013:

*External Members

Present: T. Austin*, D. Arsenault*, J. Brown, E. Cartlidge*, A. Donnellan, N. Doyle, P. Drayson*, L. Elchak*, I. Heckford*, L. Kerr*, S. Pratt, M.D. Reansbury*, J. Weymark*, D. Wright

Regret(s): none

Guest(s): A. Allen, J. Bathe

Recording Secretary: K. Graham

KEY POINTS OF DISCUSSION

1. The Program of Studies was added to the agenda.
2. **External Membership Information Sharing:** Challenges in reducing footprint and heading toward relying on online resources such as single source databases and implications if they go down. The campus library is approximately 90% digital for UOIT and 60% for the college. Electronic rights management and data management for research for an academic environment are significant. Streaming media is growing. Most digital products are made accessible but the 10-40% that are not can be challenging and have various turnaround times for captioning. Records management for items where the original copyright is unknown is challenging from a retention perspective. Retention schedules are developed on best practice. Technology is huge in the public libraries e.g. clients looking for assistance with e-readers, setting up an email account, etc. Challenge for libraries to pay for electronic and print. Lots of libraries are getting into Makerspace. Public libraries are advocating and promoting the value of libraries to municipal government and the community to pursue and maintain funding. Copyright is a huge issue for libraries. Tracking research requests is important to show management the statistics. The Ontario Library Association conference brochure was circulated and members were encouraged to attend. Interesting trend with the younger students e.g. grades 3-6 interested in all technology tools and the older grades want books and are anti-technology. Importance of teen/youth advisory groups/committees. The college and university campus library similarly sees trends with different groups of students e.g. their preference for digital versus print. Challenges with e-resources versus print include access to e-resources only during the duration of the contract and depending on continuation of budgeted funds. Additionally, vendors may lose rights to a title such as a required textbook mid-way through the licence. Importance to advocate for all libraries. Skills students should have to be successful – time management, ability to roll with it in a special library setting, self-directed, look at the big picture, work independently, reliable, can work on a team, not afraid of technology, strong with databases, customer service ethic is important.
3. **College/School update and program update:** The total enrolment for the School of Business, Information Technology & Management is 1,700 which is their highest to-date and college enrolment is over 10,000. Two new programs were launched this year – Project Management Graduate Certificate and Information Management Graduate Certificate.
4. **Continuing Education** – Planning is underway for winter and spring courses. Enrolment numbers are showing students are taking more online courses. Reorganization is underway in the Continuing Education department to focus more on online courses and new program development.
5. **Student Voice** – The second year students would like another cataloguing course. The first year students found the course names confusing with the word information in both course names. Faculty suggest changing to Introduction to Library Services and Information Services I. The technical services course content to be delivered in five technical services courses rather than four; students are finding the workload rather heavy. The students like the field trips that connect the practical with the theory taught in class. The students would like an optional textbook or something to practice in between classes for the technical services classes. Faculty noted that there are problems finding a textbook but will work on supplemental exercises in between classes.
6. **Election/appointment of committee Chair** – Michael David Reansbury accepted the appointment as Chair.
7. **Program update and Program of Studies** – S. Pratt provided an overview of the program of studies, the outcomes, tied to the draft CLA guidelines for the Education of Library Technicians. Durham has differentiated its program with job shadowing in semester one, four courses in information retrieval (database courses) and field placement scheduled at the convenience of the student and employer. Faculty have arranged guest speakers, field trips, an advocacy component etc. to enhance learning. Great partnership with UOIT tech team that have gone

above and beyond, students have access to real library management system software. Students will be participating in the OLA Super Conference. Faculty are continually evaluating the program and looking for feedback. The Ministry program standards are not expected to be reviewed in the next five years. It was suggested that the association may want to consider organizing the colleges to rewrite and send to the Ministry.

RECOMMENDED ACTIONS

1. Send the Program of Studies, program description and coordinator update to the committee members with the meeting summary.
2. Share the graduate feedback when we have it.
3. Provide the field placement supervisors with feedback e.g. Did the students get what they wanted from the placement? N. Doyle will share her template with S. Pratt regarding collecting feedback from the students.
4. Next meeting Wednesday, May 14, 2014 at 6 p.m.

REPORT PREPARED BY: K. Graham

DATE: November 12, 2013

DRAFT REVIEWED BY DEAN:

SIGNATURE:



APPROVED BY CHAIR:

SIGNATURE: _____

Mechanical Advisory Membership List

Name	Title	Organization
Committee Chair		
Dave Collings	Systems Manager	EXCO Engineering

External Committee Members

Ryan Beatty	Program Manager	Messier Dowty
Peter Bhavra	Tooling Eng. Specialist	Messier –Bugatti-Dowty
Jeff Dayman	President	Dayman Design Inc.
Simon Fridlyand	President	Safe Engineering Inc.
Christopher Howes	Programs Facilitator	Durham district School Board
John Komar	Director, Engineering & Operations, ACE	UOIT
Michael Kube	Tissue Mill Supervisor	Cascades Tissue Group – PM
Ross MacMaster	President	Autodyne
Mahendra Patel	Vice-president	Pro-Bel Group Ltd.
Brian Philip	Technical Services Manager	Market Area Americas, Sandvik
Oliver Schafranek		General Electric
Tom Siklos	Design Project Manager	Praxair
David Street	President	Pro-Bel Group Ltd.

**Elected Student/Alumni
Representatives**

	Year/Program/Alumni	
Stephen Dawson	Year 2, Mechanical Technology	
Cameron MacDonald	Year 3, Mechanical Technology	
Brad Sheehan	Alumni (Mechanical Design Supervisor)	Autodyne

**Elected Faculty/Staff
Representatives**

Name	Title	Organization
Terry Dragomatz	Professor	Durham College
Katy Zaidman	Coordinator/Professor	Durham College

Guests/Unelected Faculty/Staff

Name	Title	Organization
Colin Cunningham	Professor	Durham College
Linda Dillon	Administrative Coordinator	Durham College
Don Dragomatz	Professor	Durham College

Attendees – November 4, 2013

*External Members

Present: D. Collings, C. Cunningham, *S. Dawson, *J. Dayman, T. Dragomatz, *C. Howes, C. MacDonald, *R. MacMaster, *B. Sheehan, S. Todd, K. Zaidman

Regret(s): R. Beatty, P. Bhavra, S. Frigland, J. Komar, M. Kube, M. Patel, B. Philip, O. Schafraneck, T. Siklos, D. Street

Guest(s): C. Cunningham, D. Dragomatz, A. Scuse

Recording Secretary: L. Dillon

KEY POINTS OF DISCUSSION

1. **Welcome/Introductions** – D. Collings welcomed members. Cameron MacDonald was introduced as the new student representative from year 3 Mechanical Technology.
2. **Additions to Agenda** – None.
3. **Acceptance of Agenda** – Accepted.
4. **Previous Minutes** – The minutes of May 6, 2013 were approved.
5. **Business/Actions Arising from Previous Minutes** – The action items from May 6, 2013 were reviewed and updated.
6. **Discussion Items**
 - 6.1 **External Membership Information Sharing** – The following was noted:
 - Exco Engineering is sending more Canadian people to Mexico to work with a manufacturing centre for tooling. Challenges are the culture and skill level of the people. The labour is cheaper and the quality is less. More new management are being hired due to retirees. In the CNC area, a few people were found, the skilled employees are managing the lower level people, and the senior people are carrying the younger hires. There is less company loyalty than in the past.
 - High schools support on-line and blended learning through the Ministry from grades 1 to 12. 15 schools have taken part in the on-line courses. This method of learning provides flexibility for students. Findings have shown that this is the most effective way of teaching kids. E-Learning may have data on how many students take on-line courses if needed.
 - Durham College supports Hybrid learning.
 - Autodyne – This company is very busy doing laser welding related jobs and currently has a massive job for Ford. The company is one year behind for integrated software. There is a lack of skilled personnel to support Autodyne's growth. People are hard to find in the robotics and mechanical designer areas. Autodyne has hired 12 graduates to date and reported that they are very happy with the graduates from Durham College.
 - 6.2 **College/School/Program Update**
 - 6.2.1 **Enrolment** – The enrolment numbers for both the Mechanical Technician and Mechanical Technology programs are strong. There is a pathway opportunity for students to move from the Mechanical Technology to the Mechanical Technician program if students are struggling.

New Programs - Food and Farming and Architecture are two new programs that started in September 2013.

The School of Science and Engineering Technology has inherited the Energy Management-Building Sustainable Technology program from the Whitby Campus and are investigating combining the Energy Management and Renewable Energy programs under one possible new program name.
 - 6.2.2 **Program of Studies – Communications** – S. Todd will obtain feedback from the program coordinators and faculty to see if only 2 Communication courses should be offered to save an hour in the Program of Studies. Report Writing would be helpful for students. Students cannot do a lab hour on their own time because there is a lab hour already scheduled in the Communications course.

- 6.2.3 **New Courses and Project Update - Mechanical Technicians** – Manufacturing Sciences will be 3 hours lab and 1 hour theory for 2014-2015. In the new CAM course, students will do an engine type project as part of project based learning.
- 6.2.4 **Research and Rapid Prototype Update** – K. Zaidman noted that NSERC has granted \$150,000 and she is helping write the application to see what technology might be needed. Research has donated a rapid prototype machine. Parts and material for this machine will not be available in the future if it breaks down. It was noted that the research projects need to be separated from post-secondary instead of sharing the equipment. Applications require more support from industry. Members were asked to write a letter of support for small applied projects and give it to S. Todd or K. Zaidman.
- 6.2.5 **Field Placement** - K. Zaidman reported that she has 47 students to place for placement. A portfolio is being created for each student relating to projects. Mechanical students are diverse in placement and working well with industry partners.
- 6.2.6 **Admissions – English/Mathematics** – Grade 11 English and Mathematics were accepted in the past. The high school teachers want the bar to be raised. New admission requirements will be grade 12 English and grade 12 Mathematics, C or U.
In the grade 12 Calculus, students have to take another course as a pre-requisite. This was raised as a concern for the Mechanical Technician students. S. Todd will speak with the guidance counselors and Gail MacKenzie about Mathematics.
- 6.2.7 **Name for Integrated Manufacturing Centre (IMC) or Automated Manufacturing Centre (AMC)** - The Integrated Manufacturing Centre labs are not integrated. which necessitates a name change. Advisory Members took a vote to change the name. The vote taken was unanimous in calling the Centre the “Automated Manufacturing Centre - (AMC)”.
- 6.2.8 **Key Performance Indicators** – Deferred. The KPI information was sent out to members via email. Members to review the information and send S. Todd feedback via email. KPIs will be discussed further in spring 2014.
- 6.2.9 **Measurement/Capital Update** – D. Dragomatz distributed a document to members showing a long list of equipment that is needed for the Precision Measurement Laboratory. Advisory members to review the document and send D. Dragomatz feedback through email, noting any gaps that are missing. Advisory members recommended moving to metric even though 80% of tooling is done in inches.
S. Todd noted for capital needs that the mechanical team will need to prioritize the items over the next 3 years for a 5 year plan, and determine if the lab infrastructure has to be there first before any new purchases. Some smaller items can be purchased out of classroom renovation or the budget under instructional supplies.
- 6.2.10 **Pathways** - A pathway for a Bachelor of Technology degree at McMaster University which provides degree completion streams for Energy Systems, Chemical, Mechanical Electro-mechanical and Electronics Engineering Technology graduates. Students graduating from Mechanical, Electro-Mechanical and Chemical with a 75% average are eligible to complete the BTech degree in Manufacturing Engineering Technology. Students graduating in Energy Management, Electronics Technology, Electro-Mechanical and Mechanical Technology with a 75% average are eligible to complete a BTech in Energy Engineering Technology.

6.2.11 **Apprenticeship Concerns** - R. MacMaster provided the following feedback on apprenticeship training.

- There is a 60% non-completion rate of apprentices in Canada.
- Cambrian College has an 80% completion rate in co-op.
- People leave apprenticeships because the Ministry dictates the exam and approx. 20% of the questions on the exam people have never seen.
- The College and Ministry need to have a conversation and be in-line with what the Ministry requires and what the college is teaching in the curriculum.
- It was felt that the 8 week block versus co-op has more benefits to graduates.
- S. Todd will speak with D. Carron at the Whitby Campus about motivation strategies to improve the completion rate in apprenticeship.

6.3 **Student Voice** – The college prepared student rep. S. Webster for UOIT as he is doing an Engineering Degree in Mechanical Technology. The higher level college Mathematics and Calculus are needed to work on a UOIT degree. It was unfortunate that UOIT would only grant General Education credits from the Mechanical program at the college. S. Todd noted that there is a big push for credits transfer and Learning Outcomes transfer at a provincial level.

C. MacDonald stated that the “hands on” is big. The combination of lecture and labs is good. In the labs, you learn more than in any lecture. Measurement lab, Fluid Power Unigraphics and Inventor have provided a positive learning experience. The Automated Manufacturing Centre (AMC) and Machine Shop are good learning environments.

7. **Corporate Training** – A. Scuse provided an overview of the Corporate Training Centre located at the Whitby Campus. The Centre focuses on business training, driver training, licensing for big rigs, air brake certification, partnering with organizations, and provide testing/proctoring services. General Motors is one of their large clients which they provide training to in various formats such as hands on, virtual classroom, e-learning for video on demand for sales people ensuing objectives are achievable through training. Very customized training can be done for industry.
8. **Adjournment** – 7:45 p.m.
9. **Next Meeting – Monday, May 5, 2014**

RECOMMENDED ACTIONS

1. S. Todd (dean) will obtain feedback from the program coordinators and faculty to see if only two Communication courses should be offered to save an hour in the Program of Studies.
2. On-line High School Courses – C. Howes (program facilitator) to send S. Todd on-line preparation or the on-line Mathematics courses so that S. Todd can send this link to parents on the revised mathematics courses. C. Howes can connect with C. Hinton in the C.A.F.E. to transition to on-line learning.
3. R. MacMaster (president) could investigate advertising in the Durham College alumni magazine for skilled personnel in robotics and mechanical design.
4. S. Todd to look at separating research projects from post-secondary due to the sharing of equipment issue (i.e. rapid prototype).
5. Advisory Members were asked to write a letter of support for small applied projects and give it to S. Todd or K. Zaidman.
6. S. Todd to speak with the guidance counselors and Gail MacKenzie about the Mathematics admission requirements.
7. Include Key Performance Indicators in the spring 2014 meeting.
8. Advisory members to review the Equipment Requirements for the Precision Measurement laboratory document and send D. Dragomatz feedback noting gaps via email.
9. S. Todd to speak with D. Carron (principal) at the Whitby Campus about motivation strategies to improve the completion rate in apprenticeship.

STATUS OF RECOMMENDATIONS FROM MAY 6, 2013 MEETING

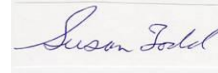
1. L. Dillon to send out the Integrated Manufacturing Business Plan to members. Completed.
2. D. Dragomatz to send the summary of the Program Learning Outcomes for the Mechanical Technician and Mechanical Technology programs to L. Dillon. Linda will email summarized outcomes to advisory members for review. Advisory members should note any missing outcomes relating to their industry and send the information back to L. Dillon (linda.dillon@durhamcollege.ca). Completed.
3. L. Dillon to send T. Siklos the Chemical Technology Program Guide. Completed.
4. S. Todd to investigate having "Law and Ethics, GNED 1402" removed from the Science and Engineering Technology courses and include it under General Education (GNED 1000) courses. Completed.
5. L. Dillon to send a copy of the Measurement II Laser Micrometer lab to advisory members. Completed.
6. D. Dragomatz to touch base with Matt Clements from Autodyne about the measuring microscope software. Pending.

REPORT PREPARED BY: Linda Dillon

DATE: December 4, 2013

DRAFT REVIEWED BY DEAN: Susan Todd

SIGNATURE:



APPROVED BY CHAIR: Dave Collings

SIGNATURE: Dave Collings

Program Name Membership List

Name	Title	Organization
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Committee Chair

Chris Tozer	Mechanical Maintenance Training Manager	OPG
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External Committee Members

Name	Title	Organization
Ed Conboy	Manager of Mechanical Operations	Quebeccor Media
Jill Frazer	OYAP Coordinator	Durham District School Board
Ross MacMaster		Autodyne Inc.
Paige Marlow	Researcher	Durham Workforce Authority
Stacey Ritchie		Durham Catholic District School Board
Dario Sangalli	Manager Maintenance Capital and Electrical	Mother Parkers Tea & Coffee

**Elected Student/Alumni
Representatives**

Name	Title	Organization
Jordan Best	Year 1 student	

**Elected Faculty/Staff
Representatives**

Name	Title	Organization
Darrin Caron	Dean/Principal	Durham College
Clair Cornish	Program Coordinator	Durham College
Gary Noordstra	Faculty	Durham College

**Guests/Unelected
Faculty/Staff**

Name	Title	Organization
Tom Marley	Faculty	Durham College

Attendees October 3, 2013:

*External Members

Present: Darrin Caron, Gary Noordstra, Clair Cornish, Chris Tozer*

Regret(s): Dario Sangalli*, Ross MacMaster*, Ed Conboy*, Jill Frazer*, Jordan Best, Paige Marlow*, Stacey Ritchie

Guest(s):

Recording Secretary: Mary Pearce

KEY POINTS OF DISCUSSION

Quorum was not reached.

Chris Tozer congratulated the college for their success at Skills Canada.

Chris discussed OPG's commitment of 20% use of apprentices through the contracting companies used by OPG.

Darrin would like to host a manufacturing focus group in the future.

Chris will look into correct contact for determining the manpower projections.

RECOMMENDED ACTIONS

No decisions or recommendations due to lack of quorum.

STATUS OF RECOMMENDATIONS FROM May 30, 2013 MEETING

No items from previous meeting discussed due to lack of quorum.

Next meeting date: February 27, 2014

REPORT PREPARED BY: Mary Pearce

DATE: October 15, 2013

DRAFT REVIEWED BY DEAN: Darrin Caron

SIGNATURE: 

APPROVED BY CHAIR: Chris Tozer

SIGNATURE: _____

Motive Power Technician Service & Management Membership List

Name	Title	Organization
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Committee Chair

Steve Good	Service Manager	Nurse Chevrolet Cadillac
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External Committee Members

Name	Title	Organization
Jill Frazer		Durham District School Board
Gord Garner	Owner	Garner's AutoPro
Ming Kong	Service Manager	OWASCO
Paige Marlow	Researcher	Durham Workforce Authority
Jeff Penney		Roy Nichols Motors
Navin Ramkishum		Roy Nichols Motor
Monte Storey		Easton's Goodyear
Keith Weidmark	Owner	
Tom Zekveld		Tomlin Auto

Elected Student/Alumni Representatives

Name	Year/Program/Alumni
Jake Burrows	Year 1 student
Patrick Gould	Year 1 student
Aaron Luck	Year 1 student
Ryan Mundy	Alumni
Christine Weidmark	Level 2 Apprentice

Elected Faculty/Staff Representatives

Name	Title	Organization
John Cholmondeley	Motive Power Professor	Durham College
Steve Quantrill	Automotive Service Tech professor	Durham College
Ralph Ruffo	Motive Power Professor – Program Coordinator	Durham College
Darrin Caron	Dean/Principal	Durham College

Guests/Unelected Faculty/Staff

Name	Title	Organization
Mary Collins	Associate Dean	Durham College

Attendees June 13, 2013:

*External Members

Present: Steve Good*, Keith Weidmark*, Ryan Mundy, Christine Weidmark, Ralph Ruffo, Gord Garner*, Mary Collins, Tom Zekveld*, Aaron Luck, Jake Burrows, Patrick Gould

Regret(s): Stacey Ritchie*, Jill Frazer*, Monte Storey*, Paige Marlow*, John Cholmondeley, Steve Quantrill, Ming Kong*, Darrin Caron

Guest(s): Robert Grant

Recording Secretary: Mary Pearce

KEY POINTS OF DISCUSSION

Steve Good from Nurse Chevrolet Cadillac has been finding it difficult to hire into entry level positions. Newspaper ad only solicited three resumes and they had to re-run with similar results.

Students mentioned that people are posting job ads on Kijiji, Tada and NeedTechs.com.

Employers recognize apprentices learn more from small shops than at dealerships.

Employers would like the post-secondary students to be job ready for entry level positions and Durham College needs to focus on the work ethic of the students.

Program mapping requires industry and student volunteers for focus groups. Dates are to be determined.

Discussion on how trainers (work simulators) can be used more effectively to deliver real world experience.

Discussion around how students today do not know what the part names are and what they do when they enter the program. It was proposed to change the Parts & Supply course to year 2 when students have more experience with the part names.

RECOMMENDED ACTIONS

Motion was made to move Electronic Manual Systems to semester 2 and Parts & Supply to year 2.

Vote was unanimous.

STATUS OF RECOMMENDATIONS FROM June 13, 2013 MEETING

The post-secondary ministry standards for Motive Power to be sent to the PAC members.

Next meeting date: March 25, 2014

REPORT PREPARED BY: Mary Pearce

DATE: November 13, 2013

DRAFT REVIEWED BY ASSOCIATE DEAN: Mary Collins

SIGNATURE:



APPROVED BY CHAIR:

SIGNATURE:

Music Business Management Committee Membership List

Name	Title	Organization
Committee Chair		
Evelyn Cream	President	Athena Music International
External Committee Members		
Michelle Baily	Director HR	Re:Sound
Linda Bush	Owner/Manager	New Romantic Music
Brian Chick	Director National Promotions	Universal Music Canada
Sari Delmar	President	Audio Blood Inc.
Ron Morse	Co-Owner, CFO.C.O.O	Wax Records
Rodney Murphy	Education & Outreach Manager	SOCAN
Nicole Rochefort	Owner/Agent	Artists in Motion
Allen Weinrib	Head of Production	Fadoo Production Inc.
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Kyle Merkley	Music Business Alumni	
Braeden Mitchell	Music Business Alumni	
Hilary Shaw	Year 3 Music Business Management	
Elected Faculty/Staff Representatives		
Name	Title	Organization
Charlotte Hale	Associate Dean	School of Media, Art & Design
Greg Murphy	Dean	School of Media, Art & Design
Tony Sutherland	Professor	School of Media, Art & Design
Marni Thornton	Coordinator	School of Media, Art & Design
Greg Jarvis	Professor	School of Media, Art & Design
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Donna Boyd	Continuing Ed. Officer	Durham College

Attendees December 2, 2013:

*External Members

Present: *Michelle Baily, *Linda Bush, *Brian Chick, Charlotte Hale, Greg Jarvis, *Nicole Rochefort, Hilary Shaw, Tony Sutherland, * Marni Thornton, *Allan Weinrib

Regret(s): *Evelyn Cream, *Sari Delmar, *Kyle Merkley, *Braeden Mitchell, *Ron Morse, Greg Murphy, *Rodney Murphy,

Recording Secretary: A. Desaillier, Administrative Coordinator

KEY POINTS OF DISCUSSION

1. Approval of minutes of May 22, 2013 with a change to #10 - Publishing was moved into semester 4 and was combined with Copyright law, change to #4 – T. Sutherland mentioned that Electronic Dance Music (EDM) and the role of the producers and beat makers continue to grow in stature and influence. Moved by N. Rochefort and seconded by L. Bush. Carried.
2. Approval of agenda was moved by G. Jarvis and seconded by N. Rochefort. Carried.
3. **Industry trends indicate:** New funds for Ontario production is very large for the industry, grant writing is a valuable skill to have, emphasis on export development for artists (are they “export ready” for out of country), advising artists to invest in visual media. VOD rights are changing, monetizing YouTube is growing; the radio industry is still thriving. Finding broadcasters to partner within Canada is becoming more difficult especially for music-related product; moving into the US broadcast world is much easier. Streaming is helping the industry but needs to pick up more to be more effective, the ability to diversify skill sets needs to be stressed to students. Students need to be made aware of the “team” – manager, publicist and agent; not all artists need all roles on their team. Confirmed that interns do not have to be paid if their participation falls under the definition of vocational.
4. **College Update:** The College enrollment is healthy and the focus in the next couple of years will be on the space demands of the programs.
5. **Program Update:** Grad certificate has been explored and is still being considered, have placed an emphasis on the program being a three year program instead of a two year plus one program, with the third year still offering field placement. The program will be mapped in the spring, need to review the vocational leaning outcomes and the employability outcomes. 18 students currently in field placement and are doing very well.
6. **Student voice:** would like to see more focus on video production, more web and digital is needed. Would like to see more communication shared from interested internships through the summer. Students would like to see transportation costs covered through field placement. More networking discussion with guest speakers and practical assignments. A supplied case study or successful interns to speak to current students would be beneficial. The third year curriculum is very well received; the scaffolding of learning is evident. A suggestion to have related courses taught closer together as noted.
7. **Vocational Learning Outcomes:** the outcomes were reviewed by the PAC members for relevant content to the industry. Suggestions were shared at the table, and members will email anymore ideas they may have to the Coordinator.

RECOMMENDED ACTIONS

1. Recommend that the program explores more networking and guest speaker events. **ACTION BY: Program Team**
2. Recommend that the students are being made aware of being “export ready” for international development. **ACTION BY: Program Team**
3. Recommend that students understand the opportunities in TV/film production companies. **ACTION BY: Program Team**
4. Recommend that related courses (theory and applied) are taught closer together. **ACTION BY: Program Team**
5. Recommend that PAC members are invited to CMW/ MBM reception in May 2014. **ACTION BY: Program Team**
6. Next meeting – Tuesday, June 3rd at 5:00 p.m. at Re:Sound
7. Adjournment 8:00 p.m.

STATUS OF RECOMMENDATIONS FROM May 22, 2013 MEETING

1. The review of the membership is still on-going. R. Murphy’s term on the committee has come to an end; Rodney was thanked for all of his time and commitment.
2. Names of potential new members were forwarded onto the Coordinator. There are two new members on the committee.

REPORT PREPARED BY: A. Desaillier

DATE: December 2, 2013

DRAFT REVIEWED BY ASSOC. DEAN: C. Hale

SIGNATURE:



APPROVED BY ACTING CHAIR: M. Thornton

SIGNATURE: via email

Operations Management Program Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Neil Harris	Director of Operations	McGraw-Hill
External Committee Members		
Helaman Charlesworth	Operations Supervisor	Oshawa Stevedoring Inc.
Brent Coros	Material Specialist	Creation Technologies
Colin Deans	Materials Handling Coordinator	Cameco Corporation
Tim Hogenbirk	Production Coordinator	Ironstone Media
Christina Munro	Quality Care Supervisor	General Motors
Chris Schnitzler	Manager, Procurement	Bombardier Aerospace
Meaghan Snow	Material Specialist	Ontario Power Generation
David Thebeau	Global SCM	Celestica
Amy Wilkins	Value Creation & Process Improvement	Messier-Bugatti-Dowty Incorporated
John Wilson	Owner	Northern Technology Inc
Troy Woudwyk	Senior Supply Chain Strategist	Ontario Power Generation
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Jared Cory	3, Operations	
Adrienne Gulyas	2, Operations (graduating)	
Waleed Hamed	1, Operations	
Rashmi Maharaj	Alumni	
Michelle Shurland-Jadoo	Alumni	
Elected Faculty/Staff Representatives		
Jackie Shemko	Program Coordinator/Professor	School of Business, IT & Management
Dave Fletcher	Professor	School of Business, IT & Management
Paul Gallagher	Professor	School of Business, IT & Management
Guests/Unelected Faculty/Staff		
Jackie Bathe	Associate Dean	School of Business, IT & Management
Donna Boyd	Program Officer	School of Continuing Education
Karen Graham	Secretary	Durham College
Arlene Allen	Program Assistant	Durham College

Attendees Tuesday, October 29, 2013:

*External Members

Present: H. Charlesworth*, N. Harris*, A. Wilkins*

Regret(s): B. Coros*, C. Deans*, T. Hogenbirk*, C. Munro*, C. Schnitzler*, M. Snow*, D. Thebeau*, T. Woudwyk*

Guest(s): A. Allen, J. Bathe, J. Shemko

Recording Secretary: K. Graham

KEY POINTS OF DISCUSSION

1. The minutes of April 8, 2013 were approved.
2. **External Membership Information Sharing:** Challenges with Systems, Applications and Products (SAP) implementation and change management. The Durham students receive beneficial training to prepare and adjust to implementation – the main SAP screens are the same. It is not just a new piece of software for data entry – it changes people's jobs and decision making. Aerospace companies and feeder plants are growing in Ontario – job opportunities. Economic impact and logistics of a shipping port. Products received include salt, grain, soy bean, calcium chloride, steel etc. Alumni felt they received a good foundation to handle big projects, have the skills to handle the transition from the classroom to work. Consider improving the transportation logistics course; it was more relevant than they could imagine as everything comes on a truck. Industry looking for individuals with project management, six sigma skill set. Algonquin College is piloting a program where the resources e.g. textbooks and software are paid within tuition.
3. **College/School update and program update:** The current enrolment for the Operations Management program is 28 in year one, 40 in year two and 35 year three. The total enrolment for the School of Business, Information Technology & Management is 1,700 which is their highest to-date. Two new programs were launched this year – Project Management Graduate Certificate and Information Management Graduate Certificate. Business Insurance and Payroll Bookkeeping programs are being investigated for a September 2015 start.
4. **Student Voice:** Students suggest having the first year be laptop based as students are already bringing their own technology. They noted though that more laptop rooms are required as there are not a lot of laptop rooms. Recommended students have a Microsoft laptop and warn them of the things they face if they select a Mac. It would have to be decided by January if we are going laptop for year one. Students find the third year workload is manageable, significantly more than second year, some overlapping, Excel is heavily used and will be beneficial as every job posting wants advanced Excel. Third year students have project management this semester and are going through the project management cycle for their field placement preparation. The business simulation is beneficial – Excel program and simulate an ERP. The two years between accounting and cost management makes it challenging. Third year students feeling confident and ready for work. Second year students make great use of their laptops; everything ties together from the first year, in particular inventory management and operations management one to two. Glad they have moved away from MY IT Lab for Excel. First year students liked the major project with a real business in Whitby for business management. Students are experiencing three different definitions of a SWOT analysis. First year students find the MY IT Lab very painful, their generation grew up with technology and MY IT Lab is trying to reteach them. Students do not want to use MY IT Lab if marks are tied to it. Students noted that the hybrid social media course was not great. Students have a Facebook page where they share and support each other.
5. **Continuing Education:** Planning is underway for winter and spring courses. Enrolment numbers are showing students are taking more online courses. Reorganization is underway in the Continuing Education department to focus more on online courses and new program development.
6. **Program of studies:** Some changes were made to the prerequisites and the program of studies remains the same for 2014-2015.
7. **Annual curriculum review from last spring:** the program team reviewed the KPI data, conducted an informal survey with the class and prepared an action plan in June. The highlights of the plan include changing the prerequisites, reviewing the textbooks, renegotiated the price of the logistics textbook, housing some quizzes in DC connect versus external, faculty identify students in October who were showing early signs of risk e.g. marks, attendance etc. and arrange for one-on-one meetings with students.
8. **Change to supply chain courses:** the supply chain courses were revamped.
9. **Upcoming student events:** Tour booked with Celestica for November. Conestoga College has invited Durham to an Argos game that will include a representative from the supply chain and facilities department talking to students. ARIS case competition will be held in January. Year-end event in

March - alumni and student dinner.

RECOMMENDED ACTIONS

1. Recommend that N. Harris provide an update on the Algonquin pilot at the next meeting.
2. Recommend consideration of going to laptops for year one students and report back to the committee in the spring – J. Bathe.
3. Recommend that J. Bathe report back on dual credit and the possibility of a faculty member teaching the operations management unit.
4. Recommend that J. Shemko ask D. Fletcher to send the Greenbelt training information to A. Wilkins to provide input. The date, who certifies, who to invite, the cost etc. are to be determined.
5. Recommend determining if the MY IT Lab should be continued – J. Bathe.
6. Recommend that J. Shemko and N. Harris determine the next meeting date to be held at the Centre for Food.

RECOMMENDED ACTIONS FROM THE APRIL 8, 2013 MEETING

1. Recommend not meeting with Messier-Dowty at this time.
2. Greenbelt training is being pursued for the spring of 2014.
3. Recommend that an operations management component be incorporated into the introduction to business course.
4. The prerequisite was reviewed for lean studies.
5. A part-time faculty member attended the lean conference.
6. Purchasing supply chain was revamped, the overlap was removed and the new curriculum rolls out this year. The publisher worked with the faculty to revisit the resources.
7. Pathways exist for students to transition from diploma to degree.

REPORT PREPARED BY: K. Graham

DATE: October 29, 2013

DRAFT REVIEWED BY DEAN:

SIGNATURE:



APPROVED BY CHAIR:

SIGNATURE: _____

Occupational Therapist Assistant/Physiotherapist Assistant Program Advisory Committee

Membership List

Name Committee Chair	Title	Organization
Susan Sproul	Dean	School of Health & Community Services

External Committee Members

Amy Maebræ-Waller	District Stroke Coordinator	Lakeridge Health Oshawa
Charlene Perrin	Rehab Assistant	Lakeridge Health
Jennifer Leo	Director, Research	Abilities Centre
Matt Sanchez	Director of Rehab and Tech	Aim 2 Walk
Meghann Lloyd	Assistant Professor	UOIT
Robert Balogh	Assistant Professor	UOIT
April Moir	Rehab Assistant	Lakeridge Health Oshawa
Cindy Malachowski	Phd Candidate	University of Toronto
Jennifer Townsend	Physiotherapist	Active Recovery
Linna Tam	Occupational Therapist	Ontario Shores
Carole Barbe	Occupational Therapist	One Kids Place
Cherie Kerr	PTA/Occupational Therapy	Grandview Children's Centre

**Elected Student/Alumni
Representatives**

Elaine Searle	Student	OTA/PTA Program
Lindsay Seaton	Student	OTA/PTA Program
Sarah Smart	Student	OTA/PTA Program

**Elected Faculty/Staff
Representative**

Susan Sproul	Dean	School of Health & Community Services
Carol Burke	Associate Dean	School of Health & Community Services
Teresa Avvampato	Faculty	OTA/PTA Program

Guests/Unelected Faculty/Staff

Mary Noble	Employment Advisor/ Internship Coordinator	Durham College
Stephanie Thomson	Student Advisor/ Placement Officer	Durham College

Attendees (October 23, 2013):

*External Members

Present: E. Searle, T. Avvampato, S. Thomson, *M. Sanchez, *M. Lloyd, *A. Moir, *C. Perrin, *J. Leo, S. Sproul

Regret(s): *A. Maebrae-Waller, *C. Kerr, *C. Malachowski, L. Seaton, *R. Balogh, S. Smart, C. Burke, M. Noble, *C. Barbe, *L. Tam, *J. Townsend

Guest(s):

Recording Secretary: S. Thomson, Administrative Assistant

KEY POINTS OF DISCUSSION


1. Welcome and introductions were done around the table.
2. S. Sproul thanked everyone for participating and provided a history of the program and acknowledged the assistance we received from Humber College with curriculum development. We met our dedicated lab requirements. We were given the go ahead to hire a registered Occupational Therapist and will be interviewing October 30th for registered Physiotherapist to start in January.
3. T. Avvampato is our full-time faculty hired in August and she was instrumental in start-up of the program and building the new lab in the F wing.
4. Plans are in the works for the OTA/PTA launch being held December 4th with an Open House Showcase.
5. Our enrolment target was 30 but was increased to 45 students with an actual number of 48 students for the first year.
6. S. Sproul expressed the real need for placements and any support our PAC members could help us with is welcome.
7. S. Sproul provided members with a copy of the Terms of Reference and reviewed it with the Membership. Members were encouraged to let us know of other potential members that we can invite to the next meeting.
8. Durham College has applied for candidacy and should hear back in November whether we are accepted or not. There is a backlog for accreditation.
9. S. Sproul asked members to consider being the Chair.
10. The Chairs for all of the PACs attend an evening session with the Board of Governors in the January/February timeframe.
11. Members were provided with a copy of the suggested speaking points at PAC meetings.
12. Start-up went very well with 10,000+ full time students, 1,795 of which are within our School. The Centre for Food opened in September. The restaurant Bistro 67 is open for lunch and dinner. The Ontario College Fair was held in Toronto October 21st & 22nd. The Durham College Open House is being held November 16th. Fall Convocation will be held this year at the GM Centre on Friday, November 1st. We are currently developing a new program, Activation Coordination in Gerontology for start-up in September 2014. Curriculum is also being developed for a 4 year applied degree program in Behavioural Sciences which will be going to the Ministry for approval and could take 2-3 years to implement.
13. Students are concerned about placement being 1 day/week but are finding the course very interesting. Pleased to have faculty who are actually Occupational Therapists and Physiotherapists. They share their real life stories which makes it easier to grasp concepts from people who have worked in the field and what their expectations are from the assistants.
14. The members were provided with a copy of the OTA/PTA Program Learning Outcomes and were asked to contact S. Sproul if they have any concerns.
15. Kinesiology is a fast growing relevant program. Kinesiology grads are well suited to OTA/PTA and rather than doing the college to university pathway they could do pathway from university to college. Perhaps students are not aware of the OTA/PTA program just OT or PT program.
16. M. Sanchez is willing to take two students at a time for each day of their placements. He has several Centric contacts which he will pass along to S. Thomson.
17. A student focus group is being planned for November 5th to seek student input and feedback regarding the new OTA/PTA program. A curriculum specialist from the CAFE and S. Sproul will facilitate the meeting.

RECOMMENDED ACTIONS

1. Next meeting April 16, 2014, 2:00 – 4:00 pm in SW106 Boardroom.
2. Adjournment 3:35 p.m.

STATUS OF RECOMMENDATIONS N/A

REPORT PREPARED BY: Sandra Thomson DATE: December 16, 2013

DRAFT REVIEWED BY DEAN: Susan Sproul SIGNATURE: 

APPROVED BY CHAIR: Susan Sproul SIGNATURE:

Power Engineering Technician Membership List

Name	Title	Organization
Committee Chair		
Todd Brillinger	Chief Operating Engineer	Eastern Power Limited

External Committee Members

Name	Title	Organization
Lori Cater	HR Specialist	Cameco
Greg Cornett		OPG
Jill Frazer		Durham District School Board
Travis Ferguson		Transalta
Kirk Gowdy		OPG
Todd Love		IESO
Paige Marlow	Researcher	Durham Workforce Authority
Stacey Ritchie		Durham Catholic District School Board
Dave Servos		OPG
Leon Simeon		OPG
John Souther		SNC Lavalin
Julian Watts		OPG

Elected Student/Alumni Representatives

Name	Year/Program/Alumni
Nadia David	Year 1
Dave Stewart	Year 2

Elected Faculty/Staff Representatives

Name	Title	Organization
David Beals	Power Engineering Program Coordinator	Durham College
Mike Gambier	Power Engineering Faculty	Durham College
Darrin Caron	Dean/Principal	Durham College

Guests/Unelected Faculty/Staff

Name	Title	Organization
Joy Lavergne	Program Officer	Durham College
Mary Collins	Associate Dean	Durham College
Debbie McKee Demczyk	Director, Office of Research Services and Innovation	Durham College
Nathalie Stutt	Admissions Clerk	Durham College
Jana Forsyth	Employment Advisor	Durham College

Attendees October 16, 2013:

*External Members

Present: Darrin Caron, Lori Cater*, Greg Cornett*, Kirk Gowdy*, Leon Simeon*, John Souther*, Travis Ferguson, Mary Collins. Dave Beals, Enzo Vizza, Paige Marlow, Paul Fraser

Regret(s): Todd Love*, Jill Frazer*, Stacey Ritchie*, Dave Servos*, Julian Watts*,

Guest(s):

Recording Secretary: Mary Pearce

KEY POINTS OF DISCUSSION

Discussion took place regarding the summer installation timeline of the boiler.

Student members of the committee found the Darlington tour to be beneficial to the understanding of the big picture.

RECOMMENDED ACTIONS

Offer steam time to students once the boiler is installed.

STATUS OF RECOMMENDATIONS FROM May 2012 MEETING

Greg Cornett to approach OPG colleagues to obtain appropriate representation on advisory Committee. Complete new members are Dave Servos, Kirk Gowdy, and Julian Watts.

REPORT PREPARED BY: Mary Pearce

DATE: October 16, 2013

DRAFT REVIEWED BY DEAN: Darrin Caron

SIGNATURE: 

APPROVED BY CHAIR: Todd Brillinger

SIGNATURE:

Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Wendy Smith	Consultant/Professor	Wendy Smith Executive Search/Durham College
External Committee Members		
	Title	Organization
Elaine Flook	Business Development Consultant	Ontario Ministry of Agriculture & Food
Elaine Hatch	Manager, Regulatory Compliance & Nutrition	Kraft Canada Inc.
Dave Jagdeo	VP of Operations	Griffith Laboratories
Diana Kirkaldy	Quality Assurance Manager	Belmont Meats Ltd.
Walter Knecht	President	Hela Spice Canada
Norbert Koehl	VP of Operations	Stonemill Bake House
Robert Kowal	President	Kriscor and Associates
Jamie McKee	Production Manager	Purdue Pharma
Reza Mecklai	President	Sultan of Samosas
Angela Miller	Food Technologist	Nestle Canada
Lisa Nicholas-Ash	Sales Associate	Quadra Chemicals
Wendy O'Flaherty	Quality Assurance Manager	Estee Lauder Cosmetics
Estelle Parnell-Clunies	Technical Director	Sensient Flavors Canada Inc.
Simone Porter	QC Manager	Maple Leaf Foods
Tamas Szederkenyi	Sr. Director, QC Labs	Teva Canada
Margaret VanDeGevel	Sensory Manager	Griffith Laboratories
Jeanette Vanerheyden	Mass Resource Planner	Estee Lauder
Brenda Watson	Consultant	Watson & Associates
Celia Williamson		Patheon Whitby Inc.
Elected Student/Alumni Representatives		
	Yr/Program/Alumni	Organization
Shaunna Frawley	3 rd year student	Durham College
Mayelyn Molina	3 rd year student	Durham College
Stephanie Sopik	3 rd year student	Durham College
Kelly Ware	3 rd year student	Durham College

Advisory Committee Membership List Cont'd

Elected Faculty/Staff Representatives	Title	Organization
Maureen Calhoun	Associate Dean	School of Science & Engineering Technology
Kevin Kelly	Professor	School of Science & Engineering Technology
Joy Lavergne	Program Officer	Durham College
Iraj Mehrnia	Professor	School of Science & Engineering Technology
Joyce Myers	Program Coordinator	School of Science & Engineering Technology
Jacob Robinson	Professor	School of Science & Engineering Technology
Sue Todd	Dean	School of Science & Engineering Technology
Guests/Unelected Faculty/Staff	Title	Organization
Katherine Fledderus	Professor	School of Interdisciplinary Studies & Employment Services
Kevin Scotland	Professor	School of Science & Engineering Technology

Attendees –

*External Members

Present: K. Fledderus, S. Frawley, K. Kelly, *W. Knect, *E. Parnell-Clunies, *R. Kowal, I. Mehrnia, M. Molina, J. Myers, K. Scotland, W. Smith, S. Todd, *B. Watson

Regret(s): M. Calhoun, *E. Davidson, *E. Flook, *E. Hatch, *D. Jagdeo, *D. Kirkaldy, *N. Koehl, J. Lavergne, *J. McKee, *R. Mecklai, *A. Miller, *L. Nicholas-Ash, *W. O’Flaherty, *S. Porter, J., Robinson, S. Sopik, *T. Szederkenyi, *M. VanDeGevel, *J. Vanerheyden, K. Ware, *C. Williamson

Recording Secretary: S. Todd

KEY POINTS OF DISCUSSION

1. **Welcome and Introductions:** K. Kelly chaired the meeting until W. Smith arrived from class.
2. **Additions to the Agenda:** Two items were added to the agenda: Corporate Training and Course Learning Outcomes.
3. **Acceptance of the Agenda:** The agenda was accepted.
4. **Approval of the Previous Minutes:** I. Mehrnia approved. S. Todd seconded.
5. **External Membership Information Sharing/Industry Trends:** Mandatory GMO labeling continues to be discussed in the U.S. Most companies continue to voluntarily label their products. Food Safety Regulation is in a state of modernization including inspections, importation, allergens and critical limits. Large chain restaurants will soon be legislated to include calories on menus. After reviewing the latest research about the effects of salt on blood pressure, Hypertension Canada has raised its recommended amount of daily sodium intake for most adults to 2000 mg. Metro and Loblaws are launching healthy eating programs that include point ratings on different grocery items. Grocery chains are asking for products with a 60 day shelf life, reduced salt, and lower prices. The more water put in a meat product, the quicker the shelf life will decrease. Marketing can impact food trends however they are not always healthy options. Consumers do not want to find meat products with MSG although most soups have a high content. Salt free soups are not selling. Gluten free is not necessarily better but has become a huge trend. Fads and social media can cause consumers confusion. It was recommended adding a Current Trends course so students can be aware and debate trends. I. Mehrnia advised students currently look at trends in the Product Development and Processing courses.
6. **College/School Update:** Current enrolment for the program is:
Year 1: 22, Year 2: 21, Year 3: 24, Fast Track: 37
7. **Quality Assurance/Quality Control Course:** K. Kelly reviewed the learning outcomes and course specific topics including quality assurance systems, drug legislation, documentation, audits and inspections, etc. The format of the class will include lectures with case studies, scenario evaluation, real life examples and possible field trips.
8. **Cereal Science & Technology Course:** I. Mehrnia reviewed the objectives and course learning outcomes. Students will be able to understand product formulation, equipment, and processing technology of cereal, dairy, and meat products as well as understand the quality control in these industries. It was recommended to partner with off-site bakeries, dairies, and meat processors so students can learn about the equipment used instead of investing in expensive equipment that students’ will not have much time learning to use.
9. **Food Safety & Quality Management Systems Course:** I. Mehrnia reviewed the objectives and

course learning outcomes. Students will study quality systems and their applications as well as the Good Manufacturing Practices and HACCP Systems relating to the manufacturing food plants.

- 10. Program Learning Outcomes:** A. Derald to email program learning outcomes to members for review. Members are asked to send comments to A. Derald for review at the March meeting.
- 11. Student Voice:** The Quality Assurance Quality Control course looks like a good addition as many jobs ask for this skill. Students would like to hear about life skills, interview skills, and career stories on career night.
- 12. Continuing Education Update:** Continuing Education not present.
- 13. Corporate Training Services:** The Corporate Training Office offers training to a variety of different industries. They are able to provide customized training solutions including product knowledge and testing. Companies interested should contact Melody.Moran@durhamcollege.ca.
- 14. Future Meeting Date:** March 27, 2014 at 5:00 PM
- 15. Adjournment:** 7:00 PM

RECOMMENDED ACTIONS

1. Organize career night for January 16th. **ACTION BY: J. Myers**
2. Email program learning outcomes to committee members for comments. **ACTION BY: A. Derald**

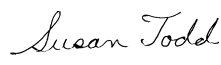
STATUS OF RECOMMENDATIONS FROM *May 2, 2013* MEETING

1. Incorporating aspects of the natural health product industry has been deferred until the next program team meeting.
2. The University of Guelph is unable to pathway this program's students due to IFT restrictions. Students are better off transferring to a general degree in sciences and then bridging over to Food Science.
3. Career night has been moved to January 16th at 6:00 PM. J. Myers will organize.
4. K. Kelly provided feedback on the Quality Assurance/Quality Control course.
5. A. Derald sent Pharmaceutical & Food Science Technology Fast Track program of studies to committee members.

REPORT PREPARED BY: Sue Todd

DATE: November 8, 2013

DRAFT REVIEWED BY DEAN: Sue Todd

SIGNATURE: 

APPROVED BY CHAIR: Wendy Smith

Approved: November 19, 2013

Nursing & PSW Programs Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Cheryl Owen	Clinical Practice Leader	Rouge Valley Health System
External Committee Members		
Maureen Awalt		Hillsdale Terraces
Katherine Rautenberg	Personal Support Worker	Partners in Community Nursing
Theresa Henderson	Enterostomal Therapist	Partners in Community Nursing
Pamela Rowe	Manager of Nursing Practice	Region of Durham – Hillsdale Estates
Sanaz Riahi	Director, Professional Practice	Ontario Shores Centre for Mental Health Sciences
Tina Powers	Leader – Education/Student Affairs	Ontario Shores Centre for Mental Health Sciences
Brenda Robichaud	Team Leader CTO Nurse Case Manager	Canadian Mental Health Assoc.
Julie Clarke	Director Medicine Program, Interprofessional and Ethical Practice	Northumberland Hills Hospital
Colleen Wilkinson	Manger, Corporate Interprofessional Practice	Lakeridge Health Oshawa
Susan Grant	Professional Practice Leader	Ross Memorial Hospital
Danielle Sinfield	Supervisor of Volunteer Department	Victorian Order of Nurses
Amanda Laird	Manager, Nursing Practice	Fairview Lodge
Kimberlee Hilliard	Professional Practice Leader/Nursing Student Placement Coordinator/Telemedicine Coordinator	Markham Stouffville Hospital
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Parsia Hassannia	Year 2 Student	Practical Nursing

**Elected Faculty/Staff
Representatives**

Susan Sproul	Dean	School of Health & Community Services
Carol Burke	Associate Dean	School of Health & Community Services
Debbie Morrison	Faculty/Coordinator	Practical Nursing Program
Deborah Schuh	Faculty/Coordinator	Personal Support Worker Program
Donna Boyd	Program Officer	Continuing Education

Guests/Unelected Faculty/Staff

Mary Noble	Employment Advisor/ Internship Coordinator	Durham College Durham College
Mary Sich	Placement Officer	Durham College
Stephanie Zibert	Student Advisor/ Placement Officer	Durham College

Attendees (October 3, 2013):

*External Members

Present: S. Zibert, D. Morrison, *B. Robichaud, *S. Grant, *C. Owen, M. Sich, S. Sproul, D. Schuh, D. Boyd, *T. Henderson, *T. Powers

Regret(s): *C. Wilkinson, *D. Sinfield, *J. Clarke, C. Burke, *M. Awalt, *A. Laird, *P. Rowe, *S. Riahi, P. Hassannia, *K. Hilliard, M. Noble, K. Rautenberg

Guest(s): M. Moran

Recording Secretary: S. Thomson, Administrative Assistant

KEY POINTS OF DISCUSSION

1. Minutes of April 18, 2013, were approved by B. Robichaud and seconded by S. Sproul. Carried.
2. M. Moran from Corporate Training Services (CTS) provided a brief presentation about CTS. They deliver client-focused and results-driven training solutions with professional trainers who are industry experts. Some of their training and testing programs include: Business, OnLine, Trades, Technical/Safety Training and Driving Training. Some of their major customers are General Motors, Canadian Tire, Lakeridge Health, CNO to name a few. Currently in talks with Ontario Shores and MediTech.
3. Rouge Valley Health System indicated that they have hired Durham College grads. Construction at Ross Memorial is resulting in bed closures which affect student placements at that location. They are running a DC course for RPN Advanced Assessment Skills through ConEd. They have agreed to take 1 or 2 OTA/PTA students in Cardiac Rehab. CMHA currently has 2 Durham College students for placement whom they are very pleased with them, very knowledgeable.
4. D. Morrison – Semester I, III and V currently running with 124 students (4 international) in Semester I. Successful start-up with midterms approaching and marks are due in Week 7. Semester III – 120 students with half in a 7 week Community placement and half in a Mental Health placement. Community placements are challenging however we were able to attain a great variety in our catchment area – continue to use Lakeridge Health Oshawa, Ontario Shores and Rouge Valley for the mental health placements. Semester V – 54 students are currently placed for their final consolidating experience in many agencies across the Durham Region and beyond (Ross Memorial, Northumberland Hills, Rouge Valley). The students are required to complete 320 hours in 12 weeks instead of 8. All students should be complete around November 22, 2013 and write their CNO exams in January 2014. The PN and PSW programs are involved in a research project with the CAFE with the use of e-Portfolios as a tool to assess Essential Employability Skills. Last Spring some students participated in an interprofessional Simulation experience involving PSW, PN, BScN and paramedic students simulating the “night shift” experience.
5. D. Schuh – currently 34 PSW students in Semester 2 (12 international), currently 46 students in Semester 1 (5 international). MOHLTC partnering with MTCU to come up with ONE standard for PSW Programs in Ontario (current 3 standards: MTCU, OCSA & NACC). D. Schuh has sat in on provincial consultations around the wording of these standards – target date for release Winter 2014. PSW Proposal – received funding to support Seniors at home. **AGENDA PAGE 115**

the community rotation and focus on keeping Seniors healthy and at home. There is a 1940's bungalow located at the Whitby Campus that will foster both high and low fidelity simulated learning experiences for the PSW students. First group to go through the bungalow in late Fall for community practicum experience.

6. S. Sproul: Joanna Gallagher has been hired as a new full-time Nursing faculty starting December 1st. In September 2013 Durham College had a 9% enrolment increase. The New Centre for Food opened in September with the official opening on October 17th and the new restaurant, Bistro 67, is now open. The restaurant has a wine tasting room available for rent for weddings and external events.
7. Open House will be held November 16th this year.
8. The Ontario Colleges Information Fair is being held at the Direct Energy Centre October 22nd.
9. A new program, Activation Coordination in Gerontology (post grad certificate) will be starting in September 2014.
10. The OTA/PTA program launched this September with an enrolment of 45 students.
11. D. Boyd from ConEd: Mental Health Nursing, Introduction being offered as well as Crisis Intervention in Mental Health Nursing and Nephrology I currently ONLY available on-line. Perinatal/Obstetrics I currently running – numbers are strong. ConEd has undergone a reorg so this will be D. Boyd's last meeting and S. Meader will now be responsible for Health programs.
12. S. Sproul reviewed the KPI's and Program Health Matrix for Practical Nursing and Personal Support Worker programs.
13. S. Sproul reviewed the summary of meeting/discussion at the Board of Governors and Program Advisory Meeting which is held annually in February.
14. Fall Convocation is being held Friday, November 1st at the GM Centre for the first time.
15. Members received a copy of the Strategic Plan for the next three years to review.
16. M. Sich indicated that mask fit testing is complete and students are being highly encouraged to get the flu shot.

RECOMMENDED ACTIONS

1. D. Schuh will recruit a PSW student and Grad for the next meeting.
2. D. Morrison will recruit a PN student for the Spring meeting.
3. Next meeting – April 3, 2014, 2:00 – 4:00 pm.
4. Adjournment 4:00 pm.

STATUS OF RECOMMENDATIONS FROM APRIL 18, 2013 MEETING

1. C. Owen provided D. Schuh with the PSW job description.

REPORT PREPARED BY: Sandra Thomson DATE: October 31, 2013

DRAFT REVIEWED BY DEAN: Susan Sproul

SIGNATURE:



APPROVED BY CHAIR: Cheryl Owen

SIGNATURE:

Pre-Media Program Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Gail MacKenzie	Manager of Strategic Initiatives	Durham College
External Committee Members		
Dave Williams	Comm. Tech Teacher	Pine Ridge Secondary
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Kyler Ashley	Year 1 – Pre-Media	Durham College
Matisse Hamel-Nelis	Year 1 – Public Relations	Durham College
Jennifer Lavery	Pre-Media Alumni	Durham College
Amelia Nardo	Year 1 – Pre-Media	Durham College
Elected Faculty/Staff Representatives		
Name	Title	Organization
Linda Cheng	Coordinator, Multimedia	Durham College
Wade Clarke	Coordinator, Multimedia	Durham College
Donna Crome	Professor	Durham College
Charlotte Hale	Associate Dean	Durham College
Brian Legree	Coordinator, Journalism	Durham College
Greg Murphy	Dean	Durham College
Dawn Salter	Coordinator, Advertising	Durham College
John Starling	Coordinator, Pre-Media	Durham College
Marni Thornton	Coordinator, Music Business Mgmt.	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Donna Boyd	Continuing Education Officer	Durham College

Attendees October 28, 2013:

*External Members

Present: Kyler Ashley, Linda Cheng, Donna Crome, Mary Furnell, Charlotte Hale, Matisse Hamel-Nelis, Gail MacKenzie, John Starling, *Dave Williams

Regret(s): Wade Clarke, Greg Murphy, Jennifer Lavery, Brian Legree, *Amelia Nardo, Dawn Salter, Marni Thornton

Guest(s): NA

Recording Secretary: S. Leaming-Conroy, Administrative Assistant

KEY POINTS OF DISCUSSION

1. Minutes of May 28, 2013 were approved by J. Starling and seconded by M. Furnell. Carried.
2. Agenda of October 28, 2013 were approved by J. Starling and seconded by D. Crome. Carried.
3. **Program/College Update:** New program name, Media Fundamentals will commence for September 2014. Pre-Media program has always been highly valued in the School of Media, Art & Design. New curriculum has been implemented and will allow students a richer media experience. Project enrolment for 2014 will be 33 students.
4. **External:** D. Williams mentioned diversity of equipment being used at secondary schools to prepare students for post-secondary education is a challenge. M. Hamel-Nelis noted that the program has been very beneficial and has applied to her current PR program. M. Furnell noted that the courses, social media, and careers in media give students exposure to what it is like in the "real world".
5. **Continuing Education Update:** Representative was not present.
6. **Student Voice:** Concerns around the lack of presentation techniques in all classes, as M. Hamel-Nelis noted that the presentation course is important for the industry and having to do a presentation every two weeks will alleviate fear for public speaking. K. Ashley finds having guest speakers from industry help guide and provide insight into direction after graduation.
7. **Election of Chair:** Gail MacKenzie was elected as the new Chair for the Pre-Media Program Advisory Committee.

RECOMMENDED ACTIONS

1. Incorporate basic coding skills, in that, Web Design course should focus on use of InDesign and very basic Introduction to Coding. **ACTION: PROGRAM TEAM**
2. D. Williams suggested a Guidance Council from various high schools be present at the table. **ACTION: PROGRAM TEAM**
3. G. MacKenzie suggested completing a survey for Specialist High Skills Major programs in Arts & Culture in area high schools. A list has been attached to the minutes. **ACTION: GAIL MACKENZIE, PROGRAM TEAM**
4. G. MacKenzie suggested an information communication be sent to Guidance Counselor regarding the new program set for September 2014. **ACTION: PROGRAM TEAM**
5. Website update - New program name information. **ACTION: CHARLOTTE HALE**
6. Next meeting - Monday, April 14, 2013, 5:00 p.m. Room TBA
7. Adjournment 6:25 p.m.

STATUS OF RECOMMENDATIONS FROM May 28th, MEETING

1. Updates are complete for curriculum for the September 2014 academic year.
2. Embedding more presentation skills in each course to help enhance the student's ability is still ongoing.
3. Changes to the Presentation Skills course name and outline to reflect skills and move away from software. Possible new names, "Presenting Ideas, Products and Services" to remain presentation techniques. Keeping it the same name makes it less software focus and more presentation techniques and being able to come up with conceptual ideas ongoing.

REPORT PREPARED BY: S. Leaming-Conroy DATE: Monday, October, 28, 2013

DRAFT REVIEWED BY ASSOC. DEAN: C. Hale SIGNATURE: 

APPROVED BY CHAIR: Gail MacKenzie SIGNATURE: via email

Project Management Program Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
To be determined.		
External Committee Members		
Charalabos (Bob) Xourafas	Principal	Innovative Project Management
Michelle Darling	Project Manager	Durham College
Cheryl Helm	Project Manager	Telecommunications
Elected Student/Alumni Representatives	Year/Program/Alumni	
Katy Brouwer		
Paul Mayhew		
Jodie Owens		
Samandeep Arora		
Elected Faculty/Staff Representatives		
Geoff Crane	Part-time Professor	School of Business, IT & Management
Sylvie Edwards	Part-time Professor	School of Business, IT & Management
Anthony King	Part-time Professor	School of Business, IT & Management
Sanja Kliska	Part-time Professor	School of Business, IT & Management
Peggy LaLonde	Part-time Professor	School of Business, IT & Management
Mark Thomas	Part-time Professor	School of Business, IT & Management
Guests/Unelected Faculty/Staff		
Jackie Bathe	Associate Dean	School of Business, IT & Management
Donna Boyd	Program Officer	School of Continuing Education
Karen Graham	Secretary	Durham College
Arlene Allen	Program Assistant	Durham College

Attendees Thursday, November 14, 2013:

*External Members

Present: K. Brouwer, G. Crane, M. Darling*, S. Edwards, P. Mayhew, A. King, S. Kliska, P. LaLonde, J. Owens, M. Thomas, C. Xourafas*, S. Arora, C. Helm*

Regret(s): none

Guest(s): J. Bathe, D. Boyd

Recording Secretary: K. Graham

KEY POINTS OF DISCUSSION

1. **External Membership Information Sharing:** The project management profession is evolving, establishing practices, etc. It is projected that there will be a lack of project managers by 2020. Government of Canada looking at project management being declared a profession in the census. Private industry practices are ahead of PMI. PMI is going through some changes. Discussion regarding what is the difference between Durham's program versus another college. What is our niche? String together in the life cycle. Create virtual environment. Attempt to make a difference between our student and others. Students need to be prepared to answer the question – how do you manage a project? What is important in the lifecycle? How are they going to manage, manage risks, manage the clients – demonstrate to me what they learned? Communication is big e.g. they are given five minutes to talk about a multimillion dollar project. How to communicate to each stakeholder. Business analysis, educate students on what parts are missing. Case study that could be used throughout the program - a generic life cycle. Everything is segmented in the program, how do you string it together? A faculty member felt that these items are covered in the courses and that students have the ability to try things, not just memorize. Faculty note that this is their first year and that they will look at where they can build synergies. Practicum – possible placement or mentorship. Create awareness of working in virtual groups and multicultural groups. The dean will visit the students in the spring to collect feedback. Additionally, the program team will conduct the annual curriculum review in the spring. Ethical and legal standards are covered under purchasing and leadership. The project manager is an investment management. Importance of building a business case and migrate to a project charter. Discuss at the spring meeting how to distinguish and brand the program. Faculty would like somewhere to share documents.
2. **College/School update and program update:** The current enrolment for the Project Management program is 26 students. The total enrolment for the School of Business, Information Technology & Management is 1,700 which is their highest to-date. Two new programs were launched this year – Project Management Graduate Certificate and Information Management Graduate Certificate. Business Insurance and Payroll Bookkeeping programs are being investigated for a September 2015 start.
3. **Student Voice** – Students believe there is a downside to the amount of group work, the marks assigned and lack of rubrics. Students want the feedback, not so focused on the grade. Students noted the paint the school project and that it transitioned to another class. They have seen the respective documents and how they impact one another and are seeing the project life cycle and the components. Students would like MS Project sooner and faculty have realized the importance of starting it at the beginning and will make that adjustment. International students want to do group work with various class members not just with other international students. It was suggested that faculty conduct bi-weekly status reports, meet with groups every two weeks to help with group work issues. Teach students how to coach and mentor team mates. Rotate group tasks and make in-class group work less threatening not assigned to work. Faculty may need to look at the ratio of marks. Include peer evaluation.
4. **Continuing Education** – Planning is underway for winter and spring courses. Enrolment numbers are showing students are taking more online courses. Reorganization is underway in the Continuing Education department to focus more on online courses and new program development.

RECOMMENDED ACTIONS

1. Circulate the program learning outcomes.
2. Committee members were asked to recommend names of industry representatives to sit on this committee and forward names to J. Bathe.
3. Circulate the bylaw.

4. Recommend consideration of conducting one-on-one meetings with students to collect their feedback on the first year program.
5. Create rubrics and authentic assessments.
6. Recommend discussing at the spring meeting, branding and distinguishing ourselves once we receive student feedback.
7. Next date – Thursday, May 8, 2014.

REPORT PREPARED BY: K. Graham

DATE: November 14, 2013

DRAFT REVIEWED BY DEAN:

SIGNATURE:



APPROVED BY CHAIR:

SIGNATURE:

Public Relations Committee Membership List

Name	Title	Organization
Committee Chair		
Jennifer Stein	Director	APEX Public Relations
External Committee Members		
Michelle Brun	Account Supervisor	Maritz Canada
Amanda Chambers	Public Relations Coordinator	Toronto Zoo
Leann Crete	Senior Communications Officer	Ministry of Revenue
Melody Gaukel	Vice President	Environics
Leslie Hetherington	Communications Director	Hardy Stevenson and Assoc.
Cosette Kazarian	Communications Officer	Durham College
Jennifer Kerstens	Communications Advisor	407 ETR
Liana Krmpotic	Assitant, Corp. Communications	AGF Investments
Melissa Levy	Communications Officer	UOIT
Chris Mace	Sales & P.R. Representative	Veridian
Adria Mackenzie	Cooperate Communications Mgr.	General Motors of Canada
Teresa McKenna	Marketing & Promotions	Brimacombe

**Elected Student/Alumni
Representatives**

	Year/Program/Alumni
Dale Brusselers	Year 2 Public Relations
Laura McKenna	Year 1 Public Relations
Josh Terry	Public Relations Alumni

**Elected Faculty/Staff
Representatives**

Name	Title	Organization
Ginny Colling	Professor	Durham College
Lynn Gough	Coordinator, Public Relations	Durham College
Charlotte Hale	Associate Dean	Durham College
Greg Murphy	Dean	Durham College
Paul Welsby	Professor	Durham College

Guests/Unelected Faculty/Staff

Name	Title	Organization
Donna Boyd	Continuing Education Office	Durham College

Attendees November 5th, 2013:

*External Members

Present: *Michelle Brun, Dale Brusselers, Amanda Chambers, Ginny Colling, Lynn Gough, Charlotte Hale, * Leslie Hetherington, *Cosette Kazarian, *Jennifer Kerstens, *Liana Krmpotic, *Melissa Levy, *Adria Mackenzie, Laura McKenna, * Teresa McKenna, *Josh Terry, and Paul Welsby

Regret(s): * Leann Crete, * Melody Gaukel, *Chris Mace, Greg Murphy, *Jennifer Stein, *Josh Terry

Recording Secretary: S. Leaming-Conroy, Administrative Assistant

KEY POINTS OF DISCUSSION

- L. Gough announced that A. Mackenzie would be the chair for tonight's meeting in J. Stein's absence.
- The agenda was accepted without additions. M. Levy approved and C. Kazarian seconded. Carried.
- The approval of the minutes were accepted by J. Kerstens and seconded by D. Brusselers. Carried
- **External Membership/Industry Trends:** A. MacKenzie noted that she is currently hiring contract employees in Social Media. M. Brun also shared that their company is hiring. It was noted that senior level positions have to go through rigorous testing along with interviews; the process also includes writing blogs, priority testing, having more than one interview, presentations, writing and editing tests. Companies are using external agencies to do their hiring e.g. Creative Niche. Recommend that students continue to network though all 4 semesters of the program. Concerns around Facebook going public and the costs around getting out your communications were discussed. Linked-In was discussed, students making a more personal invitation to potential employers was noted as a very positive networking tool. It was asked if Project Management is being taught. It is a very large segment of the event planning course (PRTK 4300).
- **Program Update:** 40 students graduated in November 2013. One graduate has gone on to further education, two moved to other countries. 21 have contract or full time employment in communications. 46 current students going out for non-profit field placement in January 2014. G. Colling spoke to the topic of Reflections; the alumni magazine will remain within the program. It was announced that G. Colling will be retiring in July 2014. The mandate to have 3 general education courses within the program was discussed and the reasoning behind it was shared by the Associate Dean C. Hale. Media Relations: students have access to Cision as per last meeting and are using it in Media Relations. MRP – Media Rating Points – a guest speaker will be invited out to speak to the students in the winter semester; the service is not free to the education sector; this may be a disadvantage.
- **College Update:** Open House will be held on November 16th; the School of Media, Art & Design is close to 1500 students. Service and Experiential learning will be the focus within the programs in the next few years.
- **Student Voice:** too much overlap between digital imaging and electronic publishing, would like to see more original work in the portfolios; currently it is reproduction work which is not beneficial. Would like to see Pressie introduced in the Presentation course COMP 2318. Less PowerPoint and more emphasis on presentation skills would be very positive.
-

RECOMMENDED ACTIONS

- Recommend that students are offered some on-line, lunch and learn seminars, or night school courses in excel. **ACTION BY: PROGRAM TEAM**
- Recommend that the electronic publishing and photography courses are reviewed in the spring semester. **ACTION BY: C. Hale**
- Explore a fall audit opportunity for high school students to sit in on a course within the program. **ACTION BY: C. Hale**
- Recommend that a list be created to send out to students with some suggested "Gen Ed elective courses. **ACTION BY: PROGRAM TEAM**
- The meeting was adjourned at 8:15 p.m.
- Next meeting date: Tuesday, May 27, 2014 at 6:30 p.m.

STATUS OF RECOMMENDATIONS FROM May 7, 2013 MEETING

- Having an open information event for perspective students is still an on-going discussion; an option would be to host a night outside of the open house using online Google.
- The copy on the website and the new program card were revised to emphasize the writing elements in the program. The skill of “writing” was moved up in higher priority.
- Outreach to high school students is still on-going, spring workload for professors need to be addressed when meeting with the Dean. P. Welsby shared an idea around inviting local high school students to sit in and audit a first year class to see what the program is all about. L. Gough also felt it is a great opportunity.
- The addition of a business or computer fundamental skills course is still being explored. Some suggestions are to look into a course online between spring, summer and fall for the students not strong in excel to take. A discussion around adding it to an existing course currently in the curriculum or exploring options through SALS – does it offer and lunch and learn courses, the possibility of using Lynda.com was also discussed
- Moving social media before Non-Profit field placement was reviewed and deemed not possible due to semester hours.
- Outsourcing the Reflections printing to another printer is still ongoing with discussions with the current printer and some other options.

REPORT PREPARED BY:A. Desaillier

DATE: November 5, 2013

DRAFT REVIEWED BY ASSOCIATE DEAN:

SIGNATURE:



APPROVED BY ACTING CHAIR: A. MacKenzie

SIGNATURE: via email

Victimology Program Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
TBA		
External Committee Members		
Mary Beamer	Faculty	Durham Alternative Second
Kathie Rideout	Manager, Programs	Family Services, Durham
Debbie Falconer	Victim Services Worker	Durham V/WAP
Jeff Gauthier		
Jade Harper	Executive Director	Victim Services of Durham
Allison Hector-Alexander	Diversity Officer	DC/UOIT
Dawn Hopps	Supervisor	Partner Assault Response
Sheylene Jackson		Toronto Police Service
Shelley Tarnowski	Provincial Coordinator-Abuse Issues	OPP
Susan Pidlubny	Head of Special Programs	Durham Alternative Second
Dr. Hannah Scott	Director/Associate Professor	UOIT, Faculty of Soc. Sc.
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Almerinda Colella	Graduate	Durham College
Elected Faculty/Staff Representatives		
Name	Title	Organization
Stephanie Ball	Dean	Durham College
Vicki Heenan	Professor	Durham College
Tracey Marshall	Professor	Durham College
Joanne Paterson	Coordinator/Professor	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization
None		

Attendees (November 27, 2013):

*External Members

Present: S. Ball, J. Paterson, *K. Rideout

Regret(s): *M. Beamer, *A. Colella, *D. Falconer, *J. Gauthier, *J. Harper, V. Heenan, A. Hector-Alexander, *D. Hopps, *S. Jackson, *W. Leaver, t. Marshall, *S. Pidlubny, *Dr. H. Scott, , *S. Tarnowski

Recording Secretary: M. Bartosik

KEY POINTS OF DISCUSSION

1. The minutes of June 4, 2013 were approved by K. Rideout and seconded by J. Paterson.
CARRIED
2. **ASIST Training:** Family Services can provide ASIST training and would be able to provide our program with trainers if needed.
3. **Admission Requirement:** The additional requirement still attracted 100 applicants; however, only 30% submitted the required questionnaire and resume.
4. **Enrolment:** The screening process succeeded in accepting 20 students committed to the program this year.
5. **Program of Studies Change 2014-2015:** This year the Research Writing/Grant Proposal course was introduced. There are no changes for the next academic year.
6. **National Victims Awareness Week (April 7-11):** The program will work with J. Harper on participating and hosting it on campus and involve various services to showcase their services. Family Services Durham Region may wish to be involved as well.

RECOMMENDED ACTIONS

1. J. Paterson will contact B. Porter, Coordinator, VPCC to extend an invitation to participate on the advisory committee.
2. The screening process will be reviewed by the faculty team and J. Paterson at the end of the academic year as to its success in the suitability of the students to this type of program.
3. The details of the National Victims Awareness event will be forwarded to K. Rideout by J. Paterson.
4. Information on the auto worker union event on male sexual victimization scheduled for December 6 will be forwarded by K. Rideout to J. Paterson.

STATUS OF RECOMMENDATIONS FROM June 4, 2013 MEETING

1. J. Paterson will follow-up with S. Tarnowski on the email address of their proposal writer at the Crime Prevention Centre as well as a speaker from Trillium. **ONGOING**
2. Committee members are asked to forward the names of anyone in their respective agency who may be interested in teaching the Research course to M. Tapper. **COMPLETED**
3. The proposal of embedding ASIST in one of the courses will be discussed with the faculty team by J. Paterson. **COMPLETED**
4. Offering the Research & Grant/Proposal Writing workshop through CIJS for graduates of this program and YCI will be discussed by J. Paterson and M. Tapper with L. Blundon. **ONGOING**
5. Applicants who have not yet submitted their documentation to Admissions will be contacted by Admissions/J. Paterson. **COMPLETED**
6. Introduce student journals as part of their community partnership placement experience to be implemented by J. Paterson. **ONGOING**
7. The faculty team will review and discuss changes to the hours in various courses including placement hours in the program of study as well as the other suggestions put forward by the student representative. **ONGOING**
8. The new entrance requirements will be discussed by the faculty team at the end of the 2013-2014 academic year if it results in changes from the previous academic year. **ONGOING**

9. J. Paterson will contact one of the professors, J. Harper, for contact information for a rep at DART as well as email contact information for Bonnie Porter. **ONGOING**
10. Any committee member interested in chairing the advisory committee should contact J. Paterson. **ONGOING**

REPORT PREPARED BY: M. Bartosik

DATE: November 28, 2013

DRAFT REVIEWED BY DEAN: S. Ball

SIGNATURE: _____



APPROVED BY ACTING CHAIR: J. Paterson

SIGNATURE: _____

Joanne Paterson

Youth Corrections & Interventions Program Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Craig Knight	DDSB Special Education Teacher	Grove School
External Committee Members		
Jarek Baginski		Durham Family Court Clinic
Jill Dallaire	Youth Justice Services	Boys & Girls Club
Sheri Johnson	Clinical Facilitator	Enterphase Child & Family
Sharon Kilstoff		Durham CAS
Dianna Eastwood	Assistant Executive Director	John Howard Society
Det. Cst. Janice McLeod	Community Corrections Liaison	Durham Regional Police
Angela Moncada		Kennedy House Youth Serv.
Marlene Pike	Principal	Grove School
Jennifer Phillips	Day Treatment Manager	Enterphase Child & Family
Tammy Tully		Joanne's House
Barb Yarrow		Durham Regional Police
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Melanie O'Neill	Alumni	UOIT
Tara Perry	Alumni	Durham College
Elected Faculty/Staff Representatives		
Name	Title	Organization
Stephanie Ball	Dean	Durham College
Jennifer Laffier	Professor	Durham College
Tracey Marshall	Coordinator/Professor	Durham College
Shameen Sandhu	Professor	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization
None		

Attendees (November 13, 2013):

*External Members

Present: S. Ball, *J. Dallaire, *D. Eastwood, T. Marshall

Regret(s): *J. Baginski, *S. Johnson, *S. Kilstoff, *C. Knight, *J. Laffier, *J. McLeod, *A. Moncada, *M. O'Neill, *J. Phillips, *T. Perry, *M. Pike, *S. Sandhu, *T. Tully, *B. Yarrow

Recording Secretary: M. Bartosik

KEY POINTS OF DISCUSSION

1. Minutes of April 9, 2013 were approved by D. Eastwood and seconded by J Dallaire. CARRIED
2. **Industry Trends:** The agencies have seen the ever-increasing use of Facebook for posting suicidal messages and cyber-stalking and cyber-bullying. John Howard Society hosts an orientation information session for all applicants interested in working at the Society. Students interested in a specific program forward their resumes to their HR which is then directed to the appropriate Program Manager.
3. **Ontario Justice Education Network "Court In Action" Day:** This event did not occur as scheduled. It was replaced with a field trip to give them exposure to the criminal justice system by sitting in a few court sessions and a meeting with one of the judges.
4. **YCI Youth At Risk Conference:** The students are organizing the YCI conference scheduled for Tuesday, April 15, 2014 at Ontario Shores. The theme for the conference is cyber-gap between at-risk youth and service providers and will have a number of guest speakers such as from the White Ribbon Campaign.
5. **Placement:** Students are out on placement on Mondays and Tuesdays in the winter semester starting mid-January. There is flexibility in student placement hours as agency events may take place during evening hours. There may be opportunities not only in the group homes but Children's Aid Society, security, policing, corrections or even within the provincial government.
6. **Admissions Process:** With the implementation of the screening process this year, the program has 23 high quality students committed to the program. This process will continue as part of the Admissions process
7. **Program/Curriculum Changes:** The program will be undergoing a program review with the faculty team and a program-specific questionnaire is being developed for student feedback.
8. **Marketing:** The program webpage will be used to include events that the students are organizing such as the YCI Youth At Risk Conference as well as pictures of events they attend.

RECOMMENDED ACTIONS

1. Committee members are asked to forward any information articles, readings, training in the community or events our students can assist to T. Marshall.
2. S. Ball will follow-up on the posting of picture and information on the program website with T. Greenall.
3. Advisory members are asked to forward names of potential placement opportunities to T. Marshall.
4. Details regarding the YCI Youth At-Risk Conference will be forwarded to all the committee members by T. Marshall.

STATUS OF RECOMMENDATIONS FROM (April 9, 2013) MEETING:

1. T. Marshall will review the text, Right Hear, Right Now for application in our courses. ONGOING
2. C. Knight will forward copies of the DANA Foundation newsletters to T. Marshall, when they become available. ONGOING
3. Committee members are asked to forward names of guest speakers to T. Marshall. ONGOING
4. T. Marshall will discuss placement opportunities for our students with the John Howard Society for next year. COMPLETED
5. Student access to faculty at the Pickering Site will need to be addressed by T. Marshall. COMPLETED
6. Committee members or members of their agencies interested in attending should call 905-721-3000 to register. ONGOING
7. Setting up a roving tour of various agencies will be investigated by T. Marshall. ONGOING

REPORT PREPARED BY: M. Bartosik

DATE: November 14, 2013

DRAFT REVIEWED BY DEAN: S. Ball

SIGNATURE: _____

S. Ball

APPROVED BY ACTING CHAIR: T. Marshall

SIGNATURE: _____

T. Marshall



Durham College

Enrolment Update January 2014

Meri Kim Oliver, VP Student Affairs
Nevzat Gurmen, VP Corporate Services





September to November Comparisons Applications - Domestic

	2008	2009	2010	2011	2012	Sept 2013	Nov 2013	5 Year Increase (Nov)
Number of Applications	16757	17590	18577	19417	20521	22112	22192	
Percentage Increase over Previous Year		4.96%	5.62%	4.52%	5.69%	8.14%	8.14%	32.43%



September to November Comparisons Total Enrolment Projection 2013

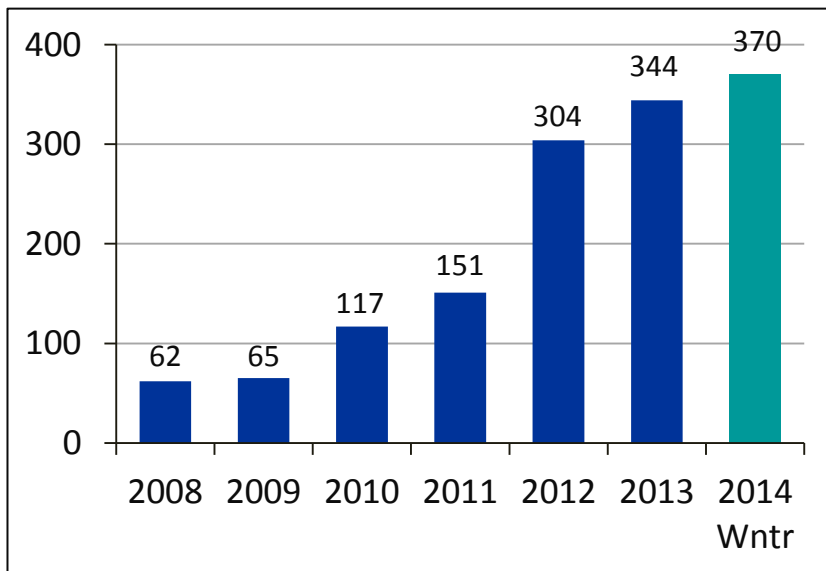
Post Secondary	9789	9308
BScN	461	458
International	340	336
TOTAL	10590 (as of Sep 2013)	10102 (as of Nov 2013)

Apprenticeship: 600 (as of November 2013); 580 (as of September 2013)

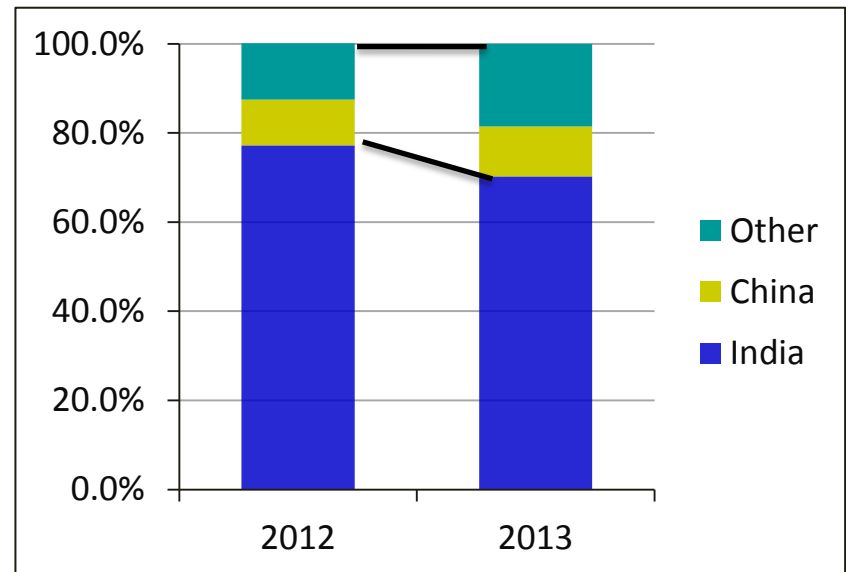
International education update – winter 2014

- Winter 2014 enrolment forecast is 370 students – in line with the budget
- Foreign service workers strike ended in September but it left continuing challenges in India due to a shift in applicant demand towards other countries, especially to Australia
- A new email campaign in India will soon be followed by CRM implementation and focused promotions
- Our first Brazilian students arrived in October, 13 in total. They all began ESL education. One of them has commenced DC programs in January. More Brazilian students to arrive in March.
- DC re-entered the Caribbean market. A promising number of applications have already been received for fall 2014 semester
- DC won two development contracts in the Caribbean region through ACCC.

International enrolment*



Diversity of students



Campus Master Planning – A Process to Provide a Framework for Campus Development

A Joint Initiative between Durham College and the University of Ontario Institute of Technology

PURPOSE

The joint Campus Master Planning initiative was presented at the October Board meeting. The joint Campus Master Plan (CMP) is intended to serve as a comprehensive framework for the long-term land use and infrastructure development of both institutions at the Oshawa campus, the north of Conlin Road land, the downtown Oshawa location and the Whitby campus. This document provides a brief project update.

WORK TO DATE

The Campus Master Plan is progressing according to the approved workplan. Background research is complete and the draft Vision and Directions Report is expected to be delivered in December. The Report will identify the vision, objectives and Master Plan framework derived from analysis of the previous master plans, an opportunities and constraints analysis, input from the college and university communities, the findings of the Space Needs Analysis Report and background for the agreed-upon decision making process.

Major items included in the work program are:

- Discussions with internal stakeholders as well as with the Region of Durham and City of Oshawa staff and existing partners (Lakeridge Health).
- Technical review of critical land and infrastructure issues: transportation, water and sewage servicing, natural features and cultural heritage.
- A Space Needs Analysis documenting space needs for various student enrolment scenarios.
- A campus master planning website soon to be launched to encourage involvement of various stakeholders.
- A 3D model which is being developed to assist with visualization of the plan and understanding of the opportunities available.
- An Advisory Committee meeting which is scheduled for December 5th.

KEY DISCUSSION POINTS

The work completed to date has raised a number of questions that will be further explored as the process evolves including:

- How will the projected space needs be phased to reflect unconfirmed funding?
- How will need for parking be accommodated as the campuses expand?
- Is there a way to integrate additional transit and alternative modes of transportation into the Campus Plan?
- What kind of Business Plan framework is needed to support the Master Plan framework?

KEY WORK PROGRAM DELIVERABLES and TIMEFRAME

Another update will be prepared for the Board in February 2014 providing information on the evolving concept plans. In June 2014 the Board of Governors will receive a presentation to identify and describe the preferred Campus Master Plan and implementation strategy.. In November of 2014 the final Plan will be presented for approval of both Boards.

The overall major project deliverables and expected timelines are provided below.

Preliminary Framework Plans	November 2013
Programmatic Space Needs Analysis	December 2013
Draft Visioning and Directions Report	December 2013
Final Visioning and Directions Report	February 2014
Concept Plans	March 2014
Assessment of Alternatives	April 2014
Implementation Strategy	June 2014
Final Campus Master Plan	October 2014
Submission for Approval by both Boards of Governors	November 2014



Ministry of Training, Colleges and Universities

Institutional Vision, Proposed Mandate Statement and Priority Objectives

A submission to begin the process of developing strategic mandate agreements (SMAs):

To:

The Ministry of Training, Colleges and Universities

From:

Don Lovisa
President
Durham College



Part 1: Durham College – Mandate Statement

Durham College – growing to meet the needs of all learners in a booming community

Durham College has firmly established itself as a community builder and partner over its 46-year history in Durham Region. Given the vast range of academic programs and training – all determined in close partnership with employers – Durham College has a direct impact on the social and economic well-being of virtually every facet of its rapidly growing communities.

This impact on the community has never been as great as the past few years. With Durham Region projected by the provincial Ministry of Finance to be among the fastest growing areas in Ontario, businesses and other employers have been turning to Durham College more than ever before to help meet their needs for highly skilled graduates who are ready to make an immediate impact in the work force. Durham has responded by adding more than 3,000 new post-secondary spaces over the past five years and more than 30 new programs in high-demand and emerging areas of study.

Durham understands that being a growth college is not a choice that is made, but rather a reflection of real economic and social demand data in a given community. In the case of Durham Region, Ministry of Finance data expects the population will move from 645,000 in 2013 to 943,000 in 2036, a 46-per cent increase. In particular, the 20-to-24 age group is projected to be the largest in Durham Region until 2018, while the 15-to-19 group will increase consistently until it surpasses the 20-to-24 group by 2036. In addition, the region is rapidly evolving from a manufacturing-based economy to a knowledge-based economy, as evidenced by the Canadian Federation of Independent Business ranking Oshawa as one of Canada's Top 100 Entrepreneurial Cities and third in the Big City Entrepreneurial Policy sub-category. Durham College has embraced this opportunity with its community and recognizes that in the coming three years it is essential to continue its growth trend for two primary reasons:

- Durham is a comprehensive college that meets the needs of all learners, including first-generation, students with disabilities, second career and more. That is why approximately 70 per cent of its students come from Durham Region. For a majority of college students, it is not possible financially or for other reasons to travel outside their home community. As population growth soars in Durham, so too does the demand for accessible post-secondary education, training and apprenticeship opportunities for all learners.
- Durham has partnerships with industry and businesses of all sizes, and more opportunities are emerging every day. These partners are increasingly turning to the college to help meet their personnel and professional needs, both for expansion of operations and to replace an aging workforce. These partners are heavily invested in the college, which is expected to meet a wide-range of needs and expectations with regards to training and skill development.

It is through a foundation of academic excellence and strategic partnerships that the college will meet this growth in the coming three years. This plan is student- and community-focused, with actions and priorities for academic advancement that will ensure every person on campus is equipped with the tools to innovate and create so that each day the college lives its mission statement that the student experience comes first. The college expects that by the end of this three-year agreement, it will be firmly established as the absolute first choice for student experience, support, mobility and access.

The agreement captures the college's priorities within the six differentiation framework 'component' areas, however there are four key areas of focus that will specifically differentiate Durham College in the post-secondary system. While more details are included in the following pages, these actions can be summarized as:

Academic quality, flexible delivery

- In a final report regarding its April 2013 Program Quality Assurance Process Audit of Durham College, the Ontario College Quality Assurance Service noted it was "impressed with the quality assurance processes and policies in place at Durham College. There is strong evidence of an ongoing commitment to quality assurance at all levels of the organization and, most importantly, the evidence is generally supported in the opinions of the students interviewed by Panel members." These comments capture the college's commitment to quality teaching and learning. As the college further advances its academic agenda, it will look at ways to incorporate greater opportunities for experiential learning, ensure all program materials meet the needs of all learners, and increase online and hybrid delivery. In the latter case, Durham College will be able to build on its track record of provincial leadership in online delivery and support the provincial government as it launches Ontario Online, a collaborative Centre of Excellence in technology-enabled learning.

Pathways from skills and advanced skills to graduate studies.

- Durham College has a remarkable 450 pathways in place with post-secondary institutions across Canada and around the world, and by 2015 every one of its diploma programs will have a pathway to a degree program at its campus partner, the University of Ontario Institute of Technology (UOIT). In the coming three years, continuing to advance student mobility is critically important to meeting demand for access and opportunity for all learners. Being able to enter post-secondary studies and trust that each credential is recognized and creates further opportunities through to the end of graduate studies will provide Durham College students with a competitive advantage post-graduation and employers with high-skilled and knowledgeable employees. It also significantly reduces student debt and the costs to institutions.

Three-year degrees

- Ontario is one of the few, if not the only, jurisdictions in the world to not recognize three years of study with a degree credential, despite many of these current programs meeting the strict academic rigour and intensity of a degree education. This is a practice that puts three-year diploma graduates at a distinct disadvantage with employers. This change is largely one of nomenclature, versus a fundamental change in policy, and as such Durham College has joined with other Ontario colleges in identifying programs that can most easily make the transition without compromising standards. It will work in the coming three years to see this inequity addressed and put Ontario students on equal footing with the rest of the world. This is particularly important in Durham Region, as it continues to transform into a knowledge-based economy.

Durham Learning and Business Innovation Park (dLAB)

- Durham College is taking a leadership role in the development and realization of the Durham Learning and Business Innovation Park (dLAB), in partnership with the private sector and while working with local government. This comprehensive and visionary plan will provide thousands of new jobs, incorporate new transportation links, foster ground-breaking research in areas of

importance to the economy and feature sustainable and natural uses. At the heart of it will be greater access to post-secondary studies in ways that complement all the proposed uses.

Delivering on these initiatives and others in this agreement will require that Durham College further leverage many of the operating strengths that have established it as a system leader, including:

- Strong partnerships with local businesses, communities and all levels of government.
- A family culture in which all faculty and staff take pride in delivering on the college mission, a big reason why employee turnover is only 3.5 per cent, including retirements.
- A student services building and service delivery model that are recognized as among the best in the country.
- A partnership with UOIT that sees millions of dollars in savings and efficiencies annually through shared facilities, services and personnel.

Durham College respectfully submits this mandate paper to Minister Brad Duguid and the Ministry of Training, Colleges and Universities. Provincial assistance is required to realize capacity and implement some actions, however the specific requests will evolve as the planning develops.

Part 2: Durham College – Vision

Durham College is the premier post-secondary destination for students who succeed in a dynamic and supportive learning environment. Our graduates develop the professional and personal skills required to realize meaningful careers and make a difference in the world.

Mandate statement alignment

The Durham College vision aligns with its mandate statement by capturing the spirit of its areas of focus, in particular, a commitment to new opportunities to pursue post-secondary education in areas of workplace demand and through new approaches to learning that meet the needs of all learners.

Part 3: Durham College – Priority Objectives

Differentiation framework component: Jobs, Innovation and Economic Development

Durham College is located in Durham Region, one of the fastest-growing communities in Ontario. The provincial Ministry of Finance projects that the region will grow by 46 per cent through 2036. This is putting significant pressure on Durham College to meet the attendant increase in demand for post-secondary education spaces. Over the past three years, this demand has been even greater than originally projected, with the college leading the system in growth and achieving its 2015 enrolment target of 10,000 two years ahead of schedule. Durham College will continue to play a significant role in addressing demand for post-secondary spaces in general, and more particularly in high-growth industries and sectors such as business accounting/financial/materials management, media arts, agriculture/culinary/hospitality, health, and technology. In the coming three years, the college will:

- Address the regional population growth pressures by growing its student population by two to three per cent for each of the next three years, including international enrolment to approximately 800 students as part of its plans to further internationalize its campuses.

- Finish work on developing the demonstration plots, plants, gardens, greenhouses, landscaping and other aspects that intrinsically support its new Centre for Food. This ‘field’ component is pivotal to fully realizing the ‘field-to-fork’ concept developed for the Centre for Food. By establishing the fields, the coming years will see the realization of the full economic and social potential of the Centre and its true field-to-fork operation through the growth of innovative post-secondary programs, training opportunities and industry-led research that serves the agri-food assets of the Durham and Northumberland regions. Durham Region is home to the second-highest percentage of agri-food industry jobs in Ontario. The field-to-fork concept brings together all the aspects of the college’s quality teaching and learning priority:
 - a) Student mobility and credit transfer through the establishment of articulation agreements;
 - b) Responsive programming that meets the needs of local graduating high school students with culinary-, hospitality-, agriculture, urban agriculture and entrepreneurship- and horticulture-related experience and interests;
 - c) A flexible teaching model where students experience ‘field-to-fork’ learning by establishing and strengthening links between the local farming community, food distribution centres, nutritional education and college gardens, orchards, specialized labs and full-service restaurant; and
 - d) The ability to provide research opportunities as well as excellent graduates to small- and medium-sized businesses, including farmers, in order to enhance the local economy. The centre will provide long-term jobs and economic prosperity to the community and province as a whole. The college continues to request that the provincial government invest in this project with \$2.5 million to support completion of the field component.
- Advocate for a review of the current apprenticeship system, including more college leadership in selection and registering of apprentices, while simultaneously conducting a thorough review and plan forward for Durham apprenticeship programs. Apprenticeship training in Ontario is an essential component of post-secondary education delivery and, in the context of the projected shortfall of skilled trades workers, is critical to supporting economic well-being. Yet, Ontario produces fewer certified trades persons on a per capita basis than the rest of Canada, and only about one-quarter of Ontario apprentices complete their programs. Despite these factors, in current dollars, provincial funding of the apprenticeship per diem has decreased slightly since 1996-97, or by 28 per cent when factoring in inflation. The existing model is not sustainable and requires significant attention.

Differentiation framework component: Teaching and Learning

Durham College offers an outstanding learning experience that challenges students and readies them for workplace success. From faculty with years of real-world experience to curriculum that is continuously reviewed and enhanced, and connections to industry that benefit students, its programs are in significant demand by students and employers. Also part of that success is the investment each year by the college in faculty development, including its unique Durham College Teaching Certificate program. The college will continue to build on its foundation of teaching excellence by offering new opportunities for experiential learning, flexible approaches to teaching and learning, and ensuring curriculum, materials and services meet the needs of all learners. In the coming three years, the college will:

- Develop a model framework that will allow the college to further strengthen its approach to program prioritization. The new model will build on the success of current practices and ensure the

college can continue to allocate resources to programs based on well-defined criteria and ensure they are responding to both student and industry needs.

- Leverage the expertise of its Centre for Academic and Faculty Enrichment (CAFE) to embrace universal design for learning (UDL). UDL is a set of principles for development of materials, resources and other curriculum-related objects that can be used and customized for the learning requirements of a diverse range of individual needs.
- Build upon its very successful technology-enabled Critical Care Nursing graduate certificate and Industrial Millwright apprenticeship programs and make significant new investments in introducing additional programs in a hybrid format that combines hands-on lab time with online learning and real-world experience in the field. While this work will span all academic schools, the college will utilize provincial productivity and innovation funding to transform two programs in particular:
 - A full redesign of the Communications curriculum, including the development of learning objects and materials for hybrid and online delivery, that is taught to 6,500 students in certificate programs and almost all diploma programs. This project will have far-reaching impacts for the system as implementing electives for advanced level Communications courses is believed to be unprecedented in the Ontario College system.
 - Developing hybrid and online components for courses that will allow for an increased Office Administration program enrolment, without new infrastructure costs. Enrolment is currently limited due to a high reliance on computer lab time, however it is expected that moving all eight vocational courses to hybrid and online formats will improve the ability to schedule full- and part-time faculty. The transition will improve the quality and efficiency of learning and reduce the per-student instructional cost.
- Introduce an innovative coaching pilot project that will match students with campus mentors/leaders for coaching from admission to graduation. This program will engage students in developing plans for their own success by providing resources and individualized support that will positively impact student mental health, resiliency, and retention.
- Increase experiential learning opportunities, including the introduction of co-op work terms, for students. Experiential learning has significant benefits to students and employers. Students gain the real-world industry experience needed to put them in demand upon graduation and earn income that is critical to supporting their education, while employers tap into new and current expertise and potential future employees.
- Reviewing and updating Durham College 'hosted' courses through the OntarioLearn service. This review will allow Durham College to further its leadership in the delivery of online education, helping to support the provincial government as it launches Ontario Online.
- Build on the success of its Global Classroom and expand it to create new experiential learning opportunities for students in different programs. These sessions put Durham students into the same virtual classroom as others from around the world and also incorporate industry experts, authors and producers who bring first-hand global learning and discussion experiences.
- Build on the implementation of the college's new learning management system and its new ways to engage in deep learning, by investing in the IT infrastructure necessary to meet the college's plans for growth in flexible delivery of course content.

Differentiation framework component: Student population

Durham College's location in a rapidly growing region requires responsive growth of the campus. However, at this time, the college faces an estimated net assignable space deficit of approximately 6,500 square metres (70,000 square feet), according to the Colleges Ontario Facilities Space Inventory. To

meet the attendant demands for increased post-secondary opportunities that come with this growth, Durham College must continue to expand and revitalize its campuses and find new ways to maximize the available classroom and lab hours for student learning. Financial support in addressing a large deferred maintenance backlog and funding for new buildings is requested from the provincial government. In the coming three years, the college will:

- Develop plans and work with the provincial government to retire the college's original academic building and replace it with a new building that will support 21st-century teaching and learning. The current one-storey Simcoe Building has reached its end of life, creating significant challenges with out-of-date learning and lab spaces for students. A new four-storey building on the same location will be a system leader in hybrid course delivery, feature non-traditional classroom spaces that foster greater teaching and learning experiences, offer third-party incubation and entrepreneurial space, and provide access to new study space and new services, such as a Credit Transfer office to support student mobility between post-secondary programs and institutions. This plan is the first priority on the college's capital growth plans and has been included in the current master planning exercise being developed in co-operation with UOIT.
- Build on its strong relationship with UOIT and jointly develop a Centre for Learning and Innovation in Health Sciences and Community Health. While Durham and UOIT are the primary partners in development of the plan, they expect to collaborate with Trent University in the area of mental health science education and include other local health-care providers. The college and UOIT currently have strong relationships with Lakeridge Health Corporation, Rouge Valley Health System, Ontario Shores Centre for Mental Health Sciences, Durham Region Health Department, Abilities Centre, local long-term care homes for the aged, and Grandview Children's Centre, among others, that will provide excellent foundations for discussions to establish a true multidisciplinary approach to teaching, learning, research and delivery of health-care services.
- Continue its annual campus renewal and revitalization program, which immediately increases teaching capacity. Older spaces without built-in technology limit the ability of professors to truly engage in deep learning with students. Renovated spaces on campus allow for significant gains in classroom utilization and access to open-source learning resources. Many of the college's learning and other spaces have not been renovated or upgraded since their construction in the 1970s, rendering them out-of-date and in many cases very costly to maintain.
- Create new student learning and study spaces across its campuses, meeting a strong identified need from students. These spaces facilitate group work, bring together industry with students, provide resources, and generally better serve students outside the classroom. As the college's master plan is developed in co-operation with UOIT, it will ensure new building and renovations in the years ahead incorporate new student study spaces.
- Review its current campus space usage and improve utilization by 10 per cent; consider the introduction of more compressed courses (e.g. two academic years of study delivered in one year); increase winter, spring and summer intakes; and increase hybrid delivery to utilize the virtual classroom to free up space. All of these actions are designed to accommodate more students and have them graduate in less time.

Differentiation framework component: Research and graduate education

From a standing start just over four years ago, Durham College has quickly established industry-led applied research and social innovation that is making a significant difference for small- and medium-sized businesses and community organizations in Durham Region and well beyond. The college has

qualified for more than \$5 million in provincial and national grants and increasing numbers of students and faculty are engaging each year in applied research that helps businesses and community organizations advance technology and ideas, further innovation, and commercialize work. All of this has strengthened the social and economic well-being of the community. Additionally, the return on government investment in college applied research across the country has consistently proven to be ahead of the private sector and the university system, meaning continued investment must continue to further economic growth and prosperity in the community. In the coming three years, the college will:

- Further its leadership role in the development and building of the Durham Learning and Business Innovation Park (dLAB). This proposal brings together property owners, including Durham College, from across a large area of land next to Hwy. 401 on the Oshawa and Whitby border. When developed, the park will see a mix of uses that will generate thousands of jobs for the real world, all of which will be located around the intended location of a new Oshawa GO station. Key to this partnership will be opportunities to establish training and applied research-based partnerships between private corporations and Durham College and UOIT.
- Pursue new industry-led research partnerships with local businesses. These partnerships provide significant value to students and professors undertaking the work, further enhancing the learning experience. Research growth will be achieved through the number of faculty and students involved in applied research projects, through a further integration of research into curricula, and by seeking out new partners and external funding grants in key areas of focus. Guided by its strategic research plan, the college will pursue opportunities in areas of importance to its community and all levels of government.
- Build on the momentum of accomplished entrepreneurial start-up events hosted by the Spark Centre (Regional Innovation Centre), the Community Innovation Lab and sponsored by Durham College, to provide young entrepreneurs with access to funds and expertise in launching their ventures. The college will put renewed emphasis on its partnerships with small- and medium-sized businesses as it establishes an entrepreneurial incubator through the Office of Research Services and Innovation. This incubator will provide students with new opportunities to advance ideas, further resources for small- and medium-sized enterprises (SMEs), and strengthen connections between students and industry and the agri-sector.
- Use the success of its unique tri-party partnership with Ontario Power Generation and UOIT as a model for signing new sharing agreements. This tri-party partnership significantly benefits the Durham Region economy by delivering new opportunities for students through the purchase of current equipment and other learning tools, benefits OPG through the education and training of highly qualified nuclear professionals, and invests in college and university student success.

Differentiation framework component: Program offerings

Durham College offers a range of programs and credentials that match the needs of students and its communities. From apprenticeships, to diploma, advanced diploma and graduate certificates, students are able to pursue credentials that position them for career success and advancement. Durham College graduates are the community-builders that play a direct role in the success of virtually every aspect of community life. As workplace demands change in Ontario, more individuals than ever before require a credential to find employment and increasing numbers of employers are pursuing employees with degrees, particularly programs with a hands-on approach. In the coming three years, the college will:

- Continue to develop new programs in areas of study that meet the needs of its growing community. The college has added more than 30 new programs over the past five years, each one developed following industry input and discussion, along with a review of market employment conditions. Reflective of changing labour market demand, the new programs will be reflective of the Ontario Qualifications Framework, including certificates, diplomas, advanced diplomas, graduate certificates and the college's first degrees.
- Finish more than two years of work and launch its first two four-year degree programs: Bachelor of Health Care Technology Management and a Bachelor of Behavioural Sciences. These programs will provide comprehensive degree-level education to students in niche areas of study, rather than in areas of competition with universities. Applications to college degree programs are on a continuous upswing given their applied nature and how they prepare graduates for job-readiness, due in large part to a mandatory paid internship.
- Work to convert its three-year advanced diplomas to three-year degrees, where the current programs meet the rigours and standards of three-year degrees in other jurisdictions around the world. Ontario appears to be one of the few, if not the only, jurisdictions in which a three-year program is a 'diploma' program, rather than a degree program. This puts graduates of three-year Ontario college diploma programs who move to another province or country at a disadvantage, particularly when the learning outcomes they have achieved map almost perfectly to those of three-year degrees. Additionally, a third-party survey for Colleges Ontario found that if given the choice, 27 per cent of employers would prefer a three-year college degree, versus 22 per cent that cited a university degree as a first preference (the remainder had no preference). The changing of these diploma programs to degrees where rigour has been met is one of nomenclature, rather than a shift in fundamental credential policy. Durham will work with local, national and international universities to establish, where feasible, entry pathways into post-graduate programs from these three-year programs.
- Support the Colleges Ontario position that the Ontario College Quality Assurance Service (OCQAS) be authorized to design and recommend, in consultation with system experts, a model for a high-quality, college-based system of degree approvals that aligns more closely with the university sector. Once the new model has been approved, that body should be authorized to review and make recommendations to the minister about college undergraduate degree programs. In addition, OCQAS, in consultation with PEQAB, the Ontario University Council on Quality Assurance, and the ministry, should develop the quality standards for three-year baccalaureate programs at colleges.

Differentiation framework component: Institutional collaborations to support student mobility

Durham College understands that seamless movement within all segments of the post-secondary system is increasingly being demanded by students. Along with fostering additional credentials for students, strong pathway agreements bring savings to the post-secondary system and students. Durham College currently has more than 450 pathway opportunities with universities in Ontario, Canada and around the world, including with its campus partner, UOIT. Additionally, increasing numbers of university graduates are turning to Durham as a finishing school where they study within a compressed schedule and gain the practical skills needed to find a job post-graduation. Durham College recognizes there are more opportunities to build on its record of student mobility at the post-secondary level and the secondary level. In the coming three years, the college will:

- Develop new partnerships with universities and other colleges that establish student pathways from skills and advanced skills through to graduate studies, along with new opportunities for university graduates to pursue college studies that better prepare them for securing careers.
- Build on its more than 10-year relationship with UOIT and ensure that by 2015 every one of its diploma and advanced diploma programs has a clearly established path to a UOIT degree program. This level of sharing is unparalleled in the Canadian post-secondary system and can be used as a template for other colleges and universities interested in fostering greater student mobility and opportunities for pursuing both a diploma and a degree in less than the traditional amount of time.
- Expand on its partnership with four area school boards in providing at-risk secondary students with opportunities to complete their secondary school diploma and also earn college credits, while attending classes at one of the college's campuses. Each year hundreds of students benefit from this School College Work Initiative (SCWI).
- Establish new international articulation agreements, as part of its efforts to internationalize its campuses, offering greater global experiences and opportunities to teach and study around the world. Along with its current primary markets of India and China, expansion is underway to Indonesia, Brazil and the Caribbean, with further plans for Russia, Ukraine, Turkey and Africa.

Durham College SMA summary matrix and institution-specific metrics

MTCU component	SMA Priority	DC Institutional Metrics
Jobs, Innovation, Economic Development	<ul style="list-style-type: none"> • Increase enrolment by 2 to 3 per cent each year in each of the next three years. • International enrolment growth to 800 • Internationalize campus. • Centre for Food (CFF) – complete ‘field’ of Field-to-Fork Concept <ul style="list-style-type: none"> - Student mobility/pathways - Flexible teaching - Research • Advocate apprenticeship system improvement with increased college-sector involvement in selection and registration 	<ul style="list-style-type: none"> • Achieve domestic enrolment projections in each of three years • Achieve International enrolment projections in each of three years • Complete ‘field component’ at CFF by September 2014
Teaching and Learning	<ul style="list-style-type: none"> • Program prioritization model • Redesign Communication courses and add post admission testing • Redesign Office Administration program (OFAD) and add hybrid/online delivery to increase enrolment • Add program delivery modelled on CC Nursing and IMM • Coaching project • Update OntarioLearn hosted courses • Implement co-op learning opportunities • Expand Global Classroom • Invest in DC Connect infrastructure to increase capacity of online/hybrid delivery 	<ul style="list-style-type: none"> • Complete Program Prioritization model and pilot Spring 2014, implement model 2015 • Complete redesign of Communication courses and pilot in 2014; implement in 2015 • Complete redesign of OFAD spring 2014 and implement hybrid/online and increase enrolment Sept 2014 • Establish co-op program opportunities across 10 programs by 2016-17
Student Population	<ul style="list-style-type: none"> • Simcoe Building rebuild – new learning spaces • Joint DC-UOIT Health Sciences building • Refurbish existing spaces to increase teaching capacity • Create new learning and study space • Increase utilization of existing space by 10 per cent • Compress program delivery (two academic years to one calendar year) • Increase hybrid delivery 	<ul style="list-style-type: none"> • Measure retention and graduation rates in each of the identified cohort groups

Research	<ul style="list-style-type: none"> • Leadership in Durham Learning and Business Innovation (dLab) • Pursue new industry-led research partnerships • Establish entrepreneurship incubator (ORSI) • Use OPG-DC-UOIT model for signing new sharing agreements 	<ul style="list-style-type: none"> • Submit research applications totaling \$1M annually • Support 300 students annually in the entrepreneurship incubator • Engage 30 faculty and staff in applied research annually • Engage 50 students in applied research annually • Engage in 20 applied research projects annually
Program Offerings	<ul style="list-style-type: none"> • Develop new programs in areas of demand and identified areas of program focus • Implement two four-year degree programs • Convert three-year advance diplomas to three-year degrees • Work with college system to develop three-year college degree standards • Work with college system to advocate that Ontario College Quality Assurance Services (OCQAS) becomes the authority for assessing, approving and evaluating three-year college degrees 	<ul style="list-style-type: none"> • Achieve MTCU approval & funding for identified program areas of focus in 2014 2015 & 2016 • Achieve MTCU approval & funding for two college degree programs and implement
Collaborations and Student Mobility	<ul style="list-style-type: none"> • New partnerships – articulation agreements • Every Durham College diploma/advanced diploma has pathway to UOIT degree by 2015 • Expand partnerships with SCWI dependent upon continued and increased ministry funding • Establish international articulation agreements 	<ul style="list-style-type: none"> • Identify diploma/ advanced diplomas without pathway to UOIT 2014. • Develop and market newly developed academic pathways for DC diplomas/ advanced diplomas to UOIT by 2015 • Develop and implement up to six new dual credits for SCWI, especially for SHSM at CFF by 2016 dependent on continued SCWI funding.

Appendix 3 – Identifying Institutional Program Strengths and Strategic Areas of Focus

Current Areas of Program Strength

Please identify up to 10 areas of program strength for your institution. Please describe the rationale used to select these programs. This information will assist in establishing current programming strengths and areas of expertise.

Program Area (MTCU Occup Clusters)	Programs	Total Full-Time head count (eligible) (2012-2013)	Rationale
Social Services	Child and Youth Worker, Social Service Worker, Developmental Service Worker, Addictions and Mental Health Early Childhood Education	791	<ul style="list-style-type: none"> • Oversubscribed programs; • Good KPI performance scores; • Addictions and Mental Health program has three intakes per year; • SSHRC research (with community partners, students & faculty); • Strong community partnerships for experiential/field placements; • Growth sector for employment
Media	Animation Digital Arts, Animation Digital Production, Digital Photography, Digital Video Production, Journalism, Game Development, Interactive Media Design, Contemporary Web Design	746	<ul style="list-style-type: none"> • Good KPI performance scores; • Excellent studios/learning labs; • FedDev funded research with Bykart Software; and • Growth sector for employment.
Accounting	Business and Business Administration -Accounting, Business Accounting – UOIT Transfer	299	<ul style="list-style-type: none"> • Good KPI performance scores; • Accounting programs have two intakes per year; • Excellent academic pathways with UOIT to support student mobility; and • Growth sector for employment.
Business Legal	Paralegal, Law Clerk Advanced, Court Support Services	296	<ul style="list-style-type: none"> • Strong application rates; • Strong KPIs; and • Excellent academic pathways college-to-college and LCAD with UOIT, to

			support student mobility.
Materials Management	Business Operations and Operations Management	127	<ul style="list-style-type: none"> • Good KPI performance scores; and • Pathways with UOIT to support student mobility.
Culinary/Hospitality	Culinary Skills, Culinary Management, Hospitality Management, Golf Facility Operations Management,	213	<ul style="list-style-type: none"> • Excellent KPI Scores; • New state-of-the-art Centre for Food (Whitby Campus) for field-to-fork program concept; • Strong program support from the agriculture/food community; • Strong community partners for experiential/field placements; and • Growth sector for employment.
Health Miscellaneous	911 Emergency and Call Centre; Primary Care Paramedic; Paramedic – Advanced Care; Communicative Disorders Assistant	305	<ul style="list-style-type: none"> • Oversubscribed programs; • Excellent KPI scores; • 911 and Paramedic – Advanced Care have two intakes per year; • Strong community partners for experiential/field placements; • Excellent clinical learning labs; and • Academic pathways with UOIT to support student mobility.
Health Technology	Dental Assisting II, Dental Hygiene,	137	<ul style="list-style-type: none"> • Oversubscribed programs; • Excellent KPI performance scores; • State-of-the-art campus dental clinics; • Dental Assisting II has two intakes per year; • Fully accredited programs; • Dental Hygiene academic pathway with UOIT to support student mobility; and • Excellent national exam scores.
Nursing-related	Personal Support Worker, Practical Nursing II, Critical Care Nursing	722	<ul style="list-style-type: none"> • Oversubscribed programs; • Excellent KPI performance scores; • Practical Nursing II (PNII) and Personal Support Worker have two intakes per year; • PNII is a College of Nurses of Ontario approved program; • PNII has excellent CRPNE national exam scores; • PNII has an excellent academic pathway with UOIT to support student mobility; • Excellent use of high-fidelity simulation (technology-enhanced learning); • Critical Care Nursing has an innovative delivery (online and simulation) with

			<ul style="list-style-type: none"> multiple intakes per year; Excellent nursing/simulation practice labs; Strong community partnerships for experiential/clinical learning; and Growth sector for employment.
Skilled Trades & Technology	Mechanical Engineering Technician – Non Destructive Evaluation Biomedical Engineering Technology Pharmaceutical and Food Science Technology	133	<ul style="list-style-type: none"> Mechanical Engineering Technician – Non Destructive Evaluation and Biomedical Engineering Technology programs are unique in the system; Good KPI performance scores; Excellent skills learning labs; Biomedical Engineering Technology students and faculty-funded research project piloted in three local hospitals to confirm productivity and savings based on an electronic biomedical tracking system; Growth sector for employment; Biomedical Engineering Technology academic pathway to UOIT and Blanchardstowne Institute of Technology, Ireland to support student mobility; and Pharmaceutical and Food Science Technology (fast-track delivery mode is in demand by international students and university graduates with a Science degree).
	Electro-Mechanical Engineering Technology (Mechatronics), Water Quality Technician	131	<ul style="list-style-type: none"> Excellent KPI performance scores; Excellent labs to support skills learning labs; Good academic pathways with UOIT to support student mobility; Growth sector for employment;
	Construction Carpentry Construction and Hoisting Electrical Technician Heating, Ventilation and Air Conditioning Welding Techniques	355	<ul style="list-style-type: none"> Oversubscribed programs; Excellent KPI performance scores; Excellent learning shops; and Growth sector for employment.

Proposed Areas of Program Growth

Within the context of limited enrolment growth, please identify 3 – 5 program areas that will be a strategic focus in the next three years. Please be specific when describing your rationale for focusing on these areas.

PROGRAMS FOR GROWTH OR TO BE ESTABLISHED (MAXIMUM 5)					
Program areas	Total full-time head count (eligible) # (2016-17)	Target total full-time head count (eligible) as a proportion of institutional total full-time head count (eligible) % (2016-17)	Planned new or expanded programs (including credential level)	Credential	Rationale
Business Accounting/ Financial/ Materials Management	280	2.7%	Accounting and Payroll	Ontario College Diploma	<ul style="list-style-type: none"> • Good KPI scores; and • Increased employment opportunities - stems from a growing number of SMEs.
			Financial Planning	Ontario College Diploma	<ul style="list-style-type: none"> • Good KPI Scores; • In 2011-12 the Financial Planning Standards Council claimed that, since 2005, the number of Canadians working with a financial advisor has grown by almost 25%; • Demand for Certified Financial Planning (CFP) professionals specifically has outpaced the broader industry growth; and • Number of Canadians working with a CFP professional has nearly doubled to 37% - a 97% increase from 2006.

Business Accounting/ Financial/ Materials Management (contd.)			Insurance	Ontario College Diploma	<ul style="list-style-type: none"> • Student satisfaction in Business Insurance programs in Ontario has remained high over the last five years; • There are a variety of related employment opportunities in Durham and nearby regions; and • New areas of insurance growth are surfacing.
			Business Finance	Ontario College Diploma	<ul style="list-style-type: none"> • See Business Admin Finance.
			Business Admin Finance	Ontario College Advanced Diploma	<ul style="list-style-type: none"> • Good KPI scores; and • Toronto Financial Services Alliance (TFSA) reports that over 223,000 people work in Toronto region's financial services sector, making it the third largest concentration of financial services employment in North America, after New York and Chicago.
			Research Analyst	Ontario College Graduate Certificate	<ul style="list-style-type: none"> • In the current knowledge economy and information age, the demand for social and market research has increased substantially as organizations have recognized the growing need for research on which key policy and strategic decisions are based.
			Logistics	Ontario College Graduate Certificate	<ul style="list-style-type: none"> • Canada is particularly well situated to capture trade opportunities emerging from developing economies and act as a gateway to North America. • Country's transportation network is well-developed and its services are diversified. • Efficiency of the transportation network is complemented by gateways and trade corridors that optimize the competitiveness of the system.

Business Accounting/Financial/ Materials Management (new growth, plus existing in this cluster area)	1,002	9.6%			
Media Arts	144	1.4%	Journalism – Broadcast and Electronic Media	Ontario College Diploma	<ul style="list-style-type: none"> • Good KPI Scores; • With 80 per cent of Canada’s population accessing online information on a regular basis, and 70% using mobile devices, electronic media is going to continue to be an increasingly important aspect of Canada’s journalism environment (Breikss, 2012).
			Advertising-Digital Media Management	Ontario College Graduate Certificate	<ul style="list-style-type: none"> • Digital ad spending topped \$100 billion in 2012, making up nearly 20% of total advertising investments; • Across the globe, digital ad spending is increasing faster than total media ad spending, making digital a key driver of total ad expenditures worldwide; and • Digital ad spending will continue to expand its share of total media ad spending through 2016.
			Interactive Media Management	Ontario College Graduate Certificate	<ul style="list-style-type: none"> • In 2010, a report estimated that the entertainment and media market in Canada is valued at over \$35 billion, and suggests that if current trends continue, it will increase to over \$51 billion by 2015; and • Report attributes the steady growth in the media industry in Canada to double-digit growth in Internet advertising and increases of Internet

					access payments, television subscriptions, trade magazines and out-of-home advertising.
			Advanced Filmmaking (requires capital investment)	Ontario Graduate Certificate	<ul style="list-style-type: none"> Canadian documentary film and television production more than doubled between 1996-97 and 2005-06; and In 2011-12, documentary production increased by 14.6%, to \$369 million, largely due to the rise in television production.
Media Arts (new growth, plus existing in this cluster area)	890	8.5%			
Agriculture/ Culinary/ Hospitality	278	2.7%	Hospitality Management – Food and Beverage	Ontario College Certificate	<ul style="list-style-type: none"> Great complement to roster at CFF; Provides opportunity for students in the food and beverage industry to learn the basics.
			Hospitality Skills	Ontario College Certificate	<ul style="list-style-type: none"> Good KPI Scores; In Ontario alone, hospitality and tourism generates more than \$25 billion in sales revenue and accounts for nearly 4% of the province's gross domestic product; and In 2010 there were approximately 1.61 million hospitality jobs in Canada, and that number is expected to grow as high as 2.14 million by 2030.
			Advanced Baking and Pastry	Ontario College Graduate Certificate	<ul style="list-style-type: none"> Good KPI Scores; Opportunities exist within commercial bakeries, catering companies, in-store bakeries, restaurants, hotels and resorts. Culinary-related programs offer a plenitude of industry partners to assist with start-up costs (if any); Adds to CFF expansion.

Agriculture/ Culinary/ Hospitality (contd.)			Brewmaster and Brewery Operations Management	Ontario College Diploma	<ul style="list-style-type: none"> • Craft brewers in Ontario have experienced massive growth in the last few years, meaning shortages of skilled brewhouse labour for many outfits.
			Culinary Management – Nutrition	Ontario College Diploma	<ul style="list-style-type: none"> • Good KPI scores; and • Opportunities exist within the food industry to meet the increasing demands of health-conscious consumers by combining the latest knowledge in the field of nutrition with food service management.
			Culinary Innovation & Food Technology	Ontario College Advanced Diploma	<ul style="list-style-type: none"> • Great complement to roster at CFF; • Field-to-fork trademark put to practice; • Great opportunities to engage and partner with local community businesses.
			Event Management	Ontario College Graduate Certificate	<ul style="list-style-type: none"> • Ontario a great host province for events; and • Program would complement Hospitality Management as well as Special Events Planning (all-encompassing college).
			Agribusiness Management	Ontario College Graduate Certificate	<ul style="list-style-type: none"> • April 1 marked the official launch of the Growing Forward 2 (GF2) policy framework for Canada's agricultural and agri-food sector; and • GF2 is a \$3 billion investment by federal, provincial and territorial (FPT) governments and the foundation for government agricultural programs and services over the next five years (2013-2018).
			Horticulture – Food and Farming (expand enrolment)	Ontario College Diploma	<ul style="list-style-type: none"> • Expansion of an already developed program.
			Horticulture Technician (expand enrolment)	Ontario College Diploma	<ul style="list-style-type: none"> • Expansion of an already developed program.

			Culinary Management (expand enrolment)	Ontario College Diploma	<ul style="list-style-type: none"> Very high level of student interest experienced in first year of delivery.
Agriculture/ Culinary/ Hospitality (new growth, plus existing in this cluster area)	497	4.7%			

Health	201	1.9%	Dietetic Technician	Ontario College Diploma	<ul style="list-style-type: none"> Aging population in Ontario; and Additional opportunities available in schools, day-care centres, weight management clinics, government agencies and prisons.
			Retail Pharmacy Technician (if able to secure capital and space for a dedicated lab)	Ontario College Diploma	<ul style="list-style-type: none"> Good KPI scores; With over \$5 billion in annual sales, the pharmaceutical industry in Ontario is dynamic and adaptable. Pharmacy technicians are set to occupy a more central role in preparing and dispensing medication; and Pharmacists will be well-placed to pursue pharmaceutical care.
			Activation Coordination in Gerontology	Ontario College Graduate Certificate	<ul style="list-style-type: none"> This program provides pathways for graduates of Durham's Recreation and Leisure Services, Fitness and Health Promotion and Personal Support Worker programs. According to the Canadian Institute for Health Information's (CIHI) Health Indicators 2011 report, in 2009 13.7% of the population in Ontario was reported as 65 and over; and Aging population is expected to exert greater

					demands on health-care services, accelerating the growth in health spending.
			Bachelor Behavioural Sciences	Ontario College Degree	<ul style="list-style-type: none"> By 2031, the number of Canadians with dementia will increase to 1.4 million from 747,000 and the cost to the economy will jump to nearly \$300 billion (Canadian) from \$33 billion. While the federal government has spent nearly \$1 billion on dementia issues, Canada is the only G8 country without a national strategy. Federal and provincial health officials are beginning to work together on the issue.
Health (new growth, plus existing in this cluster area)	2,156	20.7%			
Skilled Trades and Technology	110	1.1%	Welding Technician	Ontario College Diploma	<ul style="list-style-type: none"> Good KPI scores; Welding industry contributes more than \$5 billion to the Canadian economy and employs over 300,000 individuals; Traditional welding techniques continue to be important; There is a growing need for training in specialized forms of welding; In 2011 the global market for welding products was \$16.3 billion, and is projected to increase to more than \$21.9 billion by 2017.
			Renovation Techniques	Ontario College Certificate	<ul style="list-style-type: none"> Good KPI scores; Housing market in Canada is robust, and even though that growth is expected to slow, upgrades such as accessibility and energy-efficiencies are expected to maintain growth even when new housing inevitably decreases.

			Bachelor Health Care Technology Management	Ontario College Degree	<ul style="list-style-type: none"> • In North America, over the next 25 years, advances in electronics, optics and materials with further push the development of more sophisticated devices and technologies for diagnosis and therapy, which will continue the demand for biomedical engineers and the growth of the field of biomedical engineering (Griffith and Grodzinsky, 2001: 559); • Industry Canada (2009) estimated that the Canadian medical device market was valued at \$6.4 billion with an annual growth rate of 2 per cent between 2000 and 2008; and • In the same period, Canada's exports of medical devices increased from 1.6 billion to 2.6 billion.
Skilled Trades and Technology (new growth, plus existing in this cluster area)	729	7.0%			

BOARD REPORT

Public: ☒
In-Camera: ☐

Action Required:
Information/Discussion ☐
Decision ☒

DATE: January 8, 2014

FROM: Judy Robinson, Vice President Academic
(prepared by Michelle Cole)

SUBJECT: New Postsecondary Program of Instruction

A. Purpose

To obtain approval from the Board of Governors for the following postsecondary program of instruction:

1. *Behavioural Sciences*
 - *Duration: 9 semesters*
 - *Credential: Applied Bachelor Degree*
 - *School: Health and Community Services*

B. Background

Durham College's Strategic Plan (2013-2016) plan entitled "Community Building through Great Students, People, Partnerships and Actions", approved by the Board of Governors, states that "we will ensure the college is competitive within the post-secondary education system by launching four-year degree programs in strategic areas of the economy". This strategic initiative increases Durham College's competitiveness within the Ontario College system and is intended to be an important pillar of post-secondary scholarship at Durham College far into the future.

There are areas of strategic expertise and strength within Durham College's School of Health and Community Services, where UOIT has little or no presence, and where Durham College must chart its own course of action to provide academic opportunities for students and to extend its academic excellence. Durham College is eager to produce more graduates with the outstanding skills and expertise to be successful and to help build strong and thriving communities. Furthermore, our community partnerships will benefit greatly from the development and implementation of enhanced program offerings.

With this philosophy in mind, Durham College is proposing the development of a bachelor degree in the area of Behavioural Sciences. The college currently

offers diploma and advanced diploma programs in related fields through the School of Health and Community Services including Child and Youth Worker, Developmental Services Worker, Community Service and Child Studies Foundations, Early Childhood Education, and Social Service Worker. In addition, the school offers graduate certificates in Addictions and Mental Health and in Activation Coordination in Gerontology. The development and implementation of a degree in Behavioural Sciences complements the reputable range of applied, community-based programs currently offered at Durham College.

As per Minister's Binding Policy Directive 3.0 Programs, Framework for Programs of Instruction, a board of governors is responsible for approving programs of instruction a college will offer.

It is the role of the Durham College Board of Governors to ensure that programs of instruction are developed and implemented consistent with provincial standards where they exist; ensuring that all new and modified post-secondary programs of instruction lead to one of the following credentials – Durham College Certificate, Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, Ontario College Graduate Certificate or Applied Degree.

The Board will request validation that the programs of instruction conform to the Credentials Framework and are consistent with accepted college system principles, and that such credentials are awarded to students on successful completion of their respective programs of instruction, and are consistent with the Credentials Framework.

We confirm that Durham College is in compliance with all Minister's Binding Policy Directives noted above, for programs of instruction.

Discussion/Options

The Bachelor of Behavioural Sciences degree was envisioned by faculty, and various community stakeholders and organizations that strongly support the development and launch of this degree program. Durham College's Office of Research Services and Innovation prepared a comprehensive environmental scan indicating a significant need for graduates with the knowledge, skills, and analytical judgement that this bachelor program will provide. Further evidence of need is based on significant student interest, limited number of similar programs offered in Ontario, and the increased interest in the application of applied behavioural analysis to multiple populations due to increasing numbers in the demographics of special populations who can benefit from the interventions of the behavioural sciences professionals.

The Bachelor of Behavioural Sciences is a 4 year degree with specific emphasis on applied behavioural analysis, psychology, and cognitive behaviour theory. These foundational concepts are applied to behavioural interventions across the life span. The proposed program will provide a rich education that will allow

graduates to positively impact the lives of individuals in a variety of settings including in the home, community and care facilities. Graduates of this program will emerge with knowledge and skills in applied behavioural sciences and will function with confidence and communicate with ease in an interdisciplinary professional environment, valuing all contributions towards achieving positive outcomes for the clients.

A detailed submission for this program is attached to this Board Report.

Upon receiving approval from the Board for this program, Durham College will be applying for Ministerial Consent to offer this applied degree program pursuant to the *Post-secondary Education Choice and Excellence Act, 2000*.

The process for Ministerial Consent for a college level applied degree, as described in the PEQAB Handbook for Ontario Colleges, is as follows:

1. Ministry
 - a. determines whether the application falls under the Act
2. Minister
 - b. refers each application that falls under the Act to PEQAB
3. Secretariat
 - a. reviews the application
 - b. identifies potential assessors for the Quality Assessment Panel
 - c. posts the application on the PEQAB website
4. PEQAB
 - a. reviews the application
 - b. determines assessment strategy
 - c. appoints a Quality Assessment Panel
5. Quality Assessment Panel
 - a. reviews the submission against PEQAB standards and benchmarks
 - b. submits a written report to PEQAB
6. Secretariat
 - a. provides the report to the applicant for response
 - b. receives the applicant's response to the report
7. PEQAB
 - a. reviews the application, the report from the Quality Assessment Panel, the applicant's response and commitments made by the applicant during the review process and any additional information required to formulate a recommendation
 - b. submits a recommendation to the Minister
8. Ministry
 - a. ensures all fees have been paid in full
 - b. considers PEQAB's recommendation and any public policy or financial issues that may flow from the granting of a consent
 - c. communicates the decision about consent to the applicant

The approximate timelines to complete the review and final approval of a college degree submission is 6 to 18 months.

C. Financial/Human Resource Implications

Financial and human resource implications are described in the attached summary. It provides a detailed account of all capital and human resource requirements for the first five years of the program. A nine-year budget projection is also provided in the summary.

D. Implications for UOIT (if applicable)

There are no anticipated implications for UOIT resulting from the implementation of this new program recommendation.

There are currently no similar or related programs available at UOIT nor pathways opportunities for graduates of the proposed program.

E. Recommendation(s)

That the Durham College Board of Governors approves the postsecondary program of instruction for the Bachelor of Behavioural Sciences Degree program.

Ontario College Applied Bachelor Degree in Behavioural Sciences

Proposed program title: Behavioural Sciences	
Proposed credential:	Applied Bachelor Degree
Funding Unit:	2.90 (based on St. Lawrence College's program)
Weight:	1.30 (based on St. Lawrence College's program)
Name of dean submitting the request:	Susan Sproul, School of Health and Community Services
Proposed date of implementation:	September 2015
Date of review by PPRC committee:	June 2013
Year 1 enrolment:	40 students
Number of Semesters	9 semesters
Number of faculty required:	1 FT Faculty and 4 PT Faculty required in year 1 7.5 FT Faculty over the first 9 years of the program
Space requirements:	No additional space required
Capital costs:	No additional capital costs \$20,400.00 for library start-up and maintenance costs. See details below
Proposed Tuition	\$6,126.00

1.0 APPROVAL STAGES:

Check (✓)	Approval Stage
✓	Labour Market Assessed
✓	Student Demand Assessed
✓	New Program Proposal Document Reviewed by Manager, Program Development and Quality Initiatives and Dean
✓	Budget reviewed by Manager, Planning and Reporting; Vice President, Academic; Dean
✓	Budget approved by Vice President, Corporate Services and Chief Financial Officer
✓	Reviewed by Program Proposal Review Committee
✓	Approved by Vice President - Academic
N/A	Approved by Credentials Validation Service
✓	Reviewed by President
	Approved by Board of Governors

2.0 PROGRAM OVERVIEW:

Description:

The field of behavioural sciences has evolved quickly over the past decades. The behavioural sciences include a wide array of disciplines that explore and investigate human behaviour. The proposed Bachelor of Behavioural Sciences is a 4 year degree with specific emphasis on applied behavioural analysis, psychology, and cognitive behaviour theory. These foundational concepts are applied to behavioural interventions across the life span.

A strong focus on developing the graduate's ability to investigate and apply research to real-life situations exemplifies the applied aspect of the degree experience.

Behavioural science professionals work in a variety of settings in community and care centers with individuals and families across the life span. These professionals are integral contributors of the multi-disciplinary team.

Graduate Outcomes:

The intent of the program is to produce a graduate with knowledge, and skills in the behavioural sciences who can function with confidence and communicate with ease in an interdisciplinary professional environment and with clients and families. The principle competencies required were established as follows:

- To implement effective behavioural science intervention strategies with special needs populations across the life span;
- To communicate effectively with individuals and groups both orally and in writing in the role of consultant, teacher, negotiator, coach or interdisciplinary team member;
- To consistently demonstrate within their scope of practice standards related to ethical, legal, and professional conduct; and
- To expand conceptual thinking and awareness beyond the core competencies to include a breadth of scholarly awareness of the liberal arts and humanities.

Graduates of the program will be prepared for further study at the graduate level in behavioural sciences or related fields or to seek employment in the many areas associated with behavioural sciences including behavioural therapy, child and youth work, supporting individuals with developmental issues, and those with dementia. The academic preparation of the graduate of the Bachelor of Behavioural Sciences program will afford the graduate many opportunities to improve the lives of individuals and families both in institutional setting and the community. The inclusion of scholarly work related to a breadth of psychology as well as applied behaviour analysis will broaden the ability of the graduate to function as an effective member of an interdisciplinary team, valuing all contributions towards achieving the client's goals.

Although there is no required Canadian certification in the applied behavioural analytic field it is anticipated that students could pursue certification as a Board Certified Assistant Behaviour Analyst (BCaBA) through the US Behaviour Analyst Certification Board.

Vocational Learning Outcomes

At the completion of this program students will reliably demonstrate the ability to:

1. Implement effective behavioural strategies including assessment, intervention, and monitoring with groups, families, and individuals across the life span that enhances desired behaviours and functioning in society.
2. Consult with parents, care providers and other professionals as part of a collaborative, flexible and holistic planning process.
3. Analyze contemporary psychological theories, and methodologies to develop a systematic process for application across the lifespan.
4. Apply theories for individual and group counselling with a focus on the behavioural sciences and cognitive therapy.
5. Examine group behaviour and the effect group functioning has on organizational effectiveness.
6. Consistently apply appropriate standards related to ethical, legal, and professional conduct responsibilities including professional limits of knowledge and scope of practice.
7. Critically analyse and apply qualitative, quantitative, and single subject design research to support best practices in the behavioural sciences.
8. Communicate effectively through written, oral, and visual media with individuals, groups and other professionals to support the needs of clients.
9. Apply in-depth knowledge and appreciation of the impact of culture, special populations, and human diversity on behaviour and response to effective behaviour analytic interventions.
10. Apply and evaluate the principles of teaching and learning to teach others who will implement the behavioural intervention plan.
11. Participate in reflective practice through professional development and plans for engagement in life-long learning to enhance and maintain professional competence.
12. Consistently apply principles of academic integrity, research ethics, and critical scholarship.

Admission Requirements:

Behavioural Sciences Bachelor Degree candidates must have the following secondary school credits or their equivalent:

1. Ontario Secondary School Diploma or equivalent
2. Six Grade 12 courses at the U or U/C level at a minimum average of 65% including
3. Grade 12 English – ENG4U required or equivalent with a final grade minimum of 70%
4. Grade 12 Math - MGA4U or MCB4U or equivalent with a minimum grade of 65%

3.0 PROGRAM OF STUDY

Year & Semester	Course Title	Course Description	Lecture Hours
Year 1			
Semester 1	Communications – Critical Thinking & Writing	This course is designed to help students develop their scholarly written, communication, and presentation skills. Using technology and the internet, students will be provided with the opportunity to develop skills related to the technical and content aspects of scholarly research, referencing and writing using the American Psychological Association format. Active learning strategies will develop the students' critical thinking skills as they research and evaluate library and online materials discriminating between scholarly and non-scholarly resource materials. Academic integrity and avoiding plagiarism will be emphasised. This course will culminate with students preparing and presenting an academic paper which reflects a scholarly level of research and writing skills.	3
	Introduction to Psychology	Following a brief history of psychology this course introduces students to the basic concepts and issues of modern psychology including the scientific study of behaviour, motivation, personality development, learning, consciousness, sensation and perception, the biological basis of behaviour and social psychology. Connections to everyday experiences will ground the introduction through student-centered learning activities.	3
	Applied Behavioural Analysis I	This seminal course will orient students to the concepts, processes, and scientific principles of behaviour on which the field of behaviour analysis was founded. Topics of study will include the history of the experimental analysis of behaviour and applied behaviour analysis (ABA) as well as the role of basic principles in producing socially meaningful behaviour change. The course will cover the theoretical foundations and clinical implications of operant and respondent conditioning, and basic models of quantitative analyses of behaviour. Students will learn the principles, processes and concepts that define	3

Year & Semester	Course Title	Course Description	Lecture Hours
		ABA and how ABA can be applied to issues of social relevance.	
	Cognitive Behaviour Therapy I	This course will provide students with an introductory knowledge of Cognitive Behaviour Therapy. The major theoretical foundations and applications of CBT will be explored. Students will, at an introductory level, learn how to apply the CBT model to a variety of clinical issues.	3
	Therapeutic Communication Skills I	This course will focus on the development of counselling skills which facilitate an effective, therapeutic relationship with clients and their caregiving circle. The course will introduce students to the theory and practice of effective therapeutic communication and will highlight the importance of ethical, client-centred practices	3
Semester 2	Developmental Psychology	This course introduces students to the theory and research of developmental psychology. Students will develop an understanding of the language, research methods, theories and concepts of developmental psychology including biological, cognitive, social, and linguistic aspects of development across the lifespan from conception to older adulthood.	3
	Autistic Spectrum Disorders	Autism Spectrum Disorder is a complex neurological disorder that manifests in childhood and is characterized by deficits in social communication and repetitive patterns of behaviour and interests. Students will review important historical events related to the study of ASD and analyze current diagnostic, assessment and evidence-based treatment methods. A particular focus will be placed on behavioural intervention strategies including Intensive Behaviour Analysis.	3
	Applied Behavioural Analysis II	This course will build upon content covered in ABA I. This course will examine measurement of behaviour and assessment techniques by focusing on how environmental events influence behaviour, and behaviour analytic strategies by which behaviour may be changed.. Students will learn how to define behaviour in observable and measurable terms and explore the various measurements that can be applied to behaviour in order to assess change. Students will also examine the assessment of behaviour using both descriptive and functional assessments. The emphasis of the course is on the knowledge and skills necessary to plan, develop and implement interventions for behaviour problems in a variety of settings including, but not limited to, business and	3

Year & Semester	Course Title	Course Description	Lecture Hours
		industry, education, and health and human services.	
	Elective		3
	Introduction to Ethics & Professionalism	This course focuses on important ethical theories and practical applications relating to science, technology and healthcare practitioners and managers in the workplace. Through readings, case studies, and discussions the class evaluates alternative ethical systems and norms of behaviour and draws conclusions as to the right, proper and just decisions and actions in the face of moral dilemmas. The focus of this course is on the decision process, values and consistency of values of the individual and on the impact of systems control and incentives on technical and managerial morality. One objective of the course will be to motivate the students to recognize the need and develop plans for engagement in life-long learning.	3
Year 2			
Semester 3	Therapeutic Communications II	This course will build on the counselling skills developed in the 'Therapeutic Communication Skills I' course. The focus of this course will be on the development and mastery of specialized counselling skills which enhance motivation and promote change in behaviours of clients and their caregiving circle.	3
	Abnormal Psychology	This course introduces the student to the study of abnormal human behaviour through the use of different theories and perspectives; core concepts such as etiology, prognosis, and treatment and other fundamental issues in abnormal psychology, such as stigma, cultural issues, which are essential to understanding mental health issues.	3
	Psychology II	Continuing their studies in psychology students will study more advanced topics in neurophysiology and the nervous system, sensation, perception, memory, and language. Students will also investigate psychopathology and psychotherapy, and apply their knowledge in assignments rooted in real-world applications.	3
	Childhood Disorders	This course is designed to teach the student about behaviourally-based therapeutic approaches and techniques that have been empirically supported with children. Course content will focus on the theoretical conceptualization of clinical problems and the conceptual rationale for selecting and implementing behaviour therapy techniques. Students will also become familiar with specific protocols for implementing several practical intervention skills.	3
	Elective –		3

Year & Semester	Course Title	Course Description	Lecture Hours
Liberal Arts			
Semester 4	Psychopharmacology for the Behavioural Sciences	This course introduces the students with an introduction to the concepts of pharmacological treatment of psychological disorders. Students will learn the basics of human hormonal and neurochemical processes associated with human behavior, cognition, and emotions. They will, then, integrate their understanding of the organization and functioning of the Central Nervous System with its relationship to therapeutic effects of pharmacotherapy for psychological and behavioral symptoms. The pertaining clinical issues, such as side effects, drug interactions, possible development of physical/psychological dependence, and high cost of medications are also explored. Furthermore, students will gain understanding of how pharmacotherapy is incorporated in the multimodal treatment of specific psychological disorders.	3
	Dynamics of Family Relationships	This course provides students with an introduction to a family systems perspective to understanding individual behaviour. Students will gain an understanding of how the family systems practitioner addresses human behaviour and behaviour problems as expressions of family interactions, dynamics and structures. Individual therapy will be contrasted with a family systems approach and the student will be introduced to the concept of "the individual in context".	3
	Quantitative Research Methods & Statistics	This course will introduce students to the statistical techniques used to form conclusions from psychological data. Data analysis including descriptive, inferential and computer analysis techniques will be explored. Textbook and professor support and other college resources are in place to ensure your success in this course.	3
	Applied Psychology Approaches for Older Adults	This course introduces the student to aging as a lifelong process where individuals interact with their environment in ever-changing ways. Although common co-morbidities and challenges develop across the lifespan, various assessment and treatment methods exist to address these behavioural excesses and deficits. This course will examine how professionals can effectively and ethically apply psychological approaches to issues pertaining to our aging population.	3
	Elective		3
Year 3			

Year & Semester	Course Title	Course Description	Lecture Hours
Semester 5	Developmental Disabilities and Acquired Brain Injury	This course will provide students with an overview of the unique characteristics and supports needs of adults living with Acquired Brain Injury or Developmental Disabilities (including Autism Spectrum Disorder). Students will be introduced to current empirically-based best practise for addressing behavioural issues common to each group.	3
	Cognition & Thinking	This course is an introduction to cognitive processes, including topics in the areas of attention, memory, language and reasoning. Students will be exposed to and participate in on-line laboratory demonstrations and experiments.	3
	ABA III – Behavioural Assessment & Intervention	This course will build upon content covered in ABA I and ABA II. Students will learn specific behaviour change procedures including antecedent and consequent based interventions as well as skill acquisition procedures. Students will be prepared to identify, implement, and maintain effective behavioural interventions in applied settings. This course introduces key elements of behavioural assessment including systematic assessment of preference. Course objectives will include teaching students to select and implement function-based interventions for the reduction of problem behaviours, skills-based and antecedent prevention strategies, and a variety of behavioural teaching strategies. Review of strategies for promoting procedural integrity and facilitating the generalization and maintenance of treatment effects will also be examined.	3
	Qualitative & Mixed Method Research	The Introduction to Research Methods in Social Science course provides students with an overview of quantitative, qualitative, and mixed-methods approaches to systematic investigation. Students will design a primary research study and develop a purpose statement, identify research questions/hypothesis, and select an appropriate research method to satisfy the research questions/hypothesis. The importance of secondary research and ethical considerations in research will also be explored.	3
	Group Dynamics and Counselling	This course provides students with an overview of the concepts and principles relevant to therapeutic group work with a particular focus on behavioural interventions. Students will explore types of groups, the characteristics of effective group leaders, ethical issues in group work, the theories and techniques of group counselling, the different stages of group work	3

Year & Semester	Course Title	Course Description	Lecture Hours
		and the application of group work to a variety of behavioural issues and populations. An experiential component of the course provides students with the opportunity to experience group process both as a group member and facilitator.	
Semester 6	Intro to Integrated Practicum Seminar	This 15-hour Integration Seminar provides students with a weekly opportunity to meet with the field placement coordinator and other students to discuss field placement experiences and further integrate class work with the field placement. The seminar will also provide opportunities to discuss issues and explore topics in the Behaviour Sciences that may not be specifically addressed in the classroom.	1
	Organizational Behaviour Management	This course will introduce students to the study of Organizational Behaviour Management (OBM). OBM or Performance Management is the application of the principles of behavioural science to organizational problems such as training, safety, and quality assurance measures. Students will explore a range of contemporary research related to the field of OBM and design strategies for addressing organizational issues using OBM assessment and treatment interventions.	3
	Single Case and Behaviour Analytic Research Methods	The purpose of this course is to introduce students to the fundamentals of single-case and behavior-analytic research methods. The course will cover the theoretical foundations of empirical research as well as practical issues in conducting experimental research. Special attention will be paid to conducting meaningful experimental research in applied settings. The course content is primarily based on contemporary book chapters, with additional articles from peer-reviewed journals. In addition to the in-class discussions based on the assigned readings, each student will be responsible for several additional assignments. These assignments are mostly practical in nature and include learning how to calculate interobserver agreement, create single-case design graphs, identify experimental design flaws in the published literature, criticize empirical research, and write a research prospectus.	3
	Canadian Culture	This course engages the student to critically reflect on Canada's complex social, economic, political, environmental and cultural realities with an interdisciplinary approach to contemporary issues that contrasts widely circulated assumptions and ideas with critical viewpoints. Canadian society is characterized by a multitude of social cleavages based	3

Year & Semester	Course Title	Course Description	Lecture Hours
		on history, geography, language, ethnic origins, gender, ability and economic status which, taken together, provide differing views of the nation's identity. The student will be offered the opportunity to explore those views and analyze the factors that inform them through readings and discussions from conventional viewpoints as well as writings of academics and writers from marginalized segments of Canadian society.	
	Cognitive Behaviour Therapy II	This course will build on student knowledge and skill acquired in Introduction to CBT. Focus will be placed on advanced topics and applications in CBT including Acceptance and Commitment Therapy, Mindfulness-Based Cognitive Therapy, Dialectical Behaviour Therapy and the application of these interventions in complex clinical issues.	3
Semester 7	Integrated Professional Practice (Field) 15 wks @ 40hrs / week = 560 hrs	Students are provided with an opportunity to integrate their educational studies in a in a treatment setting for 40 hours a week for a consecutive 14 week period. Under the supervision of an appropriately credentialed supervisor, students will be responsible for developing and implementing advanced behavioural assessment and intervention plans, use competency-based training to teach others how to carry out behavioural assessment and intervention procedures, and assist in the design and delivery of an introductory level general instructional program in applied behaviour analysis.	40
Year 4			
Semester 8	Thesis Project I	The Thesis I and II courses assist students in completing a major research project or academic paper that demonstrates their professional and academic competencies learned in the Behavioural Science Degree program. With the support of the professor, students in the Thesis I course will independently develop and present a research project/paper proposal. Students are encouraged to pursue collaborative relationships with industry professionals from their practica and professors from other courses. Students are expected to start the course with few ideas for their major research project/paper.	4
	Interdisciplinary Studies	This course introduces students to interdisciplinary studies. Interdisciplinary studies focuses on integrating theoretical perspectives from two or more disciplines to solve problems. Students in this course will apply their research and critical thinking skills to highlight the opportunities and challenges associated	3

Year & Semester	Course Title	Course Description	Lecture Hours
		with disciplinary, multidisciplinary, trans- disciplinary and interdisciplinary thinking. Students will be challenged to integrate an area of psychology with a specific social science disciplinary field (e.g., education, geriatric care, etc.) to solve a practical problem in the workplace.	
	Elective – Liberal Arts		3
	Issues and Advanced Ethics in Applied Behavioural Analysis	This course introduces the student to the ethical and professional practice of applied behavioural analysis. Topics covered include consent to treatment issues, confidentiality, conflict of interest, assessment, behavioural change interventions, accountability measures, reporting, and relevant legislation. Content is drawn from the BACB® Guidelines for Responsible Conduct for Behaviour Analysts and the ONTABA Standards of Practice for Practitioners of Behaviour Analysis in Ontario.	3
	Teaching, Training & Coaching	This course introduces students to practical strategies of facilitating learning in professional settings for clients, families, and colleagues. Facilitating learning can be a complex process requiring a mix of teaching, training, and coaching strategies. Students will learn how to identify and match learning needs with appropriate teaching, training, and coaching methods. Students will have the opportunity to apply their skills from this course in teaching, training, and coaching other students within the college community.	3
Semester 9	Thesis Project II	The Thesis I and II courses assist students in completing a major research project or academic paper that demonstrates their professional and academic competencies learned in the Behavioural Sciences Degree program. Students will enact their Thesis Proposal, as approved by the professor, developed in the Thesis I course. Students in this course will continue to work independently, checking in with the professor on weekly basis through online discussions on the course website and in-class student seminars. It is expected that students will share the results of their Thesis project/paper within the college community as well as with local community agencies and/or related professional learning communities.	4
	Reflective Practice & Professional Development	The completion of a degree is only the beginning of one's professional learning. In this course, students will transition from traditional models of classroom-based learning and develop a professional development portfolio. Students will explore and identify models of self-directed learning including, critical reflection, webinars, professional and	3

Year & Semester	Course Title	Course Description	Lecture Hours
		academic conferences, MOOCs, and other learning opportunities to refine their professional goals and map out plan to further their professional learning.	
	Elective – Liberal Arts		3
	Advanced Topics in Behaviour Science	This course is designed for students in their final year of study in the Behavioural Psychology program. Students will further develop scientific enquiry and analytical skills through the self-selected study of current topics of personal interest in the field of applied behaviour analysis.	3

4.0 STRATEGIC ALIGNMENT

Strategic Fit

Durham College has decided to augment its post-secondary offerings by adding the Bachelor of Behavioural Sciences degree program for the following strategic reasons:

- There is a current and increasing need for professionals with a strong foundation in the behavioural sciences;
- Durham College offers several diploma and graduate certificate programs in related fields and has demonstrated expertise in this area;
- Student interest is expected to be high because there are currently only 2 degree level programs in behavioural sciences in Canada. This will provide direct entry students with expanded opportunities for study and existing diploma program graduates with an opportunity for pathways to further education;
- Market research in the field and confirmation from Program Advisory Committee members indicates that current and future employment opportunities will be very favourable; and
- Changing Canadian demographics and the resulting care needs can be met by graduates with the knowledge to contribute and succeed equally effectively with individuals and families in long-term care facilities or in the community.

Programs that could feed into the proposed program	Other complementary programs within School	Advanced programs which graduates of this program may consider within college
<ul style="list-style-type: none"> - Early Childhood Education - Social Services Worker - Child and Youth Worker - Developmental Services Worker - Practical Nursing - Fitness and Health Promotion 	N/A	<ul style="list-style-type: none"> - Addictions and Mental Health - Communicative Disorders Assistant - Activation Coordination in Gerontology - Mediation – Alternative Dispute Resolution - Youth Corrections and Interventions

5.0 LABOUR DEMAND:

A recent Durham College survey demonstrated the growing need for the knowledge, skills and analytical abilities of the Behavioural Sciences graduate. This was evidenced by the expression of demand for their skills by employers in the community and in-care facilities.

Special needs populations across the life span can benefit from the interventions provided through the behavioural sciences. Over the past 6 years the incidence of autistic spectrum disorders has increased by 37%. This alarming increase in the prevalence of these disorders has left social service agencies searching for qualified individuals to fill their employment needs.

In 2011, the Behaviour Supports Ontario program came into effect with a \$40 million initial investment and \$4.06 million per year of ongoing financial support in the Durham Region. The goal of the project is to train health professionals to provide support to families to keep seniors in their home environments and to increase the dignity and respect offered to individuals in long term care settings by reducing the need for restraints, either physical or chemical. This program is particularly targeted to individuals with dementia and the behaviour issues associated with the disorder. Extrapolating from the current 250,000 + individuals who are supported in long-term care facilities and the projections that the rate of dementia will increase from 2.5-3.0% per year, by just 2016 almost one quarter million individuals will be impacted by dementia. The behavioural sciences field has been proven to be effective in increasing desirable behaviours in clients with dementia through teaching, practice and encouragement. This scientific approach not only changes behaviours but clearly demonstrates that methods used were responsible for those changes. The need for dementia patients in long term care centers to manage their unwanted and sometimes violent or antisocial outbursts can be positively influenced by the behavioural science professional.

Behavioural science interventions have proven effective in managing the similar symptoms of patients with acquired brain injury (ABI). In 2012 the Brain Injury Center of Canada stated that approximately 5.6 million Canadians were living with a neurological condition caused by trauma, stroke, head injury, infection or substance abuse. The impairments associated with ABI are often similar to dementia and include memory, emotional,

communication, perceptual or sensory, and behavioural issues. Behavioural interventions similar to those effective with dementia patients have garnered significant success with individuals with ABI.

The statistical evidence of the increasing incidence of autistic spectrum disorders in children, dementia in seniors, and the continuing incidence of acquired brain injury has caused community, social services, and long-term care centers to begin preparing for the increasing numbers in these patient populations. Members of the Program Advisory Committee clearly expressed their current and anticipated increased need to have graduates prepared for future employment in the area of behavioural sciences and were eager to offer their organizations and institutions for field placement for the students. This coupled with the HRDC Labour Market Projections which indicate the existing and increasing need for qualified professionals in the areas of health, community and social services supports the need for this behavioural sciences program.

6.0 STUDENT INTEREST:

Currently, only 2 Canadian degree level programs exist related to the behavioural sciences with a focus on applied behavioural analysis; one in British Columbia and one in Ontario. According to the program statistics both of these programs are consistently oversubscribed suggesting a student demand that cannot be fulfilled by the current academic offerings. Further, a recent survey of students in related programs at Durham College suggested that students would appreciate the opportunity of further study that a bachelor's degree would afford them or that they would have considered direct entry into an applied degree in Behavioural Sciences.

According to OCAS (2013) statistics, applications to the St. Lawrence –Brock University program over the past 5 years averaged 325 per year with confirmed acceptances of just 75 students on average per year. This program remains highly oversubscribed confirming interest in studying in the field of behavioural sciences. The Durham College program will meet the learning needs of those students who wish to enter the field of behavioural sciences and will provide an additional option. Strong enrolment potential suggests that the program will be financially sustainable. For example, the OCAS database statistics demonstrate that the applications for the 1 year Autism and Behavioural Science Graduate Certificate program increased by 54% from 2009 – 2013. In 2009, 955 applications were received by 6 colleges and in 2013, 1,471 applications were received by 9 colleges. Further, of the 5779 students who applied for the graduate certificate from 2009-2013, only 1503 were enrolled in the first year. Although there are several reasons why students apply but do not attend a program, it is likely there was insufficient capacity to meet the student demand.

7.0 ANALYSIS OF COMPETITION:

An analysis of colleges and universities offering similar programs has determined that the proposed Durham College Bachelor degree in Behavioural Sciences is one of few similar programs in the system. As mentioned above, in Ontario St. Lawrence College and Brock University offer a collaborative BA and Bachelor of Behavioural Science Technology Diploma, and Capilano University in British Columbia offers a Bachelor of Applied Behaviour Analysis.

Below is a listing of college and university programs with somewhat related degree programs include the following:

North American Universities:

- University of Windsor: BSc Honours in Behaviour, Cognition and Neuroscience
- Rowan University(an affiliate of Rutgers' University), New Jersey, USA: Bachelor of Psychology (Applied Behaviour Analysis Specialty)
- Florida International University, FL. USA: Bachelor of Behaviour Analysis, BBA

Ontario Colleges:

- Algonquin, Confederation, Fanshawe, George Brown, Georgian, Lambton, Mohawk, Niagara, Northern, St. Clair: Autism & Behavioural Science Ontario College Graduate Certificate
- George Brown & St Lawrence: Behavioural Science Technician Ontario College Advanced Diploma
- Durham, Algonquin, Confederation, Fanshawe, Georgian, Lambton, Niagara, Northern, St. Clair, Cambrian, Centennial, Confederation, Loyalist, Humber: Developmental Service Worker (DSW) Ontario College Diploma

8.0 TARGET MARKET:

The target market for this program includes direct entry students and graduates of related college diploma programs including; Development Service Worker (DSW), Social Support Worker (SSW) and Child and Youth Worker (CYW). Many of the students would meet the application requirements for the proposed degree program and Durham College has an established and reputable foundation in the DSW, SSW, and CYW programs. Graduates of these programs could pursue the proposed bachelor's degree upon completion of their diploma programs. Graduates of the degree level behavioural sciences program would have expanded employment and professional prospects, and increased opportunities for further studies at the master's level. Members of the PAC suggested that the program would be a significant opportunity for professional development and credential upgrading to individuals working in the area of behavioural analysis and the related fields.

9.0 MONITORING AND EVALUATING DURING THE FIRST YEAR OF OPERATION:

Year 1		
	Expected Enrolment:	40 students
	KPI Student Satisfaction Rate:	N/A
	Financial:	On budget

10.0 PROJECTED OPERATING REVENUE AND EXPENSES:

Enrolment Projections & Staffing Implications

Year	Cumulative Enrolment		Staffing Requirements - Projected			
	Full-time	Part-time	Cumulative Full-time Faculty Equivalents (F.T.E.)	Cumulative Part-time Faculty Equivalents (P.T.E.)	Classroom Support Technicians	Ratio of Full-time Students/ Full-time Faculty
Year 1	40	0	1	4	0	Lecture 40:1 Lab/Tutorial
Year 2	76	0	2	8	0	Lecture 76:2 Lab/Tutorial
Year 3	110	0	3	16*	0	Lecture

						110:3 Lab/Tutorial
Year 4	142	0	4	19	0	Lecture 142:4 Lab/Tutorial

Method Used to Calculate Cumulative Enrolment for the Behavioural Sciences Bachelor Degree

Year	Retention Rate	Year 1	Year 2	Year 3	Year 4
		2015-16	2016-17	2017-18	2018-19
1		40	40	40	40
2	90%	-	36	36	36
3	95%	-	-	34	34
4	95%	-	-	-	32
		40	76	110	142

Library Budget

Resource Type	Start Up Costs	Maintenance Costs per Year (EXCLUDING inflation and general price increases i.e. add 3 to 4% each year after year two of the Program)
Print Books	\$6,500	\$2,000
Electronic Books	\$5,000	\$2,500
E-Journals (enhanced coverage and new titles)	\$2,200	\$2,200
TOTAL	\$13,700	\$6,700

Estimated Start-up Applied Degree Library Staffing Costs

Staff Member	Annual Wage Plus Benefits based on 2013 data
Library Technician	\$55,000
TOTAL	\$68,700

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Bachelor Behavioural Sciences			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9		
2	Degree			2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021	2021-22	2022-23	2023-24		
3														
4	ENROLMENTS -2 semester	1		40	40	40	40	50	50	50	50	50		
5		2	90%	-	36	36	36	36	45	45	45	45		
6		3	95%	-	-	34	34	34	34	43	43	43		
7		4	95%	-	-	-	32	32	32	32	40	40		
8				40	76	110	142	152	161	170	178	178		
9														
10														
11	REVENUE & EXPENSE			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9		
12														
13	Funding Units generated	0.900	est. weight	36.0	68.4	99.2	128.0	137.0	145.1	152.8	160.0	160.0		
14														
15	Funding units as per current 3 year average, 2 year slip			\$0.0	0.00	12.00	34.80	67.86	98.52	121.38	136.68	144.95		
16														
23														
24														
25	Grant value per Funding Unit		\$4,275	\$4,275	\$4,275	\$4,275	\$4,275	\$4,275	\$4,275	\$4,275	\$4,275	\$4,275		
26														
27	Tuition fee for 2 semesters		\$6,162	\$6,162	\$6,286	\$6,412	\$6,540	\$6,671	\$6,804	\$6,940	\$7,079	\$7,221		
28	Lab Fees for 2 semesters		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
29	Incidental fee- 2 semesters		\$0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
30														
31	Grant revenue			\$0	\$0	\$51,300	\$148,770	\$290,102	\$421,173	\$518,900	\$584,307	\$619,640		
32	Tuition revenue			246,493	477,736	706,602	929,988	1,015,326	1,096,805	1,178,065	1,258,292	1,283,533		
33	Incidental + Lab Fees			-	-	-	-	-	-	-	-	-		
34	TOTAL REVENUE			\$246,493	\$477,736	\$757,902	\$1,078,758	\$1,305,428	\$1,517,978	\$1,696,965	\$1,842,599	\$1,903,173		
35	TOTAL EXPENSE			245,628	468,512	783,979	1,003,040	1,208,449	1,428,910	1,728,504	1,777,468	1,812,575		
36	NET SURPLUS (DEFICIT) FOR YEAR			\$865	\$9,224	(\$26,076)	\$75,718	\$96,979	\$89,068	(\$31,539)	\$65,132	\$90,598		
37	ACCUMULATED SURPLUS (DEFICIT)			\$865	\$10,089	(\$15,987)	\$59,731	\$156,710	\$245,778	\$214,239	\$279,370	\$369,968		
38	NET SURPLUS (DEFICIT) FOR YEAR - %			0%	2%	-3%	7%	7%	6%	-2%	4%	5%		
39	TARGET NET SURPLUS			N/A	Breakeven	40%	40%	40%	40%	40%	40%	40%		
40														
41	INCREASE OVER PRIOR YEAR:													
42	Grant value			0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
43	Tuition fees			2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%		
44	Incidental fees			2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%		
45	Salaries			2.0%	2.0%	2.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%		
46	Central overheads			3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%		
47	Facilities			3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%		
48	Lab Fees			2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%		
49	Bachelor Behavioural Sciences			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9		
50	NUMBER SECTIONS TO BE TAUGHT													
51														
52	1st year	Lecture	40	1	1	1	1	2	2	2	2	2		
53		Lecture	40	1	1	1	1	2	2	2	2	2		
54		Lab	20	2	2	2	2	3	3	3	3	3		
55		Tutorial or L	20	2	2	2	2	3	3	3	3	3		
56														
57	2nd year	Lecture	40	-	1	1	1	1	2	2	2	2		
58		Lecture	40	-	1	1	1	1	2	2	2	2		
59		Lab	20	-	2	2	2	2	3	3	3	3		

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
60		Tutorial or L	20	-	2	2	2	2	3	3	3	3		
61														
62	3rd year	Lecture	40	-	-	1	1	1	1	2	2	2		
63		Lecture	40	-	-	1	1	1	1	2	2	2		
64		Lab	20	-	-	2	2	2	2	3	3	3		
65		Tutorial or L	20	-	-	2	2	2	2	3	3	3		
66														
67	4th year	Lecture	40	-	-	-	1	1	1	1	1	1		
68		Lecture	40	-	-	-	1	1	1	1	1	1		
69		Lab	20	-	-	-	2	2	2	2	2	2		
70		Lab/Tutorial	20	-	-	-	2	2	2	2	2	2		
71														
72	Bachelor Behavioural Sciences		hours/wk	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9		
73	SECTION HOURS ONE WEEK:		(30 weeks)											
74	1st year	40	30	30.0	30.0	30.0	30.0	60.0	60.0	60.0	60.0	60.0		
75		40	0	-	-	-	-	-	-	-	-	-		
76		20	0	-	-	-	-	-	-	-	-	-		
77		20	0	-	-	-	-	-	-	-	-	-		
78			30	30.0	30.0	30.0	30.0	60.0	60.0	60.0	60.0	60.0		
79														
80	2nd year	40	30	-	30.0	30.0	30.0	30.0	60.0	60.0	60.0	60.0		
81		40	0	-	-	-	-	-	-	-	-	-		
82		20	0	-	-	-	-	-	-	-	-	-		
83		20	0	-	-	-	-	-	-	-	-	-		
84			30	-	30.0	30.0	30.0	30.0	60.0	60.0	60.0	60.0		
85														
86	3rd year	40	45	-	-	45.0	45.0	45.0	45.0	90.0	90.0	90.0		
87		40	0	-	-	-	-	-	-	-	-	-		
88		20	0	-	-	-	-	-	-	-	-	-		
89		20	0	-	-	-	-	-	-	-	-	-		
90			45	-	-	45.0	45.0	45.0	45.0	90.0	90.0	90.0		
91														
92	4th year	40	27	-	-	-	27.0	27.0	27.0	27.0	27.0	27.0		
93		40	0	-	-	-	-	-	-	-	-	-		
94		20	0	-	-	-	-	-	-	-	-	-		
95		20	0	-	-	-	-	-	-	-	-	-		
96			27	-	-	-	27.0	27.0	27.0	27.0	27.0	27.0		
97														
98	TOTALS	40	132.00	30.0	60.0	105.0	132.0	162.0	192.0	237.0	237.0	237.0		
99		40	-	-	-	-	-	-	-	-	-	-		
100		20	-	-	-	-	-	-	-	-	-	-		
101		20	-	-	-	-	-	-	-	-	-	-		
102			132.00	30.0	60.0	105.0	132.0	162.0	192.0	237.0	237.0	237.0		
103	Bachelor Behavioural Sciences			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9		
104	Staffing Data													
105														
106	Total hours per week all sections			30.0	60.0	105.0	132.0	162.0	192.0	237.0	237.0	237.0		
107	Weeks per year		30	30	30	30	30	30	30	30	30	30		
108	Total section hours to be taught			900	1,800	3,150	3,960	4,860	5,760	7,110	7,110	7,110		
109														
110	Average teacher contact hours one week			13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0		
111	Number teacher contact weeks			30	30	30	30	30	30	30	30	30		
112	Average teacher contact hours per year			390	390	390	390	390	390	390	390	390		
113														

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
114	Total FTE faculty required			2.3	4.6	8.1	10.2	12.5	14.8	18.2	18.2	18.2		
115	add: co-ordinator top-up			0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	1/4	std TCH
116	Adjusted FTE faculty required			2.6	4.9	8.4	10.5	12.8	15.1	18.5	18.5	18.5		
117	deduct: PT component	60%		-1.5	-2.9	-5.0	-6.3	-7.7	-9.0	-11.1	-11.1	-11.1		
118	FT faculty component			1.1	2.0	3.4	4.2	5.1	6.1	7.4	7.4	7.4		
119														
121	FT Faculty (new July starts)	9 months		0.8	0.7	1.1	0.6	0.7	0.8	1.0	0.0	0.0		
122	FT Faculty (ongoing)	12 months		0.3	1.3	2.3	3.6	4.4	5.3	6.4	7.4	7.4		
123	PT Faculty			1.5	2.9	5.0	6.3	7.7	9.0	11.1	11.1	11.1		
125	Faculty clerical support			0.0	0.0	0.1	0.1	0.1	0.2	0.2	0.2	0.2	100	
126	Classroom support technicians			0.4	0.8	1.1	1.4	1.5	1.6	1.7	1.8	1.8	100	
127	Commons' /Library support technicians			0.4	0.8	1.1	1.4	1.5	1.6	1.7	1.8	1.8	100	
128	Total FTE Teaching staff			3.4	6.4	10.6	13.4	15.9	18.4	22.0	22.2	22.2		
129														
130	BASE SALARY RATES:													
131	Co-ordinator premium			\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300	\$3,300		
132	FT faculty	2%		\$95,000	\$96,900	\$98,838	\$100,815	\$102,831	\$104,888	\$106,985	\$109,125	\$111,308		
133	Admin assistant	2%		\$45,000	\$45,900	\$46,818	\$47,754	\$48,709	\$49,684	\$50,677	\$51,691	\$52,725		
134	Faculty clerical support	2%		\$50,000	\$51,000	\$52,020	\$53,060	\$54,122	\$55,204	\$56,308	\$57,434	\$58,583		
135	Classroom support technicians	2%		\$65,000	\$66,300	\$67,626	\$68,979	\$70,358	\$71,765	\$73,201	\$74,665	\$76,158		
136	Commons' /Library support technicians	2%		\$55,000	\$56,100	\$57,222	\$58,366	\$59,534	\$60,724	\$61,939	\$63,178	\$64,441		
137	Bachelor Behavioural Sciences			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9		
138	EXPENSE SUMMARY													
139														
140	Co-ordinator premium			3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	1	co-ord
141	FT Faculty			99,750	188,955	331,107	418,381	519,297	634,570	786,343	802,070	818,111		
142	PT Faculty			47,500	93,670	164,730	211,711	263,933	314,663	395,846	403,763	411,838	1/3	FT rate
143	Faculty clerical support			1,275	2,474	4,344	5,545	6,901	8,308	10,389	10,597	10,809		
144	Classroom support technicians			26,000	50,388	74,524	98,087	107,085	115,686	124,258	132,716	135,371		
145	Commons' support technicians			22,000	42,636	63,059	82,997	90,610	97,888	105,141	112,298	114,544		
146	TOTAL ACADEMIC SALARIES			199,825	381,423	641,064	820,021	991,126	1,174,415	1,425,277	1,464,744	1,493,973		
147	Employee benefits FT Faculty			22,671	42,296	73,570	92,770	114,971	140,331	173,721	177,181	180,710	22.0%	FT sal
148	Employee benefits FT Support			13,304	25,784	38,320	50,390	55,241	59,908	64,743	69,015	70,395	27.0%	FT sal
149	Employee benefits PT			4,750	9,367	16,473	21,171	26,393	31,466	39,585	40,376	41,184	10.0%	PT sal
150	Professional development			998	1,890	3,311	4,184	5,193	6,346	7,863	8,021	8,181	1.0%	FT fac sal
151	Student Supplies for 2 Semesters	per student	100	4,080	7,752	11,240	14,504	15,524	16,442	17,315	18,131	18,131		
152	TOTAL ACADEMIC EXPENSE			245,628	468,512	783,979	1,003,040	1,208,449	1,428,910	1,728,504	1,777,468	1,812,575		
153	TOTAL EXPENSE			\$245,628	\$468,512	\$783,979	\$1,003,040	\$1,208,449	\$1,428,910	\$1,728,504	\$1,777,468	\$1,812,575		
154	Bachelor Behavioural Sciences			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9		
155	Bachelor Behavioural Sciences			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9		
156	REVENUE & EXPENSE - SAME YEAR GRANT													
157														
158	Funding Units generated	0.90	est. weight	36.0	68.4	99.2	128.0	137.0	145.1	152.8	160.0	160.0		
159														
160	Grant value per Funding Unit		\$4,275	\$4,275	\$4,275	\$4,275	\$4,275	\$4,275	\$4,275	\$4,275	\$4,275	\$4,275		
161														
162	Tuition fee for 2 semesters			\$6,162	\$6,286	\$6,412	\$6,540	\$6,671	\$6,804	\$6,940	\$7,079	\$7,221		
163	Incidental fee- 2 semesters			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
164														
165	Grant revenue			\$153,900	\$292,410	\$423,995	\$547,115	\$585,590	\$620,217	\$653,113	\$683,893	\$683,893		
166	Tuition revenue			246,493	477,736	706,602	929,988	1,015,326	1,096,805	1,178,065	1,258,292	1,283,533		
167	Incidental fees			-	-	-	-	-	-	-	-	-		
168	TOTAL REVENUE			\$400,393	\$770,146	\$1,130,597	\$1,477,103	\$1,600,916	\$1,717,022	\$1,831,178	\$1,942,185	\$1,967,426		
169	TOTAL EXPENSE			\$245,628	\$468,512	\$783,979	\$1,003,040	\$1,208,449	\$1,428,910	\$1,728,504	\$1,777,468	\$1,812,575		

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
170	NET SURPLUS (DEFICIT) FOR YEAR			\$154,765	\$301,634	\$346,618	\$474,062	\$392,467	\$288,112	\$102,674	\$164,718	\$154,851		
171	ACCUMULATED SURPLUS (DEFICIT)			\$154,765	\$456,399	\$803,017	\$1,277,080	\$1,669,547	\$1,957,659	\$2,060,333	\$2,225,051	\$2,379,902		
172	Contribution Margin (%)			39%	59%	71%	86%	104%	114%	113%	115%	121%		
173														

BOARD REPORT

Public: ☒
In-Camera: ☐

Action Required:
Information/Discussion ☐
Decision ☒

DATE: January 8, 2013

FROM: Judy Robinson, Vice President, Academic
(prepared by Michelle Cole)

SUBJECT: Approval of New Continuing Education Programs of Instruction

A. Purpose

To obtain approval from the Board of Governors for the following continuing education program of instruction for the spring 2014 intake:

1. *Thanatology*

- *Credential: Durham College Certificate*
- *Duration: 245 hours – Course based – total of 8 courses*
- *School: Continuing Education*

B. Background

With a focus on individuals looking to upgrade their skills, expand their knowledge or change their career path, the School of Continuing Education continues to investigate new areas of interest to add to its extensive roster of relevant, employment and general interest focused programs. This report identifies a proposed new Continuing Education program that will contribute to enrolment growth, meet the labour market needs of our community, and provide meaningful opportunities to new students and graduates of these programs.

As per Minister's Binding Policy Directive 3.0 Programs, Framework for Programs of Instruction, a board of governors is responsible for approving programs of instruction a college will offer.

It is the role of the Durham College Board of Governors to ensure that programs of instruction are developed and implemented consistent with provincial standards where they exist; ensuring that all new and modified postsecondary programs of instruction lead to one of the following credentials – Durham College Certificate, Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate.

The Board will request validation that the programs of instruction conform to the Credentials Framework and are consistent with accepted college system principles, that such credentials are awarded to students on successful completion of their respective programs of instruction, and are consistent with the Credentials Framework.

We confirm that Durham College is in compliance with all Minister's Binding Policy Directives noted above, for programs of instruction.

C. Discussion/Options

1. Thanatology

The certificate in Thanatology aims to promote awareness and understanding of death and how it affects individuals, whether the death is a result of a long-standing chronic illness, an acute condition, or a traumatic incident. Students will learn from courses that focus on grief and bereavement issues and communication strategies preparing graduates to provide support and care to those facing death or coping with the loss of a loved one.

This program is delivered fully online through OntarioLearn and will appeal to individuals who work with the terminally ill or their families and/or for those who provide assistance to those affected by death.

D. Financial/Human Resource Implications

The projected enrolments of the three programs will provide increased revenue to Durham College in accordance with the college's target net contribution ratio. Budget details are provided in the attachments.

E. Implications for UOIT (if applicable)

None anticipated

F. Recommendation(s)

That the Durham College Board of Governors approves the Continuing Education program of instruction for Thanatology.

Submission for Board Approval: New Continuing Education Program

Durham College Certificate in Thanatology	
School:	School of Continuing Education
Program Title:	Thanatology
Credential:	Durham College Certificate
Total Program Hours:	224 Hours – Course based – total of 8 courses
Proposed Start Date:	Spring 2014
Frequency of Intakes Per year:	Part-time delivery in all three intakes
Delivery Mode:	Online delivery through OntarioLearn
Host College(s) [if applicable]:	Various College Consortium partners. Courses are currently delivered at Durham College.
Curriculum Development Required:	No – all courses are fully developed
Capital Needs:	N/A
Staffing Needs:	N/A
Space Requirements:	N/A
Student Cost Per Course:	Between \$150.00 and 300.00 per course (dependent on course total hours)
Total Program Cost For Student:	Approximately \$1,727.15 (based on the current tuition rate plus \$69.00 for required textbooks)
Expected Revenue:	\$4242.60 per course (based on a 30 hour course with enrolment of 20 students)

1.0 APPROVAL STAGES:

Check (√)	Approval Stage
√	New concept paper reviewed by Director of Continuing Education
√	Career Opportunities Assessed
√	Student Demand Assessed
√	New Program Proposal Document Reviewed by Manager, Program Development and Quality Initiatives and Director
√	Reviewed by Program Proposal Review Committee
√	Approved by Vice President - Academic
N/A	Approved by Credentials Validation Service [if applicable]

√	Reviewed by President
	Approved by Board of Governors

2.0 PROGRAM OVERVIEW:

Description:

Thanatology (also known as grief or compassionate counselling) is the scientific study of how to cope with tragedies, death and dying. The certificate in Thanatology aims to promote awareness and understanding of death and how it affects individuals, whether the death is a result of a long-standing chronic illness, an acute condition, or a traumatic incident.

Courses in the program focus on grief and bereavement issues, communication strategies and religious philosophies of dying and death from the perspective of both the dying and bereaved. Graduates of this unique program will have the skills and preparation to better understand, support and care for those facing or coping with death.

Program Learning Outcomes:

Program Learning Outcomes in Continuing Education are built from the individual course outcomes. Students receiving credits for these courses will have demonstrated their ability to:

1. Develop an understanding of key grief, death and dying counselling concepts immediately before and after death.
2. Enhance student's own awareness of death, dying and the grieving process.
3. Understand the relevant legal and ethical issues in thanatology
4. Demonstrate application of skills to real life experiences of individuals through case studies and coursework.
5. Develop creative and useful skills in providing palliative (end of life), and bereavement and loss coping support strategies.
6. Develop an understanding of the significance of spiritual, cultural, social, ethnic diversity and personal aspects of grief, death and dying and their influence on an individual's understanding of dying, death, and bereavement.
7. Explore the various resources and techniques available to support the dying of and grieving by all ages.
8. Develop an in depth understanding of the impact of grief on family systems.
9. Develop skills that will help the student to recognize and respond to the needs of others as they cope with loss and grief.

Essential Employability Skills:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. Apply a systematic approach to solve problems.
4. Use a variety of thinking skills to anticipate and solve problems.

5. Locate, select, organize, and document information using appropriate technology and information systems.
6. Analyze, evaluate, and apply relevant information from a variety of sources
7. Show respect for the diverse opinions, values, belief systems, and contributions of others.
8. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
9. Take responsibility for one's own actions, decisions, and consequences.

Admission Requirements:

- 19 Years of age; Or
- Completed Ontario Secondary School Diploma (OSSD); Or
- Grade 12 equivalency certificate achieved through College academic upgrading.

3.0 PROGRAM OF STUDY:

There are eight academic courses required to complete this certificate program:

Course Hours	Course Code	Course Title and Course Description
30	CARE 1583	Thanatology Introduction This course introduces students to thanatology, the study of death and dying. Students will develop an understanding of the broad, interdisciplinary nature of thanatology and will explore personal attitudes and experiences of death. Current issues and topics in thanatology such as death in the arts and media and the business of the funeral industry will also be explored.
30	CARE 1580	Orientation to Palliative Care This course will provide an overview of Palliative Care and coping with death, dying and grief. The focus is to provide students with a review of the concepts of Palliative Care, the multidisciplinary team, hospice, current approaches to care, roles, issues and expectations. The learner will be able to identify what resources are available and will be able to distinguish options for home care vs. institutional care.
20	CARE 1581	Palliative Care Communications This course will provide an overview of palliative care and communication. The focus is to provide students with the ability to effectively communicate with the terminally ill patient and their families. This course will provide skills to identify coping strategies and learn how to develop and use adaptive coping strategies to manage responses to advanced illnesses and dying experiences.
30	CARE 1585	Mourning, Grief and Bereavement This course examines reactions and responses to death from a variety of perspectives. Students compare anticipated responses to death as determined by an individual's relationship to the

		deceased. Other factors influencing the grief response such as age, gender and manner of death are also considered.
45	CARE 1582	Ethical, Legal and Spiritual Concerns This course will provide an overview of ethical, legal and spiritual concerns surrounding end of life issues. The student will explore the theories of death and dying in relation to various life stages and cultural implications. The student will learn how to provide empathetic and sensitive care to client, family and significant others.
30	WELL 1086	Coping with Death This course introduces various coping strategies for individuals experiencing grief and loss. Students examine the mourning process; they survey different counselling theories and approaches and identify groups and organizations dedicated to grief and bereavement issues. In addition, emerging trends such as art therapy, journaling and online communities are presented.
30	CARE 1587	Comfort Measures This course will provide an overview of Comfort Measures in palliative care. The focus is to provide students with a review of the concepts that can be of most benefit to people who are terminally ill. The student will gain knowledge in palliative care and related comfort measures to better assist in the care needs of those who are dying.
30	CARE 2583	Learning from Death and Dying Prerequisite: All other program courses In this capstone course, students integrate learning from other courses which gives them a foundation to produce a research project to develop an understanding of the role of death and dying, grief and bereavement in modern society. Inspirational readings and personal narratives offer practical insight and powerful life lessons that will assist students of thanatology in providing support to individuals facing or coping with death and will better prepare them to confront their own mortality.

4.0 APPLICANT MARKET AND CAREER OPPORTUNITIES:

Graduates of this unique program will have the skills and experience to better understand, support and care for those facing or coping with death. The program is ideal for individuals who work with the terminally ill or their families and for professionals who provide support or assistance to those affected by death such as: police officers, teachers, school principals, paramedics, social workers and employees in hospitals, personal support workers, employees of hospices and long term care facilities, people working in geriatrics, practical nurses, registered nurses, paramedics and school guidance counsellors. These courses would also help family, friends and caregivers of the dying or deceased cope with and manage the death of a loved one.

5.0 FINANCIAL IMPLICATIONS:

Existing Programming:

This program consists of eight courses varying in hours for a total of 245 hours. Registrations vary from semester to semester. Courses usually run with 20-25 students.

Funding Implications:

Each course is offered individually; students register for each course independently.

Budget Information:

This program and all courses are delivered by Durham College and hosted online through the College Consortium, OntarioLearn. There are no other development or capital costs required to run this program.

6.0 OPERATING REVENUE AND EXPENSES – PROJECTION:

Budget Projections This program is operated with part-time course revenues and expenses are offset by the revenues. Projections are based on tuition and grant for 20, 30 and 45 hour courses with an enrolment of 20 students (per semester)			
<i>Revenue</i>	<i>Per Student</i>	<i># Courses</i>	<i>X 20 Students Per Semester</i>
Tuition/Admin (x 20 hrs)	\$151.40	X1	\$3,028.00
Tuition/Admin (x 30 hrs)	\$212.10	X6	\$25,452.00
Tuition/Admin (x 45 hrs)	\$303.15	X1	\$6,063.00
Grant (3.53 x 20 hrs)	\$70.60	X1	\$1,412.00
Grant (3.53 x 30 hrs)	\$105.90	X6	12,708.00
Grant (3.53 x 45 hrs)	\$158.85	X1	\$3,177.00
Total Revenue	\$1002.00	8 Courses	\$51,840.00
<i>Expenses</i>	<i>Per Student</i>	<i># Courses</i>	<i>X 20 Students Per Semester</i>
Instructor Fees	\$105.00	X8	\$16,800.00
Embanet	\$48.59	X8	\$7,774.40
Hosting	\$2.00	X8	\$320.00
OL Marketing	\$4.00	X8	\$640.00
Total Expenses	\$159.59	X8	\$25,534.40
NET CONTRIBUTION PER SEMESTER			\$26,305.60
NET YEARLY CONTRIBUTION (3 semesters)			\$78,916.80

BOARD REPORT

Public: ☒
In-Camera: ☐

Action Required:
Information/Discussion ☒
Decision ☐

DATE: January 8, 2014

FROM: Meri Kim Oliver, vice-president, student affairs

SUBJECT: **Revised MBPD on Tuition and Ancillary Fees**

A. Purpose

To inform the Board of Governors of changes to the Minister's Binding Policy Directive (MBPD) on Tuition and Ancillary Fees.

B. Background

Under the Corporations Act, each College is empowered to establish fees. The *Ontario Colleges of Applied Arts and Technology Act, 2002* authorizes the Minister of Training, Colleges and Universities to issue policy directives that are binding on colleges in relation to the manner in which they carry out their objects or conduct their affairs. The Ministry introduced a new tuition fee framework in early 2013 and agreed at that time to address other tuition-related issues primarily related to billing and associated fees in consultation with the college sector.

Policy changes addressing these issues and a consolidation of information and provisions relating to the tuition framework and compliance set out in various documents are incorporated in the December 2013 MBPD on Tuition and Ancillary Fees. Policy changes primarily reflect the broader utilization of the Ontario Student Assistance Program (OSAP) (61% of full-time students in 2013 compared to 33% in 2002-03) and the need to align confirmation of OSAP funding with billing timelines. The new MBPD supersedes that of April 2003. Policy changes come into effect for the 2014-15 academic year where possible, and must be fully implemented for the 2015-16 academic year.

No change has been made to the responsibility of the college for "ensuring that tuition fees and ancillary fees for all courses and programs of instruction operated by the college are approved by the Board of Governors and in compliance" with the MBPD.

The 2013 MBPD on Tuition and Ancillary Fees accompanies this Board Report and has been added to the Resources folder on the Board Portal. On the

accompanying document, yellow highlighting identifies changes to policy; blue highlighting identifies consolidated information.

C. Discussion/Options

In late December, college registrars discussed the new tuition fee policy. To accommodate the needs of a number of colleges, registrars agreed that a unified implementation for the 2015-16 academic year would be the best approach. A system-wide response to the Ministry to this effect is being prepared.

If necessary, however, Durham College will be in a position to implement the changes for 2014-2015.

D. Financial/Human Resource Implications

Financial implications will be identified once the system-wide response is confirmed. No human resource implications are anticipated.

E. Implications for UOIT (if applicable)

None.

F. Recommendation(s)

This report is provided for information only.

Tuition and Ancillary Fees

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Purpose and Application

Each college is a non-share corporation and except as may be varied by regulation has incidental powers set out in the [Corporations Act](#), including the power to establish fees.

The [Ontario Colleges of Applied Arts and Technology Act, 2002](#) authorizes the Minister of Training, Colleges and Universities to issue policy directives that are binding on colleges in relation to the manner in which they carry out their objects or conduct their affairs.

This binding policy directive applies to all colleges of applied arts and technology. Except where noted otherwise, the directive sets out parameters for establishing tuition fees and related requirements for students and programs that are eligible for funding under the College Funding Framework. Colleges are also asked to consider applying the policies to programs or student categories that are ineligible for funding under the College Funding Framework (e.g., international students) where feasible and appropriate. The binding policy directive does not apply to Ministry of Training, Colleges and Universities-funded apprenticeship programs, except for the postsecondary component of co-op diploma apprenticeship programs. In addition, the binding policy directive addresses ancillary fees, tuition billing, tuition fee refunds, accountability and reporting requirements and the allocation of revenue from tuition fee increases to student assistance.

The directives included in this December 2013 version of the *Minister's Binding Policy Directive and Operating Procedure on Tuition and Ancillary Fees* replace any existing provisions included in the *Tuition Fee Framework Guidelines for Colleges of Applied Arts and Technology, 2013-14 to 2016-17*. Except where noted, this Binding Policy Directive is effective for the 2013-14 fiscal year.

Non-compliance with this binding policy directive by a college, in addition to any other steps authorized in the [Ontario Colleges of Applied Arts and Technology Act, 2002](#) and related regulations could result in a deduction from a college's allocation under the College Funding Framework.

For further information regarding this binding policy directive, the Ministry contact can be found at the following [link](http://caat.edu.gov.on.ca) (caat.edu.gov.on.ca).

Principles

- Tuition fees are an important part of funding a healthy postsecondary education system.
- Students and their parents, as direct beneficiaries of postsecondary education, should contribute to the funding of that education through the payment of tuition fees.
- Tuition fees should not be a barrier to qualified and willing students being able to obtain a postsecondary education. The government and colleges have joint responsibility to ensure that financing is available to such students to help them access college programs.
- Students and their parents need reliable information regarding the cost of programs of instruction to be able to plan for postsecondary education.
- Tuition fee increases are to be linked to access for students.

Glossary

Ancillary fees: Fees charged to support services and activities distinct from academic programming or general overhead for the institution. Examples of ancillary fees include convocation fees, student activity fees, athletic fees, health care and insurance fees, field trip fees and fees associated with the cost of buildings such as student centres.

Compulsory ancillary fees: Ancillary fees that a student is required to pay in order to enrol in or successfully complete any course or program of instruction. There are two types of compulsory ancillary fees:

1. Program ancillary fees which are compulsory for students in applicable programs; and
2. Institutional ancillary fees which are compulsory for all students.

Auditing student: An individual who has declared attendance in a course or program of instruction on a non-participating basis and who is not seeking evaluation.

College Funding Framework allocation: The portion of the provincial operating grant for colleges that is distributed among colleges on the basis of each college's historical average enrolment in courses and programs of instruction eligible for funding. For the purpose of this binding policy directive, reference to the College Funding Framework allocation includes funding provided under the Nursing Operating Grants.

College-university collaborative program: A concurrent program where students are studying simultaneously at both a college and university during an academic year or a joint/integrated program where students are taking the program sequentially at one institution and then the other.

Co-op diploma apprenticeship program: A program of instruction that combines an Ontario College Diploma program and apprenticeship training leading to a Certificate of Qualification. This program enables individuals to train as apprentices in a specific trade while obtaining an associated college diploma.

Late fees: Both lump-sum and percentage-based fees charged over and above a student's tuition fees if a student does not pay tuition and/or ancillary fees before payment deadlines.

Entitlement: For the purpose of these guidelines, an entitlement is an amount greater than zero of student loans or grants that a student qualifies for through the Ontario Student Assistance Program (OSAP). The Ministry notifies institutions of students' entitlements through the institution's daily year-to-date file.

Full-time student: An individual who is enrolled in a college program of instruction for at least 70 % of the student contact hours or 66⅔ % of the courses required for the program of instruction in a given semester or reporting period. A student granted advanced standing or an exemption from a course is not considered to be enrolled in the course.

High demand program of instruction: A postsecondary program of instruction eligible for funding under the College Funding Framework for which colleges have the discretion to charge fees above the maximum permitted for regular fee programs.

International student: A foreign national who is authorized under the *Immigration and Refugee Protection Act* (Canada) to enrol as a student in an educational institution in Canada.

Part-time student: An individual who is enrolled in one or more courses comprising less than 70 % of the student contact hours or 66⅔ % of the courses required for a full-time program of instruction in a given semester or reporting period.

Per-term billing: Dividing the total tuition fees for the academic year by the number of academic terms that the student is scheduled to participate in for the academic year, and requiring a subsequent payment each term.

Postsecondary program of instruction: A group of related courses that conforms to the levels of learning articulated in the Credentials Framework and leads to the awarding of a credential. There are two types of postsecondary programs of instruction:

- **Basic postsecondary program:** Conforms to the levels of learning articulated in the Credentials Framework and leads to the awarding of one of the following credentials: Ontario College Certificate, Ontario College Diploma or Ontario College Advanced Diploma (see Minister's Binding Policy Directive on [Framework for Programs of Instruction](#): Appendix A). Basic programs also include joint college-university programs that lead to the awarding of a degree by a university partner.
- **Post-basic program:** Conforms to the levels of learning articulated in the Credentials Framework and leads to the awarding of an Ontario College Graduate Certificate or an applied degree (see Minister's Binding Policy Directive on Framework for Programs of Instruction: Appendix A).

Prior learning assessment and recognition (PLAR): A process that uses a variety of tools to help learners reflect on, identify, articulate and demonstrate past learning. Prior learning can be acquired through study, work and other life experiences that are not recognized through formal transfer of credit mechanisms.

- **Challenge process:** A method of assessment, other than portfolio assessment, developed and evaluated by subject-expert faculty to measure an individual's learning achievement against course learning outcomes. The process measures demonstrated learning through a variety of written and non-written evaluation methods for the purpose of awarding credit without requiring enrolment in a course.
- **Portfolio assessment:** A method of assessment that involves the evaluation of an organized collection of materials developed by a learner that records learning

achievements and relates them to personal, educational or occupational goals, in this case, achievement of stated learning outcomes of college courses or programs.

- **Portfolio development course:** A course in which students develop a portfolio for subsequent assessment for prior learning assessment and recognition purposes.

Regular fee program: A postsecondary program of instruction for which colleges must establish a tuition fee within the minimum and maximum fees specified in Appendix A in order to be eligible for funding under the College Funding Framework. Regular fee programs include the following types of activity:

- full-time regular postsecondary basic programs
- part-time activity
- tuition-short programs
- prior learning assessment and recognition

Student Access Guarantee: The name of a set of ministry policies and processes that coordinate institutional and government financial aid to students attending public Ontario universities and colleges, so as to more fully meet students' assessed financial needs. These policies and processes include both mandatory provisions and voluntary provisions.

Student contact hour (SCH): A unit representing one student enrolled in one required hour of instruction.

Subsequent payment: An amount that is paid after the initial tuition deposit as part of the student's total fees, to reduce the amount of fees owing for the academic year.

Tuition deposit: An amount that is paid as part of the student's total tuition fees for the academic year to secure a student's enrolment at a college.

Tuition fees: Fees charged to students representing their contribution towards the operating and capital costs of academic program delivery and general overhead for the institution.

Tuition short program of instruction: A basic postsecondary program that generally is less than 52 weeks in duration, is designed to prepare students for employment or career advancement or to provide vocational updating or academic upgrading, and

normally leads to a college certificate as defined in the Credentials Framework (see the Minister's Binding Policy Directive on [Framework for Programs of Instruction](#): Appendix A).

Binding Policy Directive

1. The board of governors of a college must approve tuition fees and ancillary fees for all programs of instruction and courses delivered by the college.¹

Setting Tuition Fees

2. Colleges may not establish fees in addition to tuition with respect to recovering costs relating to the operating and capital costs of academic program delivery or general overhead for the college.²
3. All full-time students enrolled at the same time in the same year of the same program of instruction are to pay the same tuition fee.³
4. All part-time students enrolled in the same course at the same time are to pay the same tuition fee.⁴
5. Tuition fees for programs must be equal to or above the minimum fees; and equal to or below the maximum fees set out in Appendix A: Minimum and Maximum Tuition Fees for Regular Programs.⁵
6. Notwithstanding Section 5, colleges may establish tuition fees for new applied degree programs that exceed the maximum listed in Appendix A, provided they do not exceed the average tuition fees of all applied degree programs in the college sector. Regardless of the tuition fee established, all applied degree programs are deemed to be high demand.⁶

¹ September, 2010 BPD - section A

² September, 2010 BPD - section N

³ September, 2010 BPD - section B

⁴ September, 2010 BPD - section C

⁵ September, 2010 BPD - section D

⁶ September, 2012 operating procedure p. 20

7. Notwithstanding Section 5, colleges may establish tuition fees for designated high demand programs that exceed the maximum listed in Appendix A, provided they do not exceed the maximum fee rates charged by other colleges for comparable Ontario programs. A college may establish high demand fees for the following types of programs of instruction: ⁷

I. Post-basic programs of instruction;

II. Baccalaureate of Nursing programs of instruction offered in collaboration with a university;

III. Basic postsecondary programs of instruction that satisfy the following criteria:

a. There is a high demand for instructional space;

b. Graduates have above average prospects for employment;

c. Graduates have the potential to earn an above average income; and

d. The aggregate enrolment in all basic postsecondary programs that are designated as high demand comprise up to 15% of basic full-time enrolment at the college.

8. All students seeking credit for the same course at the same time through the same prior learning assessment and recognition activity are to pay the same fee.⁸

9. The tuition fee for a prior learning assessment and recognition activity must be equal to or above the minimum fees set out in Appendix A; and equal to or below the lesser of:⁹

I. The maximum fees set out in Appendix A; or

II. The part-time fees that would be charged for the same course.

⁷ September, 2010 BPD - section E

⁸ September, 2012 operating procedure p. 18

⁹ September, 2010 BPD - section D

Annual Increases in Tuition Fees

10. For four years beginning in 2013-14, the overall average tuition fee increase for all students at an institution will be capped at 3.0% per year.¹⁰

11. Subject to the overall average tuition fee increase cap:¹¹

I. Tuition for regular fee programs at colleges may increase by up to 3.0% annually.

II. Tuition for high demand programs may increase by up to 5.0% annually; with the following exceptions:

a. Tuition fees for returning students who were enrolled in high demand programs in 2012-13 may increase by up to 4.0% annually until such time as these students could reasonably be expected to complete their program of instruction.

b. Tuition fees for Collaborative Baccalaureate of Nursing programs may increase by up to 3.0% annually.

Tuition Policy Exceptions

12. Students with permanent, documented disabilities that require a reduced course load as a learning accommodation are entitled to pay a reduced tuition fee of \$20 per course once they have paid the equivalent in tuition fees as a student taking the same program in the approved duration and in the same academic years and terms. Details related to eligibility are set out in the operating procedure [Tuition and Ancillary Fees Reporting](#).¹²

¹⁰ Tuition Fee Framework, 2013-14 to 2016-17

¹¹ Tuition Fee Framework, 2013-14 to 2016-17

¹² September, 2010 BPD - section J

13. Colleges may also establish tuition fees below the minimum part-time fee per student contact hour, but not less than \$20 per course, for students that are:¹³
- I. Members of college staff;
 - II. Senior citizens;
 - III. Enrolled in field placement courses;
 - IV. Enrolled part-time in a full-time program of instruction where the total fees for the part-time courses taken would exceed the tuition fee if the student were full-time in the program; and
 - V. Other exceptional circumstances as determined by the college.
14. The enrolment of auditing students is not eligible for funding under the College Funding Framework. College boards of governors have full discretion to establish tuition fees for auditing students.¹⁴
15. College boards of governors have full discretion to establish tuition fees for international students who are ineligible to be counted for funding under the College Funding Framework, provided that year-over-year increases of the annual tuition fee for returning international students do not exceed 20.0 % until such time as these students could reasonably be expected to complete their program of instruction.¹⁵
16. For all programs of instruction or courses that are ineligible for funding under the College Funding Framework, boards of governors are to establish tuition fees at levels they deem appropriate.¹⁶

¹³ September, 2012 operating procedure p. 16

¹⁴ September, 2010 BPD - section G

¹⁵ September, 2010 BPD - section K

¹⁶ September, 2010 BPD - section H

Tuition Fee Set-Aside and Student Access Guarantee

17. A college must, as part of its participation in the Student Access Guarantee, make financial aid available to full-time students enrolled in programs of instructions approved for Ontario Student Assistance Program (OSAP) purposes who would otherwise have OSAP-assessed unmet need related to the amount by which their tuition, compulsory ancillary fees and/or their book, equipment and supply costs exceed annually ministry-established amounts.¹⁷

The college's financial aid may be provided through bursaries, student scholarships, work study or employment between academic semesters. For second-entry programs aid may also be through access to private loans.

For details refer to the ministry's annual Student Access Guarantee Guidelines.

18. Tuition fee set-aside assistance to be disbursed annually will be set at the sum of the previous year's tuition fee set-aside (base level) multiplied by the percentage change in enrolment plus 10.0% of the change in average tuition fee multiplied by the previous year's enrolment. Tuition fee set-aside funds are to be used for student assistance purposes.

For details on tuition fee set-aside expenditure policies refer to the ministry's annual Tuition Fee Set-Aside Expenditure Guidelines.¹⁸

Compulsory Ancillary Fees

19. Institutional compulsory ancillary fees may be increased or new fees added only through implementation of a protocol that has been jointly agreed to by the college administration and student government representatives and approved by the board of governors. Minimum requirements for the protocol are identified in the operating procedure [Tuition and Ancillary Fees Reporting](#).¹⁹

¹⁷ September, 2010 BPD - section L

¹⁸ September, 2010 BPD - section M

¹⁹ September, 2010 BPD - section O

20. Notwithstanding Section 19, the following types of institutional compulsory ancillary fees may be introduced or increased without observing the protocol referenced above:

- I. Existing fees established through student referenda, where the sponsor of the referenda was the college administration or a combination of the college administration and students. (College administrations are not to proceed with referenda concerning compulsory ancillary fees in the future unless provided for within the protocol).²⁰
- II. Existing and future fees established by student governments, including those resulting from referenda sponsored by them.
- III. Fees for transcripts and convocation ceremonies including items such as cap and gown rentals for graduation.
- IV. System wide fees where, through a formal agreement, the students at all Ontario colleges pay a comparable fee for a comparable service. In the case of system-wide fees established as of the 2014-15 academic year, colleges must advise student governments about the potential impact of new system-wide fees, as well as potential timelines associated with the introduction of these new fees.
- V. Fees for digital learning materials that are the property of the student and which can include test/assessment tools.
 - The Ministry considers the payment of tuition as supporting the cost of instruction and assessment. Where a course or program relies substantially on assessments that are included with a learning resource, such as an online textbook, the Ministry expects colleges to have a policy with respect to their students' interests in these situations. Such a policy could include a rebate to students of a portion of their textbook fees where bundled assessments represent a substantial portion of a student's mark for a course.
 - The Ministry acknowledges the contribution that these resources can make to the quality of teaching and learning, including support for

²⁰ September, 2012 operating procedure p. 37

adaptive learning and formative assessment. Colleges should be proactive in monitoring conditions attached to the use of learning resources by faculty and students, to ensure that these are consistent with institutional academic policies and values.

21. Any increase or expansion in the rate of institutional compulsory ancillary fees which would increase total institutional compulsory ancillary fees by more than 20% in one academic year must be approved through student referendum.²¹
22. Institutions may not charge an ancillary fee for confirmation of credential completion or for providing a graduation certificate.

Tuition Billing

23. In 2012 and 2013, the Ministry consulted with stakeholders on the introduction of a system-wide approach to tuition billing practices, including payment deadlines and fees for late or partial payment. These policy changes are being introduced with the expectation that colleges will implement them for the 2014-15 academic year. The Ministry recognizes that some colleges, due to system changes required, may not be able to fully implement these changes until the 2015-16 academic year. These tuition billing practices will be mandatory as of 2015-16.
24. Colleges may not charge a fee for the administration of tuition deposits or subsequent billings.

Tuition Billing: Tuition Deposits

25. Colleges may require a tuition deposit from students before the start of their study term for the academic year.

²¹ September, 2012 operating procedure p. 36

26. The tuition deposit shall reduce the amount of tuition owed by the student and shall not be an additional fee over and above the course/program fees for the academic year.
27. The maximum tuition deposit that a college can require is 10 per cent of the student's total tuition fees for the academic year or \$500, whichever is greater.
28. Up to \$500 of the tuition deposit may be non-refundable. However, colleges shall make accommodations and refund deposits to students who withdraw for reasonable circumstances (e.g., parental or medical leave).
29. Colleges may require the tuition deposit no sooner than three (3) months prior to the first day of the month of the student's study period start (e.g., a tuition deposit can be required as early as June 1st for study periods that begin anytime in September).
30. A tuition deposit can be charged to students enrolled in consecutive terms of study only once during the academic year, except in the case of:
 - I. Students who take a term off from their studies. This exception does not include students who take a term off from their studies for education-related reasons such as a co-op/work term.
 - II. Students who elect to switch their program of study during the academic year.

Tuition Billing: Subsequent Payments

31. Subject to Section 33, colleges shall provide all students with the option of per-term billing. Colleges may do this for all students or can require students to opt-in to the per-term billing process. For the purpose of Sections 32 to 33, per-term billing refers to dividing the total tuition fees for the academic year by the number of academic terms that the student is scheduled to participate in for the academic year, and requiring a subsequent payment each term.
32. In the case of programs for which colleges do not utilize academic terms, the total tuition fees shall be divided as follows:

Total study period length	Minimum number of payments expected
---------------------------	-------------------------------------

	for per-term billing
Less than 21 weeks	1
21 to 40 weeks	2
More than 40 weeks	3

33. Colleges may charge subsequent payments in accordance with the following:

- I. Subsequent payments for students *without* an Ontario Student Assistance Program (OSAP) entitlement one month prior to the study period start shall not be due sooner than:**
 - Mid-November for the Winter term; and
 - One (1) month prior to the start date of the respective term, for all other terms.
- II. Subsequent payments for students *with* an Ontario Student Assistance Program (OSAP) entitlement one month prior to the study period start shall not be due sooner than the start date of the respective term.**
 - Colleges shall automatically administer per-term billing, without an opt-in requirement, for these students who have also elected on their OSAP application to have financial assistance provided under OSAP paid directly to their institution for the purpose of payment toward their tuition fees.
 - Colleges may not charge a fee for this later payment date or for providing this service to students.
 - Colleges may extend this option to students entitled to financial assistance through other programs (either from Ontario, the federal government or other jurisdictions).

Tuition Billing: Late Fees

- 34. While bearing in mind the need to ensure timeliness of tuition fee payments, late fees shall be reasonable and transparent to students.**
- Late fees are intended to ensure timeliness of tuition payment; and colleges are to establish reasonable late fee policies.

Requirement to Communicate Fees

35. All tuition and compulsory ancillary fees to be paid by students are to be published by colleges before the deadline for accepting offers of admission for new students, and by the registration deadline for returning students. Fees are not to be increased and new fees are not to be introduced following the deadline for accepting offers of admission or the registration deadline, as appropriate, for the semesters of a program or course delivery of a given tuition year.²²
36. All compulsory ancillary fees are to be adequately explained to students to enable them to understand the purpose of these fees and the materials, services or facilities to be made available through the payment of such fees.²³

Refund Policy

37. This tuition and ancillary fee refund policy applies to all students whether or not their enrolment is eligible for funding through the College Funding Framework. A college cannot require a student to waive his or her **right** to a refund as a condition of the student's enrolment in a full-time program.²⁴
38. Students who submit formal notification of withdrawal from a full-time program of instruction, are entitled to a refund of tuition and ancillary fees as follows:²⁵
- I. Within 10 business days of the beginning of a semester or the beginning of the period for which the student paid fees, students that are eligible for funding under the College Funding Framework are entitled to a refund of the full tuition and ancillary fees for the semester or program period less \$500, and a refund in full of any tuition and ancillary fees paid in advance for subsequent semesters.

²² September, 2010 BPD - section P

²³ September, 2010 BPD - section O

²⁴ September, 2010 BPD - section R

²⁵ September, 2010 BPD - section R

- II. Within 10 business days of the beginning of a semester or the beginning of the period for which the student paid fees, students paying international student fees are entitled to a refund of a portion of the full tuition and ancillary fees paid for the semester or program period as calculated according to the following equation:

$$\text{Refund} = \text{fees paid} - \frac{\text{international student tuition fee}}{\text{tuition fee for CFF students}} \times \$500$$

CFF Students= students that are eligible for funding under the College Funding Framework

As well, a refund in full is to be paid for any tuition and ancillary fees paid in advance for subsequent semesters.

- III. After 10 business days all students are entitled to a refund in full of any fees paid in advance for subsequent semesters.

- IV. For students of programs or colleges that do not utilize academic terms, "a refund in full of fees paid in advance for subsequent semesters", refers to a refund of billings for future study periods, as defined in Section 32.

39. Notwithstanding Sections 37 and 38, refunds for co-op education semesters and part-time activity are at the discretion of the board of governors.²⁶

Ministry Reporting

40. Colleges are to submit the following reports to the ministry:²⁷

- I. audited enrolment;
- II. tuition and ancillary fee report;
- III. tuition fee set-aside expenditure report; and

²⁶ September, 2010 BPD - section R

²⁷ September, 2010 BPD - section S

IV. other reports as may be requested.

Tuition fees and related items are to be calculated and reported as detailed in the operating procedure [Tuition and Ancillary Fees Reporting](#).

Summary of Responsibilities

Colleges of Applied Arts and Technology

The college is responsible for:

- Ensuring that tuition fees and ancillary fees for all courses and programs of instruction operated by the college are approved by the board of governors and in compliance with this Binding Policy Directive on Tuition and Ancillary Fees.
- Ensuring that information is made available to the college community, including students and potential students, regarding tuition and ancillary fees, the tuition and ancillary fee refund policy, the use of revenues from tuition and ancillary fee increases, and other aspects of policy related to tuition and ancillary fees.
- Consulting with students through the protocol for increasing or introducing ancillary fees.
- Submitting tuition and ancillary fee reports to the ministry at scheduled times.
- Utilizing revenue from tuition fee increases for student-aid purposes.
- Ensuring that financial aid as required under the Directive is available to Ontario students who would otherwise face financial need.

Ministry of Training, Colleges and Universities

The ministry is responsible for:

- Communicating to colleges the legislative and policy framework and expected outcomes related to tuition and ancillary fees.

- Monitoring the activities of colleges to confirm that they are in compliance with legislation this binding policy directive, government policies, and working with colleges to facilitate corrective action in cases of non-compliance.
- Notifying colleges of best practices identified and encouraging their implementation by colleges.

Appendix A: Minimum and Maximum Tuition Fees for Regular Programs

Program Type	Minimum	2013-14 Maximum	2014-15 Maximum	2015-16 Maximum	2016-17 Maximum
Full-time Postsecondary Annual Base Tuition Fees ¹	\$1,275.00	\$3,243.50	\$3,340.80	\$3,441.02	\$3,544.25
Full-Time Tuition Short Weekly Fees ²	\$35.65	\$90.70	\$93.42	\$96.22	\$99.10
Part-time Fee per Student Contact Hour ³	\$3.05	\$7.71	\$7.94	\$8.17	\$8.41
PLAR Fee per Challenge Process or Portfolio Assessment	\$20.00	\$178.01	\$183.35	\$188.85	\$194.51

Appendix B: Allowable Annual Tuition Fee Increases by Program Type

Program Type	Maximum Allowable Annual Base Increase in Tuition Fees
Full-time regular fee program Part-time regular fee per student contact hour (SCH)	3.0% for all students
Full-time high demand program Part-time high demand fee per student contact hour (SCH)	5.0% for new students; 4.0% for students in 2012-13
Full-time Collaborative Baccalaureate of Nursing Part-time Collaborative Baccalaureate of Nursing fee per student contact hour (SCH)	3.0% for all students
Full-time and part-time tuition short weekly fees	3.0% for all students
PLAR fee per challenge process or portfolio assessment	3.0% for all students
OVERALL AVERAGE TUITION INCREASE	3.0%