

Camosun College Education Council - Regular Meeting

4:00 - 6:30 pm, Monday, Nov 21, 2011

CC 321, Interurban

More substantial food options will be available at this meeting due to the extended time. Bring your own mug or water bottle.

TIME	ITEM	PRESENTER
4:00	Call to order and declaration of quorum (1 min.)	Carly Hall
4:01	Acknowledgement of Coast Salish Territory (1 min.) <i>We acknowledge that Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'lanew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. http://camosun.ca/aboriginal/territory.html</i>	Carly Hall
4:02	Round-Table Check-In (3 min.) <i>Please give 1 (one) word to describe your mood/feelings at this time. No explanation required. You may pass if you desire. (e.g. happy, drained, excited, calm, reflective, tired, elated, stressed, relaxed, attentive, confused, exhausted, confident, overwhelmed, hopeful, tense, gloomy, perplexed, tense, thrilled, cheerful, positive, balanced, nervous, hungry, sprite, comical, sunny, cloudy, etc.)</i>	Carly Hall
4:05	Oct 17/11 Minutes are approved via electronic vote (for your information)	Carly Hall
4:05	Reports (13 min.) <ol style="list-style-type: none"> 1. Education Council Vice-Chair (5 min.) 2. Acting VP Education (5 min.) 3. Board Member (3 min.) 	Carly Hall John Boraas George Ivanishvili
4:15	Committee Reports (5 min.) <ol style="list-style-type: none"> 1. Awards (nil.) 2. Education By-Laws (2 min.) 3. Education Approvals Review & Renewal (3 min.) 4. Alternatives & Electives (nil) 	TBD John Boraas Nancy Sly Kathy Tarnai-Lokhorst
4:20	College Curriculum Committee Report and Presentations (1 hr 50 min.) <ol style="list-style-type: none"> 1. Demo – CCC Agenda Package and Central Curriculum Network (CCN) (3 min.) CCC Share Point site - http://sp1/sites/edco/ccc/default.aspx Ed Approvals Website (CCN) - http://intranet/ed_prov/ or \\nas2\cecp 2. Proposed Revisions to Practical Nursing (20 min.) See attached in CCC Report - Includes Motion to Approve 3. Proposed new Certificate in English Language for the Workplace - eWork (20 min.) See attached in CCC Report - Includes Motion to Approve 	Nicole Greengoe Carly Hall Lisa Robertson

TIME	ITEM	PRESENTER
	<p>4. Proposed new “Certificate in Bookkeeping Fundamentals”, and new “Certificate in Office Fundamentals”, and revised “Certificate in Medical Office Assistant” and revised “Certificate in Office Administration” (25 min.) See attached in CCC Report - Includes Motion to Approve</p>	Ian Humphries
	<p>5. Proposed new Diploma in Medical Radiography (25 min.) See attached in CCC Report – Includes Motion to Approve</p>	Debbie Sargent
	<p>6. Remaining Curriculum Items – College Curriculum Report (15 min.) See attached in CCC Report</p>	Nicole Greengoe
	<p>7. Program Cancellations (5 min.) See attached Briefing.</p>	John Boraas
6:10	<p>Discussion (20 min.) <i>Response to Camosun College International (CCI) Request</i> See attached briefing.</p>	John Boraas
TBD	<p>Governance Items Arising from Curriculum (TBD) – may be deferred to following meeting due to timing issues.</p>	Carly Hall
	<p>Goodbye <i>Thank you all for coming to conduct the business of Education Council. Your presence and contributions are valued. Wishing everyone good health and a safe travel home.</i></p>	Carly Hall
	<p>Next Regular Meeting <i>Monday, Dec 19, 2011 4:00-6:00 CC 321, Interurban Includes our Holiday Social at 3:30 (Room TBD)</i></p>	Carly Hall

Members (Quorum = 11)

Voting Council Members

Barbara Herringer, Administration
Bradley Clements, Students
Carly Hall, Faculty
Cynthia Wrate, Faculty
Darragh Grove White, Student
Deana Srdic, Student
Gail Baxter, Support Staff
Joanne Cumberland, Support Staff
John Boraas, Administration
John Gordon, Faculty
Karin Kaercher, Faculty
Kathy Tarnai-Lokhorst, Faculty

Nancy Sly, Faculty

Nicole Greengoe, Administration
Patricia Gaudreault, Faculty
Paul Brady, Faculty
Sarah Loewen, Administration
Stephen Bishop, Faculty
Thea Todd, Faculty

Non-Voting Council Members

Kathryn Laurin, President
Shelley Butler, Permanent Secretary
George Ivanishvili – Board of Governor Rep

Guests

Debbie Sargent, Health and Human Services
Ian Humphries, Business
LeaAnne Webster, Business

Lisa Robertson, Access
Dominic Bergeron, Arts and Science

For Information:**Education Council Executive:**

Chair: Kathy Tarnai-Lokhorst, Trades and Technology, Interurban, 370-4412, lokhorst@camosun.bc.ca

Vice-Chair: Carly Hall, Health and Human Services, Lansdowne, 370-3240, hall@camosun.bc.ca

CCC Chair: Nicole Greengoe, Student Services, Interurban, 370-3840, greengoe@camosun.bc.ca

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

Permanent Secretary: Shelley Butler, Office of VP Ed & SS, Interurban, 370-4690, butler@camosun.bc.ca

Intranet:

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

<http://sp1/sites/edco/homepage>; or

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



Oct 17 Minutes for Approval

[View All Site Content](#)**Surveys****Pictures**

- Pictures

Documents

- EdCo Resource Binder
- Minutes for Electronic Review and Approval AND Learning Outcomes Feedback
- Attendance
- Agenda Packages and Approved Minutes
- Committee Documents

Lists

- Calendar
- Tasks
- Meetings
- 2011-2012 Member Attendance
- Subscribe for Paper Copies of Agenda Package

Discussions

- Team Discussion

Sites**People and Groups**[Recycle Bin](#)**Recent Changes**

- Oct 17 Minutes for Approval
- Sept 26 Minutes (Electronic)
- Learning Outcomes Feedback
- 2011-04-18- DRAFT Minutes for Approval - Regular Meeting
- 2011-02-21-Regular-Meeting

[View All Pages](#)

EX-250-002-002 (2011-10-17)

EDUCATION COUNCIL**APPROVED Minutes of the Meeting****Monday, Oct 17, 2011, 4:00-6:00****CC 321, Interurban****PRESENT**

1. Baldev Pooni (Administration)
2. Barbara Herring (Administration)
3. Bradley Clements (Student)
4. Carly Hall (Faculty), Vice-Chair
5. Cynthia Wrate (Faculty)
6. Darragh Grove-White (Student)
7. Gail Baxter (Support Staff)
8. George Ivanishvili (Board)
9. Joanne Cumberland (Support Staff)
10. John Gordon (Faculty)
11. Karin Kaercher (Faculty)
12. Kathryn Laurin (President)
13. Kathy Tarnai-Lokhorst (Faculty), Chair
14. Nancy Sly (Faculty)
15. Nicole Greengoe (Administration)
16. Patricia Gaudreault (Faculty)
17. Paul Brady (Faculty)
18. Sarah Loewen (Administration)
19. Shelley Butler (Permanent Secretary)
20. Stephen Bishop (Faculty)
21. Thea Todd (Faculty)

REGRETS / ABSENT

Nil

GUESTS

Nil

MEETING**a. CALL TO ORDER & DECLARATION OF QUORUM**

The Regular Meeting was called to order at 4:03 by Kathy Tarnai-Lokhorst Education Council Chair.

b. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY

Kathy acknowledged the Coast Salish Territory. Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are

located in the traditional territories of the Esquimalt; Lekwungen, Malahat; Pacheedaht; Pauquachin (Saanich); SC'Inew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples.

c. ROUND-TABLE CHECK-IN

Kathy requested members describe their mood/feelings that day in animal form to acknowledge and give voice to the emotional climate of the members.

d. ACCEPTANCE OF AGENDA

The Oct 17, 2011 agenda was accepted unanimously.

e. APPROVED MINUTES

The Sept 26, 2011 minutes were approved via an electronic vote on Oct 11, 2011. They were presented for information only.

f. REPORTS

a. EDUCATION COUNCIL CHAIR'S REPORT

Kathy welcomed George Ivanishvili to Education Council as the Board representative. She also noted the newest student member Deana Srdic, who was recently acclaimed to Education Council. She will begin her term on Nov 1, and we see her at our next meeting. Kathy also noted that she participated in the United Way Camosun College Steering Committee Chopper Challenge, whereby she and fellow teammates pulled a Sea King helicopter. She will also be attending the upcoming Academic Governance Council meeting. The group is made up of other Education Council Chairs, and Senate Chairs from colleges and universities.

b. VP EDUCATION & STUDENT SERVICES REPORT – Baldev Pooni

Baldev gave a summary of latest recruitment and retention data. Our enrolments and course registration is down, but overall our retention is up due to strategies we are employing in our Strategic Enrolment Management Plan; however, Baldev noted a couple of areas for improvement: International Education and the Trades. Camosun currently has a number of barriers for International students so we will be looking at how we can reduce these in order to bring more of these students to our College. In addition, Kelly Betts of the South Island Partnership has been asked to work on a provincially funded project to better transition trades students into the post-secondary sector so we hope to be able to improve our numbers via this project.

c. BOARD REPORT – Kathy Tarnai-Lokhorst

George Ivanishvili is the new Board representative. George is also a student at Camosun and serves on the Camosun College Student Society. George wished to inform Education Council members that he will be discussing student participation on the various curriculum committees at the upcoming Student Society meeting.

Kathy gave the Board report as George just started his term on Education Council.

Kathy noted that the Board is discussing ways to celebrate the upcoming 40th anniversary of the College. They also discussed the recent recruitment and retention data.

h. COMMITTEE REPORTS

a. AWARDS COMMITTEE – Nicole Greengoe, Committee Member

The Education Council Awards Committee received 3 nominations for this year's Lt. Governor's Silver Medal Award. The Lieutenant-Governor of British Columbia annually awards a medal to a student graduating from a one-year or shorter program. The recipient must have an excellent academic record and have contributed positively to the college or community at large. The Awards Committee selected Charlene Caldwell as this year's recipient for the award. Charlene made notable contributions to college and community, and graduated in the Advanced Diploma in Human Resource Management program with a GPA of 7.3.

Charlene was nominated by faculty members Robin McQueen and Shari Corrigan in the School of Business. Shari notes that Charlene "has developed into such a strong leader among her peers (...) by assisting in the creation and development of the Camosun DECA Chapter (...) DECA prepares emerging leaders and entrepreneurs (...) but it also encourages chapters to develop a civic consciousness (...) as a founding member, Charlene assisted in the development of a chapter constitution and lobbied the Dean's office to support the chapter, the very first in Western Canada". In addition to the founding of DECA, Charlene volunteered in the Choices Adoption Annual Art Auction, The Victoria Tea Festival, Camosun Open House, School of Business Orientation Day, First Annual DECA Leadership Conference, and various fundraising events for chapter members to offset travel costs to competitive events. Shari, in her letter of recommendation, concludes that "Charlene was able to maintain a strong academic performance while simultaneously committing countless hours of service to the college, her employer, and volunteer activities in the broader Victoria community. Because of this she is truly deserving of the Lt. Governor's Silver Medal Award". Charlene noted in her own words that volunteering with DECA and as their Vice-President of Marketing and Recruitment allowed her the opportunity to "make a difference in the lives of the students". In addition to her work with DECA, Charlene also volunteered for the Burnside Gorge Community Santa's Pancake Breakfast and for "goBEYOND" to put on a seminar about sustainability in the workplace and "enrich lives at Camosun College".

Motion

The Education Council Awards Committee have moved and seconded that Education Council award the Lt. Governor's Silver Medal to Charlene Caldwell.

Motion Carried.

b. EDUCATION BY-LAWS COMMITTEE – Baldev Pooni, Committee Chair

The VP Ed & SS Divisional Office will conduct an initial review of the By-laws in preparation for the sub-committee review. The draft revisions will be shared with

the By-Law committee for review and discussion. The final draft will be forwarded to Education Council for review and approval.

c. EDUCATION APPROVALS REVIEW AND RENEWAL – Karin Kaercher, Committee Facilitator

Karin noted the committee will be meeting on Oct 26. An update will be given at the next Education Council meeting.

d. ALTERNATIVE AND ELECTIVES – Kathy Tarnai-Lokhorst, Committee Member

Kathy noted a meeting is scheduled and an update will be given at the next Education Council meeting.

e. COLLEGE CURRICULUM COMMITTEE REPORT – Nicole Greengoe, Committee Chair

Nicole presented the CCC report as follows:

1. Diploma in Indigenous Studies

To increase the four (4) Circle Seminar courses in the program by 30 min. each from 1 hour to 1.5 hours a week to ensure students are given enough time to be heard. Current student feedback has indicated students don't feel that they have been allotted enough time. This also increases the course credits from 1.0 to 2.0, and the overall program credits from 64 to 68. Questions and discussion followed.

Motion

It was moved by and seconded by College Curriculum Committee that Education Council approves the proposed curriculum changes to:

Indigenous Studies (Diploma in) (Substantive/Major Revision) -

Program Content (ID 6797)

IST 111 Circle Seminar 1 (Substantive/Major Revision) - Course (Activity) & Hours, Course Credits (ID 6798)

IST 112 Circle Seminar 2 (Substantive/Major Revision) - Course (Activity) & Hours, Course Credits (ID 6799)

IST 211 Circle Seminar 3 (Substantive/Major Revision) - Course (Activity) & Hours, Course Credits (ID 6800)

IST 212 Circle Seminar 4 (Substantive/Major Revision) - Course (Activity) & Hours, Course Credits (ID 6801)

Motion Carried.

Abstention – Bradley Clements

2. Diploma in Applied Chemistry and Biotechnology and CHEM 224

1. **Diploma** - As a result of Program Review and Renewal, the program learning outcomes have been substantially revised. In addition, MATH 116 (one of two math options) has been removed from Program Content due to articulation issues and BIOL 230 (one of 4 science options) has been included as it is in alignment with the newly defined program learning outcomes.

2. **CHEM 224** – Remove the math pre/co-requisites as the statistical content

presented in them will now be covered in the CHEM 224 course. This brings this course into alignment with the other four research universities and gives students more flexibility as to when their math courses are taken.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

Applied Chemistry & Biotechnology (Diploma in) (Substantive/Major Revision) - Program Content, Learning Outcomes (ID 6672)

CHEM 224 Analytical Chemistry (Substantive/Major Revision) - Course Pre/Co-Requisite (relax) (ID 6671)

Motion Carried

3. BUS 261 (new course) and cascading changes

New (replacement) course. This course was originally known as TMGT 261 and restricted to tourism program students. With the suspension of the tourism programs for 2011/12 there was an opportunity to refresh the curriculum to serve a wider student population.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

BUS 261 Business and Sustainability (Substantive/Major Revision(Replacement)) - New Course (ID 6750)

TMGT 261 Sustainability (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6755)

Business Admin, Marketing (Diploma in) (Substantive/Major Revision) - Program Content (ID 6752)

Business Admin, Tourism Management (Diploma in) (Substantive/Major Revision) - Program Content (ID 6751)

Golf Operations (Advanced Diploma) (Substantive/Major Revision) - Program Content (ID 6753)

Tourism & Business (Certificate in) (Substantive/Major Revision) - Program Content (ID 6754)

Motion Carried

4. Diploma in Sport Performance

Remove the "UT" from the academic elective restriction on the Sport Performance Diploma. It is proposed that students have the opportunity to choose non-university transfer (UT) courses that fit with their career and professional goals. This will improve flexibility in course offerings and

enhance retention of students as they choose courses more appropriate to their needs.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

Sport Performance (Diploma in) (Substantive/Major Revision) -
Program Content (ID 6760)

Motion Carried

5. BUS 150 - revision

The proposed revisions are the result of a review and renewal of the course. The course is no longer the anchor to the School of Business' Integrated Business Case experience. The course will now focus on management and organizations.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

BUS 150 Introduction to Management (Substantive/Major Revision) -
Course Calendar Description, Course Pre-Requisite (alternate),
Learning Outcomes (ID 6749)

Motion Carried

6. BUS 217 - revision

The proposed revisions are the result of a review and renewal of the course (the first since its inception over 10 years ago). The proposed revisions are to evolve the course into a skills-based communication course to attract students from all business programs (not only Human Resource students) and provide them with "ready-to-wear" communication and interpersonal skills to use when they are coaching, consulting, or leading in the workplace.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

BUS 217 Effective Workplace Interaction(Substantive/Major Revision)
- Course Title, Course Calendar Description , Course (Activity) &
Hours, Learning Outcomes (ID 6756)

Motion Carried.

Abstention – Bradley Clements

7. BUS 421 -revision

The proposed change is a result of a program review for the Advanced Diploma in Human Resources Management. The review noted the need for

students to have greater flexibility to course offering and to remove unnecessary pre-requisite barriers. After the review it was determined that the pre-requisites required could be reduced and still be sufficient to provide the necessary preparation for the BUS 421 course.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

BUS 421 Strategic Human Resources Management (Substantive/Major Revision) - Course Pre-Requisite (relax) (ID 6759)

Motion Carried

8. ABT 118 - revision

Reduce credits based on the new credit model, add an additional pre-requisite and remove four pre/co-requisites as they are not necessary for student success, and remove one learning outcome as it is covered in detail in another course in the program.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

ABT 118 Office Procedures (Substantive/Major Revision) - Course Pre-Requisite (increase), Course Pre/Co-Requisite (relax), Course Credits, Learning Outcomes (ID 6796)

Motion Carried

g. DISCUSSION

Access to Curriculum Change Documentation

Some Education Council members expressed a desire to have access to the detail of the curriculum changes they were voting on. Education Council members discussed how much information would be required to support a vote. Education Council fully supports the work of the CCC and recognizes the great amount of time they commit; however a desire was expressed by some Education Council members to know more about the conversations that occur at the CCC table. This was to fully understand what was explored and whether any issues may still exist. In impromptu meeting was planned following the regular Education Council meeting to explore the Share Point site in more detail and verify if the information requested is already easily available.

h. ANNOUNCEMENTS

Town Hall Meetings – Strategic Plan Inspiring Lives

Kathryn noted that there were two town hall meetings this week (one at

Interurban and one at Lansdowne) to encourage dialogue and conversation regarding the new Strategic Plan. Council Members are encouraged to attend.

Municipal Candidates Debate

George noted that the Camosun College Student Society is hosting a municipal candidate’s debate on Nov 3 from 6 to 9:30. Contact the CCSS for more info.

Solar Saturday

John noted that Camosun is putting on a solar Saturday information day on Oct 22 in the Pipe trades shop. The Continuing Education website has more info.

i. NEXT REGULAR MEETING

Monday, Nov 21, 2011
4:00-6:00
Interurban, CC 321

j. ADJOURNMENT

The meeting adjourned at 5:03 pm.

Bradley Clements Approve
Barbara Herringer Approve
Carly Hall Approve
Cynthia Wrate Approve
Darragh Grove-White Vote Pending
Gail Baxter Approve
Joanne Cumberland Vote Pending
John Gordon Approve
Karin Kaercher Approve
Kathy Tarnai-Lokhorst Approve
Nancy Sly Approve
Nicole Greengoe Approve
Patricia Gaudreault Approve
Paul Brady Approve
Sarah Loewen Vote Pending
Stephen Bishop Approve
Thea Todd Vote Pending
Comments

Academic Year
2010-2011

Status
Approved

Actively Viewable
Yes

Last modified at 11/3/2011 2:03 PM by [Shelley Butler](#)

This month was busy with the Academic Governance Council meeting, held in sunny and rainy Vancouver on the 22nd of October. Our meeting notes will be made available to you, once approved by the AGC members, but I will report on some of the highlights:

- Ministry representative, Bill Parker, reported on upcoming Deputy Minister change with departure of Philip Steenkamp to SFU (Acting DM is Cheryl Weneizenki-Yolland). Also return to "Ministry of Advanced Education" (from changes last year this time) makes things more familiar. Discussion about initiatives to support West Coast Shipbuilding contracts and northern institution program developments.

- Each institution presented an activity report which will be attached to the meeting notes.

Discussion topics arising from reports included:

- consistency in timing of EdCo presentations

- concerns around liability when promoting programs guaranteed to make graduates "job ready"

- concerns over managing pressure to approve 3rd party programs (eg PN program being discussed today)

- PSIPS process to have peer assessment of all new programs (which is often missed at institutions)

- possible levels of approval (I discussed our process with three levels of approval)

- EdApprovals processes -- in particular, where in the process are operational issues discussed and decisions made, and timelines for approval (2 months seems pretty typical for the bigger institutions).

- Discussion points from agenda:

- ITA approvals at EdCo

- Admissions and Standards policies and terminology -- some discussion about internal alternate grids for courses.

- Orientation activities for EdCo members. I offered our Jeopardy Game for sharing -- and shared that I would want to add more on governance next time around... :)

- "Stale-dating" of programs and when should programs no longer be listed in the calendar. This led to a discussion about online versus paper calendars. The consensus was that having both seemed to be preferable (especially around perceived "artificial" deadlines for program submissions).

- Program Review cycles, and EdCo's role in the process

- EdCo release time comparisons (seems to be a topic every time, as some institutions do not grant any release for EdCo chairs)

- flexible pre-majors

It was noted that it would be beneficial for BC students if our institutions had common definitions for educational terminology and standard policies. The AGC is in a good position to synchronize discussions between institutions. It was decided to create a website for information sharing and debate. In addition, a discussion board will be created to track conversations regarding ongoing topics, such as: administrative support, EdCo budgets, Chair release time, Reporting structure, Curriculum approval bodies and processes, and Prescribed curriculum.

I was elected Acting Chair of the AGC until May, 2012. The bylaws will be updated to establish 1-year terms for the Chair. Our next meeting will be a virtual meeting in January, 2012.

Kathy

Camosun College Curriculum Committee Report

Monday, Oct 31, 1:00-4:00, CC 321, Interurban

- **Present:** Peggy Tilley (Acting Chair), Lynda Warren, Ian Humphries, Shelley Butler, Shohreh Hadian, Kristal Anderson, Debbie Sargent
- **Regrets/Absent:**, Nicole Greengoe (Chair), Susanne Thiessen, Corrine Michel, Kristin Lane
- **Guests:** Barbara Herringer, Carly Hall

Monday, Nov 7, 1:00-4:00, ID 201C, Lansdowne

- **Present:**, Nicole Greengoe (Chair), Debbie Sargent, Lynda Warren, Ian Humphries, Peggy Tilley, Shohreh Hadian, Kristal Anderson, Shelley Butler
- **Regrets/Absent:** Peggy Tilley, Ian Humphries, Corrine Michel, Kirsten Lane, Susanne Thiessen
- **Guests:** Lisa Robertson

CURRICULUM REPORT

1. Proposed Diploma in Practical Nursing (replacement program to Certificate in Practical Nursing)

Summary/Purpose

Carly Hall presented the new Practical Nursing Program. It will follow the Provincial Practical Nurse Curriculum (2011). This new Diploma program will replace the current Certificate program. This program is designed to provide learners with the knowledge, skills, judgments, and attitudes to perform the full range of competencies as identified by the College of Licensed Practical Nurses of British Columbia. The program provides a learning experience that is integrated, professional, collaborative and culturally sensitive with an aim to prepare graduates to care for individuals and families at multiple life stages and in a variety of practice settings. Upon successful completion of the program, learners will be eligible to write the Canadian Practical Nurse Registration Exam (CPNRE).

CCC Concerns/Questions/Comments

1. The CCC requested clarification on the Math admission requirements. The Department has done.
2. The CCC requested some wordsmiths to the documents to improve clarity. The Department has done.

Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

Practical Nursing (Diploma in) (Substantive/Major Addition (New)) - New Program/Credential (ID 6826)

PNUR 114 Professional Practice 1 (Substantive/Major Addition (Replacement)) - New Course (ID 6864)

PNUR 115 Professional Communication 1 (Substantive/Major Addition (Replacement)) - New Course (ID 6865)

PNUR 116 Variations in Health 1 (Substantive/Major Addition (Replacement)) - New Course (ID 6866)

PNUR 117 Health Promotion 1 (Substantive/Major Addition (Replacement)) - New Course (ID 6867)

PNUR 118 Integrated Nursing Practice 1 (Substantive/Major Addition (Replacement)) - New Course (ID 6868)

PNUR 119 Pharmacology 1 (Substantive/Major Addition (Replacement)) - New Course (ID 6869)

PNUR 124 Professional Practice 2 (Substantive/Major Addition (Replacement)) - New Course (ID 6871)

PNUR 125 Professional Communication 2 (Substantive/Major Addition (Replacement)) - New Course (ID

6872)

PNUR 126 Variations in Health 2 (Substantive/Major Addition (Replacement)) - New Course (ID 6873)**PNUR 127 Health Promotion 2 (Substantive/Major Addition (Replacement))** - New Course (ID 6874)**PNUR 128 Integrated Nursing Practice 2 (Substantive/Major Addition (Replacement))** - New Course (ID 6875)**PNUR 129 Pharmacology 2 (Substantive/Major Addition (Replacement))** - New Course (ID 6876)**PNUR 134 Professional Practice 3 (Substantive/Major Addition (Replacement))** - New Course (ID 6878)**PNUR 135 Professional Communication 3 (Substantive/Major Addition (Replacement))** - New Course (ID 6879)**PNUR 136 Variations in Health 3 (Substantive/Major Addition (Replacement))** - New Course (ID 6880)**PNUR 137 Health Promotion 3 (Substantive/Major Addition (Replacement))** - New Course (ID 6881)**PNUR 138 Integrated Nursing Practice 3 (Substantive/Major Addition (Replacement))** - New Course (ID 6882)**PNUR 144 Professional Practice 4 (Substantive/Major Addition (Replacement))** - New Course (ID 6884)**PNUR 145 Professional Communication 4 (Substantive/Major Addition (Replacement))** - New Course (ID 6885)**PNUR 146 Variations in Health 4 (Substantive/Major Addition (Replacement))** - New Course (ID 6886)**PNUR 147 Health Promotion 4 (Substantive/Major Addition (Replacement))** - New Course (ID 6887)**PNUR 148 Integrated Nursing Practice 4 (Substantive/Major Addition (Replacement))** - New Course (ID 6888)**PNUR 181 Consolidated Practice Exp 1 (Substantive/Major Addition (Replacement))** - New Course (ID 6870)**PNUR 182 Consolidated Practice Exp 3 (Substantive/Major Addition (Replacement))** - New Course (ID 6877)**PNUR 183 Consolidated Practice Exp 3 (Substantive/Major Addition (Replacement))** - New Course (ID 6883)**PNUR 184 Consolidated Practice Exp 4 (Substantive/Major Addition (Replacement))** - New Course (ID 6889)**PNUR 185 Transition to Preceptorship (Substantive/Major Addition (Replacement))** - New Course (ID 6890)**PNUR 186 Preceptorship (Substantive/Major Addition (Replacement))** - New Course (ID 6891)

2. Proposed Certificate in English Language for the Workplace – e Work (new program)

Summary/Purpose

Lisa Robertson presented this new fully on-line certificate program. This Advanced English Language training program provides communication and socio-cultural workplace training to internationally-educated professionals and skilled workers to help them succeed within their chosen careers. This certificate program complements internationally educated professionals and skilled workers other post secondary credentials. The ultimate goal is for these certificate programs to be recognized by employers as a Canadian credential that demonstrates excellence in English Language for the Workplace. This program meets both the workplace communication needs of internationally-educated professionals and skilled workers and the skilled labour needs of the province. The practical, language focused courses in the program will help participants to find and maintain work commensurate with their skills and experience and better integrate into the provincial workplace. The online delivery of the courses will appeal to students provincially, nationally and internationally.

CCC Concerns/Questions/Comments

1. The CCC requested the Department clarify if we would formally verify the Admission Requirements related to “proof of qualification from a post-secondary program”. The Department has clarified that the College will accept the submitted document with the assumption students are submitting legitimate qualifications that make them appropriate candidates for this program.
2. The CCC requested the Department clarify in the Program Outline how a student might progress to academic studies after taking this program. The Department has done.
3. The CCC requested clarification on if the program would be open to non-program students. The Department has clarified that the program will be open to non-program students, however the non-program students must meet the individual course pre-requisites (which require a student meet the minimum English level; **and** possess a post-secondary qualification or have permission of the departmental chair.

4. The CCC requested clarification on why there was no PLA option for the courses. The Department has noted they could not offer at this time due to the resources required to develop the assessment. They will consider this for a future date.
5. The CCC requested some wordsmiths to the documents to improve clarity. The Department has done.

Full Recommendation – Pending CCC E-Vote

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval. [Full Recommendation via E-Vote received Nov 21, 2011. S.Butler](#)

Motion Pending

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

English Language for the Workplace – e Work (Certificate in) (Substantive/Major Addition (New)) - New Program/Credential (ID 6853)

EWRK 101 e-Work Career Building (Substantive/Major Addition (New)) - New Course (ID 6854)

EWRK 102 e-Work Small Talk (Substantive/Major Addition (New)) - New Course (ID 6855)

EWRK 103 e-Work Reports (Substantive/Major Addition (New)) - New Course (ID 6856)

EWRK 104 e-Work Emails (Substantive/Major Addition (New)) - New Course (ID 6857)

EWRK 105 e-Work Instructions (Substantive/Major Addition (New)) - New Course (ID 6858)

EWRK 106 e-Work Telephoning (Substantive/Major Addition (New)) - New Course (ID 6859)

EWRK 107 e-Work Presentations (Substantive/Major Addition (New)) - New Course (ID 6860)

EWRK 108 e-Work Meetings (Substantive/Major Addition (New)) - New Course (ID 6861)

EWRK 109 e-Work Dealing with Problems (Substantive/Major Addition (New)) - New Course (ID 6862)

EWRK 110 e-Work Customer Service (Substantive/Major Addition (New)) - New Course (ID 6863)

3. **Proposed Certificate in Bookkeeping Fundamentals (new program) and Certificate in Office Fundamentals (new program), and revised Certificate in Office Administration (revised program) and revised Medical Office Assistant (revised program).**

Summary/Purpose

Beginning, January 2012 the School of Business is planning to make a variety of new online applied business technology courses (i.e. ABTO) available to students. These ABTO courses will be offered as a part of two new programs, and as an alternate delivery option for two existing programs.

The demand for online learning has increased dramatically. To remain competitive with other Applied Business Technology programs in BC we need to offer students alternate methods of delivery to complete our Applied Business Technology programs at Camosun College.

The Applied Business Technology Online Collaborative results from the efforts and dedication of faculty and staff at the participating colleges and universities throughout the province, in which Camosun College is a member.

The programs are designed by taking the collaborative curriculum and applying our own numbering and abbreviation to it, but the title, calendar description, learning outcomes, hours, etc. are taken from the collaborative.

Simple table to show the four (4) applied business technology programs submitted for approval.

Program	Additional Information
Certificate in Bookkeeping Fundamentals Proposed New Program	Fully On-Line – Seeking Approval Program Content - 11 ABTO courses (ABTO 100, 101, 115, 120, 125, 132, 136, 137, 150, 150, 151, 152)
Certificate in Office Fundamentals Proposed New Program	Fully On-Line – Seeking Approval Program Content - 13 ABTO courses (ABTO 100, 101, 104, 112, 113, 115, 120, 125, 132, 134, 136, 138, 139)
Certificate in Office Administration Revised Program	Option A – Face to Face – Already Approved Program Content - 11 ABT courses (ABT 110, 117, 118, 160, 161, 164, 165, 167, 170, 178, 184) Option B – On-Line - Seeking Approval Program Content - 21 ABTO courses (ABTO 100, 101, 102 or 103, 104, 112, 113, 115, 116, 120, 125, 130, 132, 133, 134, 135, 136, 137, 138, 139, 150, 151)
Certificate in Medical Office Assistant Revised Program	Option A – Face to Face – Already Approved Program Content - 11 ABT courses (ABT 112, 122, 123, 124, 125, 128, 129, 131, 135, 160, 171) Option B – On-Line – Seeking Approval Program Content - 21 ABTO courses (ABTO 100, 102 or 103, 112, 115, 120, 125, 132, 133, 134, 135, 136, 138, 150, 160, 161, 162, 170, 172, 173, 175, 180)

Simple Diagram to relationship between the ABT and ABTO courses

This diagram only shows a few of the ABT and ABTO courses to demonstrate how the curriculum is related. Note – generally 2 or more ABTO courses must be taken to fulfill the completion requirements of 1 ABT course.

Camosun ABT Courses (Face to Face) Already Approved Curriculum	Camosun ABTO Courses (On-line) Proposed New Curriculum (seeking approval)	Collaborative Curriculum (On-line) Existing Approved Curriculum from Partner Institutions
ABT 110 Office Amin. Keyboarding	ABTO 101 Keyboarding 1, and ABTO 102 Keyboarding 2, or ABTO 103 Keyboarding 2 C.P.	Keyboarding 1 Keyboarding 2 Keyboarding 2 Cortez Peters
ABT 117 Interpersonal Success Tools	ABTO 112 Human Relations; and ABTO 125 Job Search	Human Relations Job Search
ABT 160 Word Processing 2	ABTO 134 Word 1; and ABTO 135 Word 2	Word 1 Word 2

CCC Concerns/Questions/Comments

1. The CCC expressed concern regarding the “Blended Option C”, which allowed students to select courses from a menu of ABT and ABTO curriculum in order to complete the credential. The CCC supports blended delivery of curriculum, however they felt that “dual curriculum” model proposed was not a “typical blended delivery model” and presented a number of challenges, including potential confusion of the program completion requirements for students. The issue was brought forward to Baldev Pooni (VP Ed and SS). The school was requested to remove the “Blended Option C”; and add a notation that allows students to complete on-line courses in lieu of face to face courses (or vice-versa) by permission of the department chair.
2. The CCC requested the department clarify how the “on-line credit value/hours” relates to the “face to face credit value/hours” as these two values seem significantly different. The department received an exception by Baldev Pooni (VP Ed and SS) to adjust the weighting of the ABTO course hours to reflect a “vocational hour” model (as per the consortium “modular” curriculum approach). As such, the total program credits between the on-line option (ABTO) and the face to face option (ABT) are now closer together.
3. The CCC requested clarification on how this collaborative approach to curriculum might look in 5 years time at Camosun. The school clarified.
4. The CCC requested clarification on if the department had considered “modularizing” the current ABT face-to-face curriculum to align with the ABTO consortium curriculum. The school clarified that this will be considered during the upcoming program review for the Office Administration program.
5. The CCC requested the department review a number of the pre-requisites to ensure students will be able to meet them as some were not included in the program content. The department has reviewed and has subsequently made some revisions.
6. The CCC recommended a number of wordsmith “improvements” to improve the clarity of the “pre-set” Calendar Descriptions and Learning Outcomes. The department will discuss these improvements with the collaborative at a future date.
7. The CCC requested a number of wordsmith improvements to improve clarity. The department has done.

Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion

Bookkeeping Fundamentals (Certificate in) (Substantive/Major Addition (New)) - New Program/Credential (ID 6762)

Office Fundamentals (Certificate in) (Substantive/Major Addition (New)) - New Program/Credential (ID 6761)

Office Administration (Certificate in) (Substantive/Major Revision) - Program Completion Requirements, Program Content, Program Delivery Arrangements, Program Description, Program Participation Requirements (ID 6758)

Medical Office Assistant (Certificate in) (Substantive/Major Revision) - Program Description, Program Participation Requirements, Program Content, Program Completion Requirements, Program Delivery Arrangements (ID 6757)

ABT 030 Online Learner Success (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6763)

ABTO 100 On-Line Learner Success (Substantive/Major Addition (New)) - New Course (ID 6764)

ABTO 101 Keyboarding 1 (Substantive/Major Addition (New)) - New Course (ID 6765)

ABTO 102 Keyboarding 2 (Substantive/Major Addition (New)) - New Course (ID 6766)

ABTO 103 Keyboarding 2 Cortez (Substantive/Major Addition (New)) - New Course (ID 6767)

ABTO 104 Administrative Procedures (Substantive/Major Addition (New)) - New Course (ID 6768)

ABTO 112 Human Relations (Substantive/Major Addition (New)) - New Course (ID 6769)

ABTO 113 Records Management (Substantive/Major Addition (New)) - New Course (ID 6770)

ABTO 115 Business English (Substantive/Major Addition (New)) - New Course (ID 6771)
ABTO 116 Business Communications (Substantive/Major Addition (New)) - New Course (ID 6772)
ABTO 120 Business Math and Calculators (Substantive/Major Addition (New)) - New Course (ID 6773)
ABTO 125 Job Search (Substantive/Major Addition (New)) - New Course (ID 6774)
ABTO 130 Integrated Project-Administrat (Substantive/Major Addition (New)) - New Course (ID 6775)
ABTO 132 Intro to Computers & Internet (Substantive/Major Addition (New)) - New Course (ID 6776)
ABTO 133 Presentation Software (Substantive/Major Addition (New)) - New Course (ID 6777)
ABTO 134 Word Processing 1 (Substantive/Major Addition (New)) - New Course (ID 6778)
ABTO 135 Word Processing 2 (Substantive/Major Addition (New)) - New Course (ID 6779)
ABTO 136 Spreadsheets 1 (Substantive/Major Addition (New)) - New Course (ID 6780)
ABTO 137 Spreadsheets 2 (Substantive/Major Addition (New)) - New Course (ID 6781)
ABTO 138 Database (Substantive/Major Addition (New)) - New Course (ID 6782)
ABTO 139 Outlook (Substantive/Major Addition (New)) - New Course (ID 6783)
ABTO 150 Accounting 1 (Substantive/Major Addition (New)) - New Course (ID 6784)
ABTO 151 Accounting 2 (Substantive/Major Addition (New)) - New Course (ID 6785)
ABTO 152 Computerized Accounting (Substantive/Major Addition (New)) - New Course (ID 6786)
ABTO 160 Medical Terminology 1 (Substantive/Major Addition (New)) - New Course (ID 6787)
ABTO 161 Medical Terminology 2 (Substantive/Major Addition (New)) - New Course (ID 6788)
ABTO 162 Medical Terminology 3 (Substantive/Major Addition (New)) - New Course (ID 6789)
ABTO 170 Medical Transcription (Substantive/Major Addition (New)) - New Course (ID 6790)
ABTO 172 Manual Medical Billing (Substantive/Major Addition (New)) - New Course (ID 6791)
ABTO 173 Medical Billing Computerized (Substantive/Major Addition (New)) - New Course (ID 6792)
ABTO 175 Clinical Procedures & Practice (Substantive/Major Addition (New)) - New Course (ID 6793)
ABTO 180 Medical Administrative Procedu (Substantive/Major Addition (New)) - New Course (ID 6794)

4. Proposed Diploma in Medical Radiography (new program)

Summary/Purpose

Debbie Sargent presented the proposed Diploma in Medical Radiography. Medical Radiography is the art and science of producing medical images using x-radiation. X-ray images can be film or digital form and serve routine needs or form part of complex investigations. The technologist produces images that a radiologist interprets in order to aid in medical diagnoses. The Medical Radiography program is an intense 24 continuous months of full-time study (without summer breaks) combining didactic and clinical instruction. Students receive intensive theoretical and practical instruction through lectures, labs, online courses, as well as practical experience in the clinical environment. Students are expected to act as surrogate patients to learn positioning techniques, as well as interpersonal skills. Clinical practicums occur within hospital sites throughout the province and provide an opportunity to apply knowledge learned throughout the curriculum. Students will be expected to travel and provide their own accommodations for clinical experiences.

There is a high demand for radiography graduates. The health care system is in a transition phase as new technology is establishing new responsibilities of care and treatment. Entering the Medical Radiological field means that you are prepared for lifelong learning as your chosen career continues to change, grow and advance.

Opportunities exist for graduates to continue training into imaging specialties such as Ultrasound, Magnetic Resonance Imaging and other specialties. Graduates also migrate into management, equipment sales, research and educational roles.

Graduates of this program are eligible to write the national certification examination to become registered with the Canadian Association of Medical Radiological Technologists (CAMRT), which is a requirement to work in some provinces in Canada.

VIHA has been advocating for an Island Medical Radiography program for many years. The Ministry of Advanced Education and the Ministry of Health have been working together to enable Camosun College to deliver an Island program in partnership with BCIT. College of New Caledonia has also partnered with BCIT to deliver a northern BC program. All three institutions have worked together to develop a new provincial curriculum and will deliver the same program at all three institutions. A provincial admission process is being developed. A provincial clinical coordinator has been hired by BC Academic Health Council to support the clinical placement needs of all three institutions. It is noted that there is a high demand for MRT graduates due to an aging workforce, retirements and the increase in advanced imaging technologies. Clinical capacity to train MRT's is limited and as such only 16 students will be able to enter Camosun's program each year.

CCC Concerns/Questions/Comments

1. The CCC requested the school clarify the math admission requirements as there appears to be a couple of errors. The school has reviewed and corrected the math requirements accordingly.
2. The CCC requested a number of wordsmith improvements to improve clarity. The department has done.
3. The CCC requested the school review and re-write the calendar descriptions in a couple of years time when the curriculum becomes "Camosun curriculum" to better reflect our standards for calendar descriptions. The school has agreed to do.

Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

- Medical Radiography (Diploma in) (Substantive/Major Addition (New))** - New Program/Credential (ID 6825)
- MRAD 102 Radiographic Sciences 1 (Substantive/Major Addition (New))** - New Course (ID 6829)
- MRAD 103 Human Behaviour (Substantive/Major Addition (New))** - New Course (ID 6827)
- MRAD 105 Radio Anatomy & Physiology 1 (Substantive/Major Addition (New))** - New Course (ID 6832)
- MRAD 107 Clinical Orientation (Substantive/Major Addition (New))** - New Course (ID 6830)
- MRAD 111 Patient Care (Substantive/Major Addition (New))** - New Course (ID 6831)
- MRAD 113 Physics:Medical Radiography 1 (Substantive/Major Addition (New))** - New Course (ID 6833)
- MRAD 115 Rel Anatomy & Physiology 1 (Substantive/Major Addition (New))** - New Course (ID 6828)
- MRAD 120 Clinical Education 1 (Substantive/Major Addition (New))** - New Course (ID 6834)
- MRAD 122 Pathology 1 (Substantive/Major Addition (New))** - New Course (ID 6835)
- MRAD 124 Radiobiology & Radiation Prot (Substantive/Major Addition (New))** - New Course (ID 6836)
- MRAD 125 Rel Anatomy & Physiology 2 (Substantive/Major Addition (New))** - New Course (ID 6837)
- MRAD 127 Ethics & the Healthcare System (Substantive/Major Addition (New))** - New Course (ID 6838)
- MRAD 129 Clinical Applications in CT (Substantive/Major Addition (New))** - New Course (ID 6839)
- MRAD 230 Clinical Education 2 (Substantive/Major Addition (New))** - New Course (ID 6841)
- MRAD 235 Radiographic Procedures 2 (Substantive/Major Addition (New))** - New Course (ID 6840)
- MRAD 237 Interprofessional Health Pract (Substantive/Major Addition (New))** - New Course (ID 6842)
- MRAD 240 Radio Anatomy & Physiology 2 (Substantive/Major Addition (New))** - New Course (ID 6848)
- MRAD 241 Radiographic Procedures 3 (Substantive/Major Addition (New))** - New Course (ID 6846)
- MRAD 243 Radiographic Sciences 2 (Substantive/Major Addition (New))** - New Course (ID 6845)
- MRAD 245 Physics: Medical Radiography 2 (Substantive/Major Addition (New))** - New Course (ID 6850)
- MRAD 246 Rel Anatomy & Physiology 3 (Substantive/Major Addition (New))** - New Course (ID 6843)
- MRAD 247 Communication & Research Skill (Substantive/Major Addition (New))** - New Course (ID 6844)
- MRAD 248 Pathology 2 (Substantive/Major Addition (New))** - New Course (ID 6847)
- MRAD 249 CT - Physical Principles (Substantive/Major Addition (New))** - New Course (ID 6849)

MRAD 250 Clinical Education 3 (Substantive/Major Addition (New)) - New Course (ID 6852)

MRAD 255 Capstone (Substantive/Major Addition (New)) - New Course (ID 6851)

5. COMP 080 –Course Cancellation

Summary/Purpose

Cancel course. It has never been offered (since approved in 2004) and the school does not anticipate demand for this course at the college.

CCC Concerns/Questions/Comments

Nil.

Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

COMP 080 Advanced Computer Studies (Substantive/Major Cancellation (No Replacement)) - Cancel Course (ID 6817)

6. MATH 175 - Revision

Summary/Purpose

- Add an alternate pre-requisite as it is an appropriate and “solid” prerequisite.
- The original learning outcomes were very short and inaccurate. The learning outcomes were rewritten to a standard format and to reflect what has been taught in the course for the past several years.

CCC Concerns/Questions/Comments

Nil.

Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

MATH 175 Mathematics for Electronics 5 (Substantive/Major Revision) - Course Pre-Requisite (alternate), Learning Outcomes (ID 6823)

7. PHIL 290 –new course**Summary/Purpose**

New special topics course. A special topics course gives philosophers the option of teaching a broader body of topics, teaching topics matching their interests, and teaching current topics in the field. All of these will allow instructor to better prepare transfer students. Instructors will use these courses to gauge student interest in a particular subject before offering the course on a regular basis. Second year special topic courses are offered in the philosophy departments of the University of Victoria (PHIL290) and Simon Fraser University (PHIL231-3).

CCC Concerns/Questions/Comments

Nil

Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

PHIL 290 Special Topics in Philosophy (Substantive/Major Addition (New)) - New Course (ID 6818)

8. IST 204 – course revision**Summary/Purpose**

Relax the pre-requisite as it original one could not be automated with the college systems. In addition, include alternate pre-requisites from the Indigenous Business Leadership program. The learning outcomes have also been revised to reflect the new focus of the course.

CCC Concerns/Questions/Comments

The original submission retained the “completion of 3 semesters” pre-requisite. This is not possible to automate in the college systems. The department was consulted on this issue. After considerable conversation they elected to go with a new set of pre-requisites (i.e. actual courses) so that this process could be automated.

Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

IST 204 Special Individual Projects (Substantive/Major Revision) - Course Pre-Requisite (relax) (ID 6824)

9. GSWS 110 – new course**Summary/Purpose**

Add new course. Currently, there is no Gender/Women's Studies discipline in the Dept. of Social Sciences. This course would contribute to a strong group of women-focused courses currently offered at Camosun, which command high enrolments. Because of its interdisciplinary orientation, this course could be cross-listed and therefore granted articulation in Sociology and Women's Studies.

CCC Concerns/Questions/Comments

1. The CCC requested the school renumber the original submission (i.e. 101) as this number is generally reserved for Cooperative Education courses. The school has renumbered to 110.
2. The CCC requested clarification regarding the effective date of Jan 2012 as students most likely will not be able to register until early December. The school has clarified that they will schedule the course at night in order to accommodate students with their existing schedules.
3. The CCC requested clarification regarding the tight timelines and the articulation of the course as this course is intended to be a university transfer (UT) course. The school has clarified that they have been in contact with UVic regarding this course and they strongly believe that the articulation will go very quickly and smoothly.
4. The CCC expressed concern to the school regarding the need to adhere to strict timelines when submitting curriculum so that the College can appropriately advise students of their choices, market our curriculum strategically, allocate our resources strategically, ensure articulation is confirmed, ensure the appropriate tuition is set, etc. The school has acknowledged the concern.

Undecided / Forward to EdCo for Decision (due to lack of consensus)

CCC has reviewed the curriculum, and any subsequent revisions and/or responses. There is still no consensus for recommendation among the CCC members. There are 2 full recommendations, 2 recommendations with concerns, 1 do not recommend (yet), and 1 abstention. The lack of consensus is related to the Jan 2012 effective date.

Motion Pending

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

GSWS 110 Women, Knowledge, Sex & Power (Substantive/Major Addition (New)) - New Course (ID 6822)

Additional Information:

From Stan Chung, Dean Arts and Science:

1. *This course was funded by Baldev (\$3k) in May and was one of the courses that didn't make the president fund.*
2. *I have received requests from students for the course, and the course reflects an important pathway to Women's Studies at UVic.*
3. *This course is the foundation for future courses in gender and sexuality (which was the subject of a previous president's fund request).*
4. *We developed the course over the summer.*
5. *We have met with the chair of UVic, and she fully supports the course and will fast-track articulation.*

We anticipate the course going through EdCo, however, if we did not move to schedule implementation, students would not have the course for January.

As you know, this would be the college's first ever women and gender studies course. This is a life-changing course that means a great deal to students. We have only "place-marked" this course subject to EdCo approval. This is the only way to anticipate a January start date.

If you feel you need more detail (although not required) you can view the curriculum items via the following links:

Documents as submitted to CCC (prior to any revisions):

<http://sp1/sites/edco/ccc> ;or <http://sp1.camosun.bc.ca/sites/edco/ccc>

Select the 2011-11-07-CCC Agenda Package – View PDF's of the curriculum.

Documents post-CCC meeting (revisions incorporated):

<\\nas2\cecp>

Search by School, Course or Program



EX-250-002-003

Education Council Briefing Notes

Submitted by: John Boraas, Acting VP Education

Date: Nov 21, 2011

Topic: **Program Cancellations:**

Studio Arts Access - ESL; and

Health Studies Access – ESL; and

Computer Science Access – ESL.

Decision Being Sought: **Request for Education Council to recommend the cancellation of the three programs to the Board of Governors for approval.**

Background: The Board of Governors approved the Program Suspension and Cancellation policy on Dec 7, 2009. As such, all programs requesting suspension or cancellation will be following a new process as outlined in the policy.

At this time I am bringing forward three programs (see below) for cancellation with supporting background documentation (see attached documentation). I have reviewed the proposals to cancel these programs and I recommend the cancellations given the lack demand for the programs.

Studio Art Access - ESL

This two-semester full time program is designed for non-native speakers of English who wish to study art while they are completing College and Academic Preparation ESL. It may be taken as a two semester full-time program or part-time. Upon completion of the program, students will have completed two UT courses in studio art and will have achieved a level of English required to enter UT and other program courses.

CANCELLATION:

Studio Art Access - ESL (Certificate in) (Substantive/Major Cancellation (No Replacement)) - Cancel Program (ID 6819)

Cascading Change as a result of this program cancellation: Pre-requisite change to ART 100, to remove "admission to the Studio Art Access - ESL program". Follow-up paperwork in process.

Health Studies Access - ESL

This two-semester full time program is designed for non-native speakers of English who wish to learn about Health while they complete College and Academic Preparation ESL. It may be taken as a two semester full-time program or part-time. Upon completion of the program, students will have completed two UT courses (Health and Psychology) and will have achieved a level of English required to enter UT and other program courses.

CANCELLATION:

Health Studies Access - ESL (Certificate in) (Substantive/Major Cancellation (No Replacement)) - Cancel Program (ID 6820)

Cascading Change as a result of this program cancellation: Pre-requisite changes to HLTH 110 and PYSC 154 to remove "admission to the Health Studies Access - ESL program". Follow-up paperwork in process.

Computer Science Access - ESL

This two-semester full-time program is designed for non-native speakers of English who wish to prepare for studying Computer Science while they are completing College and Academic Preparation ESL. It may be taken as a two semester full-time program or part-time. Upon completion of the program, students will have completed two UT courses in Computer Science and may enter the regular Computer Systems Technology program, which bridges to university.

CANCELLATION:

Computer Science Access - ESL (Certificate in) (Substantive/Major Cancellation (No Replacement)) - Cancel Program (ID 6821)

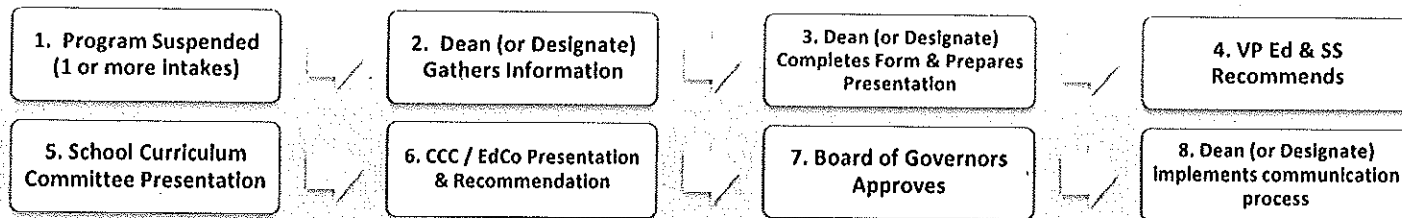
Cascading Change as a result of the program cancellation: Pre-requisite change to COMP 132 and COMP 156 to remove "admission to the Computer Science Access - ESL program". Follow-up paperwork in process.

Program Cancellation Form (Major Change)

ID 6819

The cancellation of a program occurs when a program is no longer offered by the college and is removed from the list of program offerings. It is intended to be permanent. Refer to the Program Suspension and Cancellation Policy – E-1.11 for more info.

Cancellation Process:



Credential Name(s): **Studio Art Access – ESL (SAACC)**

School: Access

Dept: English Language Development

Programs are generally suspended before they are cancelled. Please complete if this program has been suspended.
Suspension Approval Date:

RECEIVED

Last Intake of Students in this Credential prior to Cancellation:

X Sept Jan May July 2010 2011 2012 2013 Other: Sept 2009



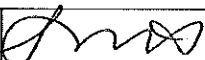


OCT 13 2011

X Clip the most recent copy (single-sided) of the Program Outline to this form (single-sided).

Include any course cancellations/revisions (completed single-sided Course Change Forms and Course Descriptions) as a result of this change with this submission.

Complete the Questions below - Attach supporting documents if available.

1. When (i.e. date) was the credential(s) first offered?	September 2006 as Graphic Design Access, then in September 2007 as Studio Art Access - ESL
Why was the credential(s) created? Was there a student/employer need? Was a needs analysis done? Why or why not? Please explain.	The credential was created to respond to a need identified by Camosun College International. This program gave international students the opportunity to earn credit in college level content with language support in conjunction with English language and academic skill upgrading. Unfortunately, the identified need did not materialize.
3. How was the program received when first offered and over subsequent years? Were there formal or informal Program Reviews? What has the history of this credential(s) been?	This program was first offered in Sept 2006 as the Graphic Design ESL Certificate. Eight students started the program. In Sept 2007, six students registered. In Sept 2008, seven students registered. In Sept 2009, one student registered. Four students have received the credential since 2006. The Department has informally reviewed the program, and based on lack of interest and student feedback, has decided to cancel the program.
4. What internal and/or external forces have come into being that have led you to cancel this credential(s)? Was cancellation the only option? Were there competing priorities?	Lack of student demand, attrition of registered students, and lack of budget have led to the cancellation of this program. Since the program was never fully subscribed and given budget pressure over the last few years, cancellation is the best option.
5. Note any additional information related to consultation feedback from students, employers, PAC's, School Curriculum Committees, affected faculty and staff, Unions, College service depts., and administration.	For some students, the oral communication demands of the content courses (Art 100 and 101) were beyond their language abilities.
6. Note any additional information related to Program Performance Measures - student demand, graduate employment/transfer to further studies, cost effectiveness, student and employer satisfaction levels, availability of alternate program providers, and other relevant	

7. Identify any impacts to staff, faculty, technology, and other resources, as a result of the cancellation. Clearly identify all impacts.	Cancellation of the program allows allocated resources to be directed in areas of greater demand.	
8. Articulate a Transition & Communication Plan for any students impacted by this cancellation.	Not applicable – program is not currently running	
NAMES	SIGNATURES	DATE
Dept Chair: Mavis Smith		May 17, 2011
Associate Dean(s) of Other Affected Depts (add more rows if needed) <input type="checkbox"/> Not applicable		
School: Arts and Science Dominic Bergeron		Sept. 26 2011.
Comments by Other affected Departments (attach additional sheets if necessary):		
Assoc. Dean: Sarah Loewen		Ce 03/2011
Dean: John Boraas		11.08.03
VP Ed & SS: Baldev Pooni		Oct 17, 2011
CCC Chair:		
EdCo Chair:		
Board Approval Date:		

resentation:

The Dean (or Designate) will be required to present a short formal presentation on the cancellation to the College Curriculum Committee and Education Council. This is intended to ensure cancellation decisions are made in a respectful, timely, and considered manner.

Power Point Example (Example is a guide. Actual presentations may vary)

Program Cancellation	Program Cancellation When & Why First Offered	Program Cancellation Brief History of the Credential	Program Cancellation Internal / External Forces that led to cancellation
Program Cancellation Any Addl. Consultation Feedback	Program Cancellation Any Addl. Program Performance Measures	Program Cancellation Impacts to students and/or college	Program Cancellation Transition & Communication Plan



CAMOSUN COLLEGE
School of Access
English Language Development

PROGRAM OUTLINE

Education Council: Jun 18/07

Minor: Jan 23/09, April 19/10

1. Program Code: SAACC

(Set by Student Services, departments should consult with Student Services prior to approval.)

2. Program Name: Studio Art Access – ESL

3. Program Description:

This two-semester full time program is designed for non-native speakers of English who wish to study art while they are completing College and Academic Preparation ESL. . It may be taken as a two semester full-time program or part-time. Upon completion of the program, students will have completed two UT courses in studio art and will have achieved a level of English required to enter UT and other program courses.

4. Program Admission Requirements:

- Submit proof of successful completion of "Secondary School" or equivalent
- Submit proof of ELD 050; or ELD 062 and 064; or IELTS 5.5 or TOEFL 527, or 197, or 71, or Canadian Language Benchmark 7 or assessment.

Or

Permission of the Associate Dean, School of Access.

5. Program Participation Requirements:

(Requirements that must be met throughout the program. Monitored by the Program.)

(Examples: lap tops, immunization, practicum requirements, licenses/qualifications, etc...)

6. Program Learning Outcomes:

At the completion of the program students will be able to...

- Demonstrate English proficiency at a level sufficient to enter a post secondary program.
- Demonstrate an awareness of visual language and culture.
- Demonstrate an understanding of a variety of media, processes, and theories of art in a studio setting
- Demonstrate familiarity with Canadian post-secondary institutions/ Canadian culture.

PROGRAM OUTLINE
(continued)

7. Program Content:

Term 1 (Fall)

Course	Course Name	Credits
ART 100	Introductory Studio 1	3.0
ELD 072	Advanced English	3.0
ELD 074; or ELD 080	Academic Communication Skills; or Introduction to the Canadian Workplace	2.0; or 0.0
ELD 060	ELD Support Course	0.0
	<i>Credits</i>	6.0 - 8.0

Term 2 (Winter)

Course	Course Name	Credits
ART 101	Introductory Studio 2	3.0
ELD 092; and ELD 094; or ELD 097	Provincial English Composition; and Provincial English Literature; or Technical & Professional English	3.0; and 3.0 or 6.0
ELD 060	ELD Support Course	0.0
	<i>Credits</i>	9.0

8. Delivery Arrangements:

May include campus location, mode (classroom, Distributed Ed, etc.), part-time/full-time, scheduling (evenings/weekends/semester/quarter/continuous intake, etc...)

This program is offered full time or part time at the Lansdowne Campus during the fall and winter semesters.

9. Program Completion Requirements:

(Requirements that must be met before the credential will be awarded. Examples: GPA, total credits required, etc.) (note "a minimum GPA of 2.0 ("C") is the college standard to graduate from all GPA programs, unless otherwise stated")

A minimum of "C" letter grade in each course is required to graduate from the program.

Completion (COM) grade in ELD 060

10. a. Credential Awarded:

Format – credential followed by program (then by work experience designation if applicable) (e.g. "Certificate in ...", "Diploma In...", "Cooperative Education Designation", etc.)

Certificate in Studio Art Access - ESL

PROGRAM OUTLINE
(continued)

b. External Licensing Certifications:

(if applicable)

11. Special Notes:

(Example: Block Transfer Arrangements)

ELD 060 Support course is designed to provide non-native speakers of English with the reading, writing, listening and speaking skills necessary to support their studies and for successful completion of college career, academic or vocational courses.

The portfolios produced in ART 100 and ART 101 can contribute to the portfolio requirement for entry into the Visual Arts Program at Camosun College.

12. Recommended Activities or Materials to Help Students to Succeed Throughout the Program:

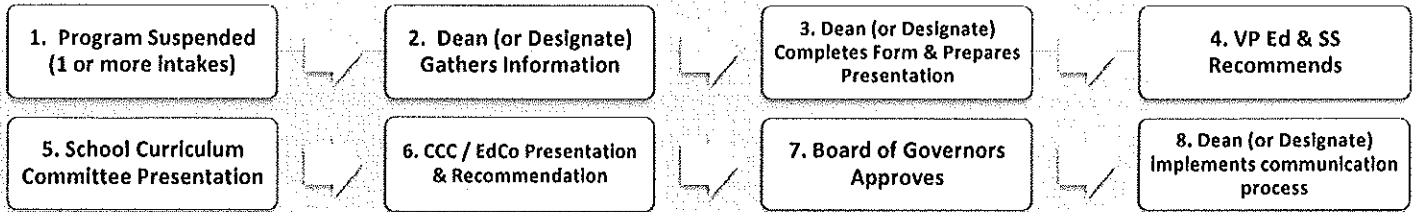
It is recommended that students attend class regularly and seek support from the English Help Centre.

Program Cancellation Form (Major Change)

ID **6620**

The cancellation of a program occurs when a program is no longer offered by the college and is removed from the list of program offerings. It is intended to be permanent. Refer to the Program Suspension and Cancellation Policy – E-1.11 for more info.

Cancellation Process:



Credential Name(s): **Health Studies Access – ESL (HSACC)**

School: Access

Dept: English Language Development

Programs are generally suspended before they are cancelled. Please complete if this program has been suspended.
Suspension Approval Date:

RECEIVED

Last Intake of Students in this Credential prior to Cancellation:

X Sept Jan May July 2010 2011 2012 2013 Other: Sept 2009


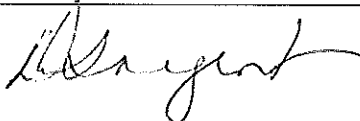


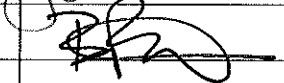
OCT 13 2011

X Clip the most recent copy (single-sided) of the Program Outline to this form (single-sided).

Include any course cancellations/revisions (completed single-sided Course Change Forms and Course Descriptions) as a result of this change with this submission.

Complete the Questions below - Attach supporting documents if available.

1. When (i.e. date) was the credential(s) first offered?	September 2006
2. Why was the credential(s) created? Was there a student/employer need? Was a needs analysis done? Why or why not? Please explain.	The credential was created to respond to a need identified by Camosun College International. This program gave international students the opportunity to earn credit in college level content with language support in conjunction with English language and academic skill upgrading. Unfortunately, the identified need did not materialize.
3. How was the program received when first offered and over subsequent years? Were there formal or informal Program Reviews? What has the history of this credential(s) been?	This program was first offered in Sept 2006. Four students started the program. In Sept 2007, three students registered. In Sept 2008, four students registered. In Sept 2009, four students registered. Four students have received the credential since 2006. The Department has informally reviewed the program, and based on lack of interest and student feedback, has decided to cancel the program.
4. What internal and/or external forces have come into being that have led you to cancel this credential(s)? Was cancellation the only option? Were there competing priorities?	Lack of student demand, attrition of registered students, and lack of budget have led to the cancellation of this program. Since the program was never fully subscribed and given budget pressure over the last few years, cancellation is the best option.
5. Note any additional information related to consultation feedback from students, employers, PAC's, School Curriculum Committees, affected faculty and staff, Unions, College service depts., and administration.	For some students, the language demands of the content courses (Health 110 and 112) challenged their language abilities. Students also commented that the overall program entailed a heavy workload.
6. Note any additional information related to Program Performance Measures - student demand, graduate employment/transfer to further studies, cost effectiveness, student and employer satisfaction levels, availability of alternate program providers, and other relevant program data.	

7. Identify any impacts to staff, faculty, technology, and other resources, as a result of the cancellation. Clearly identify all impacts.	Cancellation of the program allows allocated resources to be directed in areas of greater demand.	
8. Articulate a Transition & Communication Plan for any students impacted by this cancellation.	Not applicable – program is not currently running	
NAMES	SIGNATURES	DATE
Dept Chair: Mavis Smith		May 17, 2011
Associate Dean(s) of Other Affected Depts <i>(add more rows if needed)</i> <input type="checkbox"/> Not applicable		
School: Health and Human Services Debbie Sargent		April 29/11
Comments by Other affected Departments (attach additional sheets if necessary):		
Assoc. Dean: Sarah Loewen		Oct 03/2011
Dean: John Boraas		11.10.03
VP Ed & SS: Baldev Pooni		Oct 17, 2011
CCC Chair:		
EdCo Chair:		
Board Approval Date:		

resentation:

The Dean (or Designate) will be required to present a short formal presentation on the cancellation to the College Curriculum Committee and Education Council. This is intended to ensure cancellation decisions are made in a respectful, timely, and considered manner.

Power Point Example *(Example is a guide. Actual presentations may vary)*

Program Cancellation	Program Cancellation When & Why First Offered	Program Cancellation Brief History of the Credential	Program Cancellation Internal / External Forces that led to cancellation
Program Cancellation Any Addl. Consultation Feedback	Program Cancellation Any Addl. Program Performance Measures	Program Cancellation Impacts to students and/or college	Program Cancellation Transition & Communication Plan



PROGRAM OUTLINE

Education Council: Jun 18/07

Minor: Jan 23/09, April 19/10

1. Program Code: HSACC

(Set by Student Services, departments should consult with Student Services prior to approval.)

2. Program Name: Health Studies Access - ESL

(must reflect the program)

3. Program Description:

This two-semester full time program is designed for non-native speakers of English who wish to learn about Health while they complete College and Academic Preparation ESL. It may be taken as a two semester full-time program or part-time. Upon completion of the program, students will have will have completed two UT courses (Health and Psychology) and will have achieved a level of English required to enter UT and other program courses.

4. Program Admission Requirements:

- Submit proof of successful completion of "Secondary School" or equivalent
- Submit proof of ELD 050; or ELD 062 and 064; or IELTS 5.5 or TOEFL 527, or 197, or 71, or Canadian Language Benchmark 7 or assessment.

Or

Permission of the Associate Dean, School of Access.

5. Program Participation Requirements:

(Requirements that must be met throughout the program. Monitored by the Program.)

(Examples: lap tops, immunization, practicum requirements, licenses/qualifications, etc...)

6. Program Learning Outcomes:

At the completion of the program students will be able to...

- Demonstrate English proficiency at a level sufficient to enter a post secondary program.
- Demonstrate an understanding of basic concepts related to health and wellness from North American and other cultural perspectives.
- Demonstrate an understanding of concepts in psychology and interpersonal relations.
- Demonstrate familiarity with Canadian post secondary institutions/ Canadian culture.

6. Program Content:

Term 1 (Fall)

Course	Course Name	Credits
HLTH 110	Health in Today's World	3.0
ELD 072	Advanced English	3.0
ELD 074; or ELD 080	Academic Communication Skills; or Introduction to the Canadian Workplace	2.0; or 0.0
ELD 060	ELD Support Course	0.0
	<i>Credits</i>	6.0 - 8.0

Term 2 (Winter)

Course	Course Name	Credits
PSYC 154	Interpersonal Skills	3.0
ELD 092; and ELD 094; or ELD 097	Provincial English Composition; and Provincial English Literature; or Technical & Professional English	3.0; and 3.0 or 6.0
ELD 060	ELD Support Course	0.0
	<i>Credits</i>	9.0

8. Delivery Arrangements:

May include campus location, mode (classroom, Distributed Ed, etc.), part-time/full-time, scheduling (evenings/weekends/semester/quarter/continuous intake, etc...)

This program is offered full time or part time at the Lansdowne Campus in the fall and winter semesters.

9. Program Completion Requirements:

(Requirements that must be met before the credential will be awarded. Examples: GPA, total credits required, etc.) (note "a minimum GPA of 2.0 ("C") is the college standard to graduate from all GPA programs, unless otherwise stated")

A minimum "C" letter grade in each course is required to graduate from the program.

Completion (COM) grade in ELD 060

PROGRAM OUTLINE
(continued)

10. a. Credential Awarded:

Format – credential followed by program (then by work experience designation if applicable)
(e.g. "Certificate in ...", "Diploma in...", "Cooperative Education Designation", etc.)

Certificate in Health Studies Access - ESL

b. External Licensing Certifications:

(if applicable)

11. Special Notes:

(Example: Block Transfer Arrangements)

The required ELD 060 Support course is designed to provide ESL students with the reading, writing, listening and speaking skills necessary to support their studies and for successful completion of College career, academic or vocational courses.

12. Recommended Activities or Materials to Help Students to Succeed Throughout the Program:

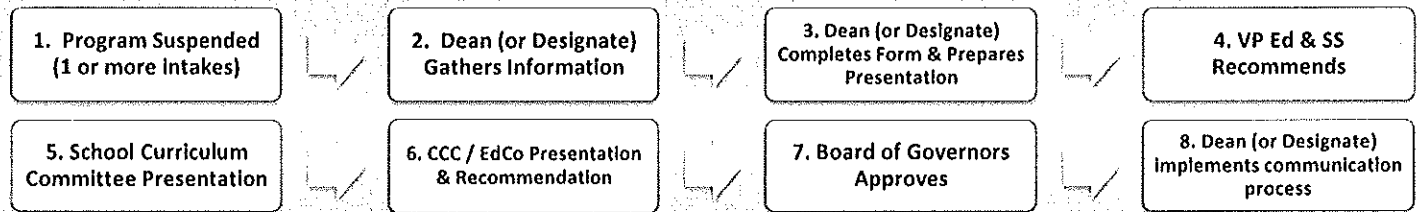
It is recommended that students attend class regularly and seek support from the English Help Centre.

Program Cancellation Form (Major Change)

ID **6821**

The cancellation of a program occurs when a program is no longer offered by the college and is removed from the list of program offerings. It is intended to be permanent. Refer to the Program Suspension and Cancellation Policy – E-1.11 for more info.

Cancellation Process:



Credential Name(s): **Computer Science Access – ESL (CSACC)**

School: **Access**

Dept: **English Language Development**

Programs are generally suspended before they are cancelled. Please complete if this program has been suspended.

Suspension Approval Date:

RECEIVED

Last Intake of Students in this Credential prior to Cancellation:

X Sept Jan May July 2010 2011 2012 2013 Other: **Sept 2009**

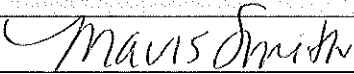
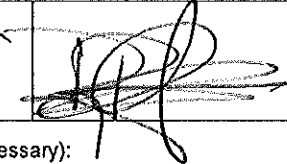
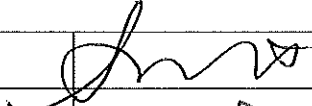
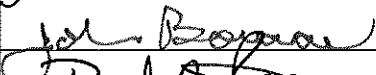
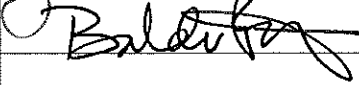
OCT 13 2011

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Include any course cancellations/revisions (completed single-sided Course Change Forms and Course Descriptions) as a result of this change with this submission.

Complete the Questions below - Attach supporting documents if available.

<p>1. When (i.e. date) was the credential(s) first offered?</p>	<p>September 2007</p>
<p>Why was the credential(s) created? Was there a student/employer need? Was a needs analysis done? Why or why not? Please explain.</p>	<p>The credential was created to respond to a need identified by Camosun College International. This program gave international students the opportunity to earn credit in college level content with language support in conjunction with English language and academic skill upgrading. Unfortunately, the identified need did not materialize.</p>
<p>3. How was the program received when first offered and over subsequent years? Were there formal or informal Program Reviews? What has the history of this credential(s) been?</p>	<p>This program was first offered in Sept 2007. Six students started the program and only one remained in the second term of the program. In Sept 2008, there were no students registered and in Sept 2009, one student registered but subsequently dropped the program. No students have received the credential. The Department has informally reviewed the program, and based on lack of interest and student feedback, has decided to cancel the program.</p>
<p>4. What internal and/or external forces have come into being that have led you to cancel this credential(s)? Was cancellation the only option? Were there competing priorities?</p>	<p>Lack of student demand, attrition of registered students, and lack of budget have led to the cancellation of this program. Since the program was never fully subscribed and given budget pressure over the last few years, cancellation is the best option.</p>
<p>5. Note any additional information related to consultation feedback from students, employers, PAC's, School Curriculum Committees, affected faculty and staff, Unions, College service depts., and administration.</p>	<p>For some students, the demands of the content courses (Comp 156 & 132) were beyond their language abilities. Some also commented that the workload of the program was quite heavy.</p>
<p>6. Note any additional information related to Program Performance Measures - student demand, graduate employment/transfer to further studies, cost effectiveness, student and employer satisfaction levels, availability of alternate program providers, and other relevant</p>	

7. Identify any impacts to staff, faculty, technology, and other resources, as a result of the cancellation. Clearly identify all impacts.	Cancellation of the program allows allocated resources to be directed in areas of greater demand.	
8. Articulate a Transition & Communication Plan for any students impacted by this cancellation.	Not applicable – program is not currently running	
NAMES	SIGNATURES	DATE
Dept Chair: Mavis Smith		May 17, 2011
Associate Dean(s) of Other Affected Depts (add more rows if needed) <input type="checkbox"/> Not applicable		
School: Trades and Technology Ranjan Bhattacharya		SEP 29/11
Comments by Other affected Departments (attach additional sheets if necessary):		
Assoc. Dean: Sarah Loewen		2-03/2011
Dean: John Boraas		11-10-03
VP Ed & SS: Baldev Pooni		Oct 17, 2011
CCC Chair:		
EdCo Chair:		
Board Approval Date:		

. resentation:

The Dean (or Designate) will be required to present a short formal presentation on the cancellation to the College Curriculum Committee and Education Council. This is intended to ensure cancellation decisions are made in a respectful, timely, and considered manner.

Power Point Example (Example is a guide. Actual presentations may vary)

Program Cancellation	Program Cancellation When & Why First Offered	Program Cancellation Brief History of the Credential	Program Cancellation Internal / External Forces that led to cancellation
Program Cancellation Any Addl. Consultation Feedback	Program Cancellation Any Addl. Program Performance Measures	Program Cancellation Impacts to students and/or college	Program Cancellation Transition & Communication Plan



CAMOSUN COLLEGE

School of Access

English Language Development Department

PROGRAM OUTLINE

Education Council: June 18, 2007

Minor: Jan 23/09, Jan 25/10, Apr 19/10

1. Program Code: CSACC

(Set by Student Services, departments should consult with Student Services prior to approval.)

2. Program Name: Computer Science Access - ESL

(must reflect the program)

3. Program Description:

This two-semester full-time program is designed for non-native speakers of English who wish to prepare for studying Computer Science while they are completing College and Academic Preparation ESL. It may be taken as a two semester full-time program or part-time. Upon completion of the program, students will have completed two UT courses in Computer Science and may enter the regular Computer Systems Technology program, which bridges to university.

4. Program Admission Requirements:

- Submit proof of successful completion of "Secondary School" or equivalent; and
- Submit proof of ELD 050; or ELD 062 and ELD 064; or IELTS 5.5 or TOEFL 527, or 197, or 71, or Canadian Language Benchmark 7 or assessment; and
- "C+" in Principles of Math 11, or Pre-calculus 11, or MATH 073; or a "C" in Applications of Math 12, Foundations of Math 12, or Principles of Math 12, or MATH 093, or MATH 105, or MATH 107, or MATH 115, or MATH 163, or MATH 172, or assessment.

Or

Permission of the Associate Dean, School of Access.

5. Program Participation Requirements:

(Requirements that must be met throughout the program. Monitored by the Program.)

(Examples: lap tops, immunization, practicum requirements, licenses/qualifications, etc...)

PROGRAM OUTLINE
(continued)

6. Program Learning Outcomes:

At the completion of the program students will be able to:

- Demonstrate English proficiency at a level sufficient to enter a post-secondary program.
- Demonstrate skills in computers to acquire information from the internet, to write simple programs and use a spreadsheet for elementary calculations.
- Demonstrate skills in computers, write simple programs and use a spreadsheet for elementary calculations.
- Analyze, design, write and test programs in Java at an introductory level.
- Demonstrate an understanding of the purpose, objective, and value of simple software program design and development.
- Demonstrate familiarity with Canadian post secondary institutions/ Canadian culture.

7. Program Content:

Term 1 (Fall)

Course	Course Name	Credits
COMP 156	Computer Concepts	3.0
ELD 072	Advanced English	3.0
ELD 074; or	Academic Communication Skills; or	2.0; or
ELD 080	Introduction to the Canadian Workplace	0.0
ELD 060	ELD Support Course	0.0
	<i>Credits</i>	<i>6.0 - 8.0</i>

Term 2 (Winter)

Course	Course Name	Credits
COMP 132	Programming Using Java	3.0
ELD 092; and ELD 094; or	Provincial English Composition; and Provincial English Literature; or	3.0; and 3.0 or
ELD 097	Technical & Professional English	6.0
ELD 060	ELD Support Course	0.0
	<i>Credits</i>	<i>9.0</i>

8. Delivery Arrangements:

May include campus location, mode (classroom, Distributed Ed, etc.), part-time/full-time, scheduling (evenings/weekends/semester/quarter/continuous intake, etc...)

This program is offered full time or part time at the Lansdowne Campus during the fall and winter semesters.

PROGRAM OUTLINE
(continued)

9. Program Completion Requirements:

*(Requirements that must be met before the credential will be awarded. Examples: GPA, total credits required, etc.)
(note "a minimum GPA of 2.0 ("C") is the college standard to graduate from all GPA programs, unless otherwise stated")*

A minimum "C" Letter grade in each core course is required to graduate from the program.

Completion (COM) grade in ELD 060

10. a. Credential Awarded:

Format – credential followed by program (then by work experience designation if applicable)
(e.g. "Certificate in ...", "Diploma in...", "Cooperative Education Designation", etc.)

Certificate in Computer Science Access - ESL

b. External Licensing Certifications:

(if applicable)

11. Special Notes:

(Example: Block Transfer Arrangements)

Successful graduates of the certificate program will receive credit for COMP 132 and 156 in the regular computer systems technology program.

The required ELD 060 Support course is designed to provide non-native speakers of English with the reading, writing, listening and speaking skills necessary to support their studies and for successful completion of college career, academic or vocational courses.

12. Recommended Activities or Materials to Help Students to Succeed Throughout the Program:

It is recommended that students attend class regularly and seek support from the English Help Centre.



Education Council Briefing Notes

Submitted by

John Boraas, Acting Vice-President Education

Date:

November 21, 2011

Topic:

1. A Response to Camosun International, the declining numbers experienced at Camosun, and the resulting budget pressures.
2. The identification of a process to examine the IELTS (Academic) and TOEFL (IBT, CB, PB) Scores for use as College Admission.
3. Initiate conversation with schools regarding revised scores for entrance to Camosun College programming.
4. Seek questions/feedback from EDCO to allow for response.

Values:

Sustainability - Economic and Social

A healthy and thriving Community College

Students enriched by exposure to many cultures

Life Changing Learning

Growing our service and support strengths through fiscal strength

A culture of excellence

All students will be provided with a better learning experience with additional resources.

Exposure to a global community.

Background:

Camosun College reliance on revenue from CI

Approximately 2.5 million is transferred to the schools to support programming

Upwards of 2 million is transferred to the college as revenue to support our operations.

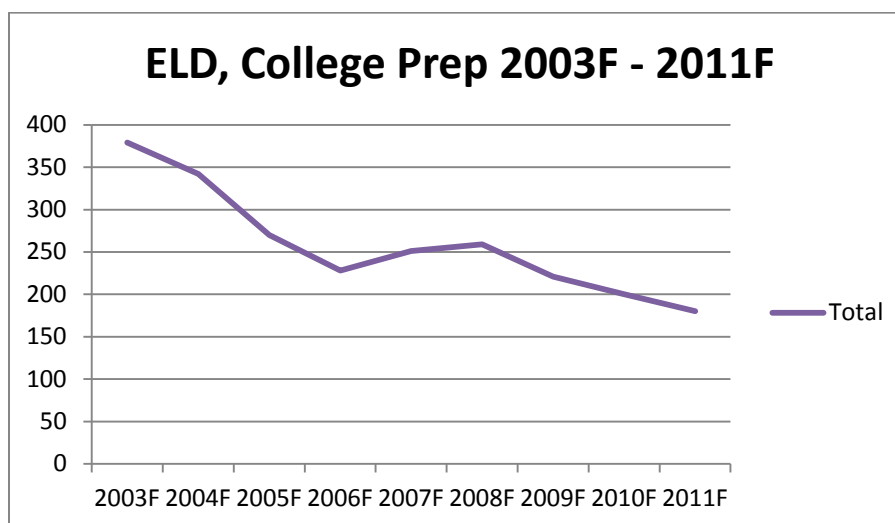
Challenges Inherent:

It is recognized that college and university messaging regarding admissions is complex. Many institutions identify institutional admissions and then provide program admissions after students' arrival. Historically Camosun has led with program admission requirements because it is seen as a more honest and transparent measure of ability to enter our programs. This does leave us with some challenge of trying to compare different institution's entrance requirements.

We do know that we are not attracting the numbers of International students we used to attract.

Background:

A dramatic decline in student numbers (International)

**Challenges Identified by Camosun College International:**

- English language entry levels are too high – students are reported to not consider Camosun College in the international market.
- Camosun's international brand recognition is too low
- International admissions processes are too slow
- We are not currently able to effectively track inquiries through to students in seats
- Lack of language school pathway partnerships
- Not enough emphasis on local markets
- Not enough focus on key international markets
- Capacity issues
- Lack of residences

Institution	IELTS Overall	IELTS Min Bands	TOEFL Overall	TOEFL Min Bands	Additional External Assess Options
Oxford Law	7.5	7	109		1
Ottawa University	7	6.5	92	24	4
McGill University	6.5	6.5	100	21	4
Camosun College	6.5	6.5	88	20	0
University of Toronto	6.5	6	100	22	7
University of BC	6.5	6	90		5
Thompson River University	6.5	6	88	20	5
Capilano University	6.5	6	83		4
University of Western Ontario	6.5	6	83	20	3
Vancouver Community College	6.5	6	82	21	2
Carleton University	6.5	6	86	22	1
North Island College	6	5.5	80	19	2
Vancouver Island University	6	5.5	80	19	2
Centennial College	6	5.5	80	20	2
College of the Rockies	6	5.5	80		0
Fanshawe College	6	5.5	80		0
Humber College	6	5	80	20	1
Niagara College	5.5	5			0
Queen's University	7		88	24	2
Langara College	6.5		80	20	4
Trinity Western University	6.5		88	20	2
Ryerson University	6.5		83		2
Douglas College	6.5		83		1
Okanagan College	6.5				1
Northern Lights College	6.5		79		0
Selkirk College	6				2
Algonquin College	6		80	20	1
College of New Caledonia	6		80		0
Sheridan College	6		80	20	0
Northwest Community College			83		0

Plan:

Shift college admission to an international designation of language capability ie. TOEFL of 80 or IELTS of 5.5 with those with scores lower offered seats in Foundation programs (ELD or upgrading).

Shift program entrance levels to the equivalents at competitor institutions ie. VIU, Douglas, Thompson Rivers University, Centennial College, George Brown College. See attached table (previous page).

Additionally CI is working to address each of the issues identified as problematic in attracting International students.

Consequences:

Growth in International numbers will result in improved services and expansion of programming across the College.

Ability to grow offerings and services.

Addressing Concerns:

Camosun International and the College are committed to support for a Language Help Centre at the Interurban Campus as well as recognizing support needed at Lansdowne. This will be addressed in the upcoming budget cycle.

Any changes to entry requirements will be submitted to Education Council as a two year pilot. The success of students who enter with these new entrance requirements will be analyzed and discussed. As well, the experience of faculty will be heard as they experience students with lower entrance results.

Decision Being Sought:

Provide feedback regarding the process to revise our Admissions language.

Provide support for the exploration within schools for modifications to program entrance standards.