

Academic Council Meeting MINUTES

Tuesday, April 8, 2025

5:00 – 6:30 PM

Online



Time	Agenda Item	Action	Owner
A. Welcome and Treaty Acknowledgment			
5:00	<p>Attendees: Ama Dogbefou, Debbie Little, Erin Turnell, Greg Eklics, Hebah Abukhadra, Jadine Sherman, Janelle Morrison, Jaison Singh Narang, Law Andrews, Loni Robertson (Acting Chair), Marlene Phillips, Mayme Wong, Melanie Mattila, Nancy Thornton, Neetu Shah, Norma Schneider, Rowena Quedado, Ryan McKale, Sanampreet Kaur, Sheena Sereda, Souravdeep, Tanya Friesen, and Wendy Ilott.</p> <p>Guests: Jessica Miller, Angela Namocatcat, Michele Vaillant, Rebecca Born, Rebecca Bock-Freeman, Teresa Anderton.</p> <p>Regrets: Michelle Rentura</p> <p>Scribe: Nikita Kataria</p> <p>Meeting started at 5:00 PM.</p>		
A.	AGENDA ITEMS		
5:02	<p>1. Approval of Agenda – April 8, 2025</p> <p>MOTION: That Academic Council approve the presented April 8, 2025 Agenda.</p> <p>Moved by [Souravdeep]. Seconded by [Marlene Phillips].</p> <p>All in favour. Motion Passed.</p>	Approval	Loni Robertson (Acting Chair)
5:04	<p>2. Approval of the Minutes – March 11, 2025</p> <p>MOTION: That Academic Council approve the March 11, 2025, minutes as presented.</p> <p>Moved by [Jadine Sherman]. Seconded by [Melanie Matilla].</p> <p>16 in favour in favour. 3 Abstained. Motion Passed.</p>	Approval	Loni Robertson (Acting Chair)

5:05	<p>3. Disability Studies Diploma Elective Removal</p> <ul style="list-style-type: none"> • Approval of a Level 2 program change to the Disability Studies Diploma – removal of WELL1000 as an elective course. • This change supports the institutional priority of enhancing offerings and services to better serve learners and position them for success. • Students enrolled in the Disability Studies Diploma program have historically struggled with completing WELL1000. • Following consultations and cross-faculty review, HEED1000 was found to be a more appropriate and supportive elective, both in terms of content and delivery. • HEED1000 was introduced as an elective option beginning Winter 2025. • The proposal seeks to formally remove WELL1000 from the list of nine elective options in Term 4. • This change does not affect the total program load. • The removal of WELL1000 is expected to improve student success and better align elective options with the goals and needs of Disability Studies students. <p>Consultation & Vetting:</p> <p>The following areas were consulted and support the removal of WELL1000:</p> <ul style="list-style-type: none"> • Community Studies Instructors • Disability Studies Students • Cross Faculty Education Representatives • Office of the Registrar • The proposed change was: • Reviewed and recommended by the Program & Curriculum Sub-committee on February 19, 2025 • Presented as a consent item and approved by the Deans' Council on March 13, 2025 <p>Next Steps:</p> <p>Upon Academic Council approval, the change will be submitted to the Office of the Registrar for implementation.</p> <p>Questions</p> <p>Debbie Little inquired about the implementation timeline for the proposed change. Response received that the change is scheduled to take effect in Fall 2026.</p> <p>MOTION: that Academic Council approve the proposed elective change for the Disability Studies Diploma.</p> <p>Moved by [Jadine Sherman]. Seconded by [Janelle Morrison].</p> <p>All in favour. Motion Passed.</p>	Approval	Jessica Miller & Angela Namocatcat
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5:20	<p>4. Faculty of Health Services HAT Admission Pathway Changes</p> <p>Change to admission pathways for the following:</p> <ul style="list-style-type: none"> o Dental Office Assistant (DOA) o Veterinary Office Assistant (VOA) o Medical Device Reprocessing Technician (MDRT) o Medical Office Assistant (MOA) o Hospital Unit Clerk (HUC) <p>These changes are aimed at increasing accessibility and broadening learner eligibility.</p> <p>Key Changes Proposed</p> <p>A. New Pathways for DOA, VOA, and MDRT:</p> <ul style="list-style-type: none"> • Addition of Bridge to Health Careers (BHCA) and Health in English as an Additional Language (HEAL) pathway. • Introduction of an Open Studies pathway that allows admission through successful completion of specific NorQuest courses with a minimum grade. <p>B. Amendments for MOA and HUC:</p> <ul style="list-style-type: none"> • Previously approved pathways using BHCA courses will be updated to include new HEAL course numbers, effective Fall 2025. <p>Admission Pathway Options</p> <p>For all programs, learners may now qualify through:</p> <ul style="list-style-type: none"> • Traditional academic requirements (e.g., English 30-1 or 30-2). • Successful completion of Accuplacer or prior credentials. • New alternate pathways: <ul style="list-style-type: none"> o Four BHCA or HEAL courses with minimum grades (81% for BHCA, 75% for HEAL). o Two Open Studies courses (e.g., HLTH + COMM 1001) with at least 70%. <p>All new pathways meet English Language Proficiency (ELP) requirements.</p> <p>Strategic Rationale</p> <ul style="list-style-type: none"> • Supports NorQuest’s vision to reduce admission barriers and provide seamless learning transitions between preparatory and post-secondary education. • Enhances learner flow and conversion rates by recognizing multiple ways to demonstrate academic readiness. • This makes programs more accessible to learners from diverse backgrounds and geographic regions. <p>Consultation and Vetting</p> <p>The proposal was developed and reviewed in consultation with:</p> <ul style="list-style-type: none"> • ESL/LINC Program Chairs • Admissions, Recruitment, and Advising teams • Canadian Standards Association (CSA) – to assess alignment with national certification expectations • Program & Curriculum Sub-Committee (Feb 19, 2025) • Approved as a consent item at Deans’ Council on March 13, 2025. 	Approval	Michele Valliant & Rebecca Born
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	<p>Implementation</p> <ul style="list-style-type: none"> • Launch Date: Fall 2026 • Change Level: Level 2 • Next Steps: Submission to the Office of the Registrar for operationalization. <p>Questions Raised</p> <ul style="list-style-type: none"> • Hebah Abukhadra inquired about the overlap of these courses with existing ESL offerings. It was clarified that these are not program changes, but new admission pathways designed to prepare learners for program entry. • These courses are intended to serve as pre-entry bridging options, not replacements for existing program curriculum. <p>MOTION: that Academic Council approve the proposed program admission changes in the Health & Technology programs.</p> <p>Moved by [Sheena Sereda]. Seconded by [Hebah Abukhadra].</p> <p>All in favour. Motion Passed.</p>		
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5:40	<p>5. Reimagine Higher Education</p> <ul style="list-style-type: none"> Reimagine Higher Education (RHE) is NorQuest College's strategic academic vision guiding operations through to 2030. The 2025 Refresh ensures continued alignment with emerging trends, institutional needs, and external forces impacting post-secondary education. <p>Achievements to Date</p> <p>Several initiatives have already been launched or operationalized under the original RHE framework, including:</p> <ul style="list-style-type: none"> Faculty Onboarding Program 100% Work-Integrated Learning (WIL) coverage across programs Program Plan 2035 STEM and Indigenous STEM initiatives Ranking in the Top 15 Research Colleges in Canada Creation of a Makerspace in the Innovation Studio Integration of VR and simulation tools Alumni Engagement Strategy Esports pathways and dual credit laddering <p>Other exploratory initiatives include:</p> <ul style="list-style-type: none"> Competency-Based Education Holistic Admissions and PLAR AI Tutoring and Behavioral AI tools Stackable Credentials Subscription-based pricing models Global Alliances Indigenous Education Framework Domestic recruitment enhancements Quality assurance improvements <p>Refresh Goals</p> <p>The 2025 Refresh aims to:</p> <ul style="list-style-type: none"> Validate current strategy alignment with evolving academic and industry trends. Identify new strategic priority projects for the years ahead. Produce an updated "refresh document" that outlines the future direction and supports alignment with NorQuest's broader Strategic Plan. <p>Consultation and Engagement</p> <p>The refresh process includes extensive engagement with:</p> <ul style="list-style-type: none"> Faculties Students Academic and administrative leaders Key external stakeholders Academic Council (this session) <p>Participants used Mentimeter to provide real-time feedback on key strategic questions.</p>	Information	Rebecca Bock-Freeman & Teresa Anderton
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	<p>Key Question Raised:</p> <ul style="list-style-type: none"> Debbie Little questioned if “accessibility” refers only to Service Team support. Response received that accessibility includes broader support measures for neurodiverse learners and others requiring alternate supports. Ideas such as online global classrooms and collaborative projects with international partner colleges were discussed to enhance global learning perspectives. <p>Next Steps</p> <p>Jan - Apr 2025: Engagement and data collection across internal and external stakeholders.</p> <p>Apr – Jun 2025: Consolidation and validation of feedback.</p> <p>Jun - Aug 2025: Finalization of the refreshed strategic direction and development of project-specific roadmaps.</p> <p>Fall 2025: Launch of the refreshed RHE strategy.</p>		
6:00	<p>Meeting Adjourns</p> <p>Moved by Souravdeep. The meeting ended at 6:05 PM.</p>		