

Camosun College Education Council

3:30 - 4:00 pm - Happy Holidays Social – Snacks and refreshments provided.

4:00 - 6:00 pm - Regular Meeting

Monday, Dec 19, 2011 - CC 321, Interurban

Please bring your own mug or water bottle.



TIME	ITEM	PRESENTER
3:30	Happy Holidays Social (30 min.)	
4:00	Call to order and declaration of quorum (1 min.)	Kathy Tarnai-Lokhorst
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>	Kathy Tarnai-Lokhorst
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>	Kathy Tarnai-Lokhorst
4:05	Nov 21/11 Minutes are approved via electronic vote (for your information)	Kathy Tarnai-Lokhorst
4:05	Reports (13 min.)	
	1. Education Council Chair (5 min.)	Kathy Tarnai-Lokhorst
	2. Acting VP Education (5 min.)	John Boraas
	3. Board Member (3 min.)	George Ivanishvili
4:15	Committee Reports (5 min.)	
	1. Awards (nil.)	TBD
	2. Education By-Laws (nil) – Deferred at this point in time	John Boraas
	3. Education Approvals Review & Renewal (3 min.)	Nancy Sly
	4. Alternatives & Electives (nil) – Deferred at this point in time	Kathy Tarnai-Lokhorst
4:20	College Curriculum Committee Report and Presentations (1 hr 15 min.)	
	1. Proposed Certificate in American Sign Language (15 min.) See attached in CCC Report - Includes Motion to Approve	Val Montague
	2. Proposed Certificate in Mental Health & Addictions (15 min.) See attached in CCC Report - Includes Motion to Approve	Martha McAlister

	<p>3. Proposed Certificate in Trades Skills Foundation (CORE) – (15 min.) See attached in CCC Report - Includes Motion to Approve</p>	<p>Olaf Nielsen</p>
	<p>4. Remaining Curriculum Items – College Curriculum Report (30 min.) See attached in CCC Report</p>	<p>Nicole Greengoe</p>
<p>5:40</p>	<p>Discussion (20 min.) Seeking EdCo Advice on revision to Admissions Policy- General College Admission Requirements re. the addition of IELTS and TOEFL scores. See attached briefing.</p>	<p>John Boraas</p>
<p>TBD</p>	<p>Governance Items Arising from Curriculum (TBD) – may be deferred to following meeting due to timing issues.</p>	<p>Kathy Tarnai-Lokhorst</p>
	<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>	<p>Kathy Tarnai-Lokhorst</p>
	<p>Next Regular Meeting <i>Monday, Jan 30</i> <i>4:00-6:00</i> <i>CC 321, Interurban</i></p>	<p>Kathy Tarnai-Lokhorst</p>

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

Geoff Wilmshurst, Camosun College International
 Karen Giffon, Business
 Martha McAlister, Health and Human Services
 Maureen Niwa, Arts and Science

Olaf Nielsen, Trades and Technology
 Robin Fast, Health and Human Services
 Val Montague, CECT

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>

Curriculum Documents (detailed):

- **Prior to CCC recommendation:** View CCC Agenda Packages (PDF's) – prior to CCC recommendation - <http://sp1/sites/edco/ccc/> or <http://sp1.camosun.bc.ca/sites/edco/ccc/>
- **Post CCC recommendation:** Latest Curriculum Docs and Updates (Word .doc). Search by school, course or program - <\\nas2\cecp>

EDUCATION COUNCIL

MINUTES OF THE MEETING

MONDAY, NOV 21, 2011, 4:00-6:30 (EXTENDED TO 7:30)

CC 321, INTERURBAN

PRESENT

Barbara Herringer (Administration)	John Gordon (Faculty)
Bradley Clements (Student)	Kathryn Laurin (President)
Carly Hall (Faculty), Vice-Chair	Nancy Sly (Faculty)
Cynthia Wrate (Faculty)	Nicole Greengoe (Administration)
Deana Srdic (Student)	Paul Brady (Faculty)
Gail Baxter (Support Staff)	Sarah Loewen (Administration)
George Ivanishvili (Board)	Shelley Butler (Permanent Secretary)
Joanne Cumberland (Support Staff)	Stephen Bishop (Faculty)
John Boraas (Administration)	Thea Todd (Faculty)

REGRETS / ABSENT

Darragh Grove-White (Student)	Patricia Gaudreault (Faculty)
Karin Kaercher (Faculty)	
Kathy Tarnai-Lokhorst (Faculty), Chair	

GUESTS

Alexander Matfield (Faculty)	Judith Hunt (Faculty)
Brenda Proctor (Faculty)	Kari Jones (Faculty)
Bronwen Welch (Faculty)	Kelly Pitman (Faculty)
Debbie Hlady (Faculty)	Lisa Robertson (Faculty)
Debbie Sargent (Assoc. Dean, Health & Human)	Maureen Niwa (Faculty)
Dominic Bergeron (Acting Assoc. Dean, Arts & Sci)	Mavis Smith (Faculty)
Geoff Wilmhurst (Director CCI)	Paul Gamache (Faculty)
Ian Humphries (Acting Dean, Business)	Peggy Tilley (Faculty)
Janet Doherty (Faculty)	Stan Chung (Dean, Arts & Sci)
	Tom Roemer (VP Strategic Development)

MEETING

A. CALL TO ORDER & DECLARATION OF QUORUM

The Regular Meeting was called to order at 4:08 by Carly Hall, Acting Education Council Chair.

B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY

Carly 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'Ianew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples.

C. INTRODUCTIONS

Carly welcomed the newest student member Deana Srdic and guests to the meeting. Members introduced themselves.

D. ACCEPTANCE OF AGENDA

The Nov 21, 2011 agenda was accepted via a unanimous consent.

E. APPROVED MINUTES

The Oct 17, 2011 minutes were approved via an electronic vote on Nov 3, 2011. They were presented for information only.

F. REPORTS

1. EDUCATION COUNCIL CHAIR'S REPORT – CARLY HALL

Carly acknowledged the change in leadership at Camosun since our last meeting and welcomed John Boraas to the table as the Acting Vice President Education.

Carly (Acting Chair) noted that Kathy was ~~in~~ unable to attend the meeting as she was in Mexico. Carly highlighted points from a written report that Kathy submitted with the agenda (see attached).

2. ACTING VP EDUCATION – JOHN BORAAS

John thanked everyone for their support and wishes at this time. He will give a regular report at the next Education Council meeting in December.

3. BOARD REPORT – GEORGE IVANISHVILLI

George did not have a report at this time.

G. COMMITTEE REPORTS

1. AWARDS COMMITTEE

Nil

2. EDUCATION BY-LAWS COMMITTEE – JOHN BORAAS, COMMITTEE CHAIR

The VP Ed 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.

3. EDUCATION APPROVALS REVIEW AND RENEWAL – NANCY SLY, COMMITTEE CHAIR

Nancy noted the membership of the committee and that Julie Martin and Patty Odynski are facilitating the meetings. The committee has met twice since the last regular Education Council Meeting and has created a terms of reference. The purpose of the committee is to develop recommendations about the roles and responsibilities of SCC, CCC, EdCo and other stakeholders in relation to curriculum and approvals as well as best practices and processes related to education approvals. The committee is now focused on brainstorming and discussing role clarity of the various people and groups involved in the Education Approvals process. The committee will share with Education Council their recommendations once they have been finalized. If anyone would like more information on this process they are advised to speak with Nancy.

4. ALTERNATIVES AND ELECTIVES

Nil

H. COLLEGE CURRICULUM COMMITTEE PRESENTATIONS & REPORT – NICOLE GREENGOE, COMMITTEE CHAIR

1. DEMO – CCC AGENDA PACKAGE AND CENTRAL CURRICULUM NETWORK – NICOLE GREENGOE

Nicole and Shelley gave a quick demonstration of how to find the detailed curriculum documents on the CCC Share Point site and the Central Curriculum Network.

CCC Share Point site - <http://sp1/sites/edco/ccc/default.aspx>

Ed Approvals Website (CCN) - http://intranet/ed_prov/ or <\\nas2\cecp\>

2. REVISIONS TO PRACTICAL NURSING – CARLY HALL

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).

Questions and discussion followed.

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)

Motion Carried

3. CERTIFICATE IN ENGLISH LANGUAGE FOR THE WORKPLACE – LISA ROBERTSON

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.

Questions and discussion followed.

Motion

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)

Motion Carried

4. CERTIFICATE IN BOOKKEEPING FUNDAMENTALS, CERTIFICATE IN OFFICE FUNDAMENTALS, CERTIFICATE IN OFFICE ADMINISTRATION, & CERTIFICATE IN MEDICAL OFFICE ASSISTANT – IAN HUMPHRIES

Ian Humphries presented two revised and two new applied business technology programs. 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.

Questions and discussion followed.

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)

Motion Carried

5. DIPLOMA IN MEDICAL RADIOGRAPHY – DEBBIE SARGENT

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.

Questions and discussion followed.

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)

Motion Carried*

Abstain – Gail Baxter

**Program is approved for competitive entry admissions based on partnership agreement.*

6. COMP 080

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

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)

Motion Carried

7. MATH 175

Add an alternate pre-requisite as it is an appropriate and “solid” pre-requisite. 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.

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)

Motion Carried

8. PHIL 290

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).

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)

Motion Carried

9. IST 204

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.

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)

Motion Carried

10. GSWS 110

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.

Questions and discussion followed.

Motion

It was moved by Nicole Greengoe and seconded by John Boraas that Education Council approves the proposed curriculum changes to:

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

Motion Carried

11. PROGRAM CANCELLATIONS – JOHN BORAAS

John Boraas brought forward three (3) programs for cancellation due to lack of demand – Studio Arts Access ESL, Health Studies Access ESL, and Computer Science Access ESL.

Motion

It was moved by John Boraas and seconded by Sarah Loewen that Education Council approves the proposed program cancellations:

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

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

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

Motion Carried

I. RESPONSE TO CAMOSUN COLLEGE INTERNATIONAL (CCI) REQUEST – JOHN BORAAS & TOM ROEMER

John and Tom presented the need to review a process for accepting more “competitive” IELTS (Academic) and TOELF (IBT, CB, and PB) scores for use as College Admission. The need arises from the declining number of International student admissions experienced at Camosun and the resulting budget pressures. John and Tom are seeking feedback from Education Council regarding the issue to allow for a response to CCI. John will compile feedback and do additional fact gathering so that a motion may be brought forward to Education Council in the December meeting for support. John and Tom welcomed any Education Council members to contact them if they have any further comments, or they would like to be involved.

(see attached briefing for more information)

Questions and discussion followed. Some of the feedback included, but was not limited to the following:

- *Mavis Smith and Maureen Niwa submitted a response dated Nov 16, 2011 to the EdCo Briefing Note regarding IELTS and TOEFL scores (see attached). Maureen and Mavis highlighted points from their response:*
 - *Setting the correct scores for admission requirements make a significant difference to student retention.*
 - *Institution comparison table presented in the EdCo Briefing is confusing as it mixes general admission with program specific admission.*
 - *There is a developmental aspect to language acquisition that is learned in an appropriate English course. It is not the same as doing a content course. We would not be serving the student by bringing them into programs/courses they are not developmentally ready for.*
 - *No amount of tutoring supports is going to help a student rise more than a grade level at a time.*
- *John Boraas and Tom Roemer stressed the financial urgency and severity of addressing this issue.*
- *Cynthia Wrate noted that education has become a competitive business. We need to operate on the same level as our competitors. We need to find a simple message to get out to the International market.*
- *Geoff Wilmshurst noted this was an opportunity for us to become creative with how we are teaching International students. We can become leaders in ESL education. Lower scores also doesn't mean we will only get lower students. Our current scores make us look prohibitive. We may be lower level students, but we will probably get higher level students too. We need to take this risk or the consequences will be server for the College.*
- *Nancy Sly noted that this is an important issue, and she would have liked to have the Briefing documents sooner, as members had only received them that day She would like to see further consultation with the departments concerned.*
- *Debbie Hlady noted that by lowering the scores we are setting students up to fail.*

J. NEXT REGULAR MEETING

Monday, Dec 19, 2011

4:00-6:00

Interurban, CC 321

K. ADJOURNMENT

The meeting adjourned at 7:20 pm.



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.

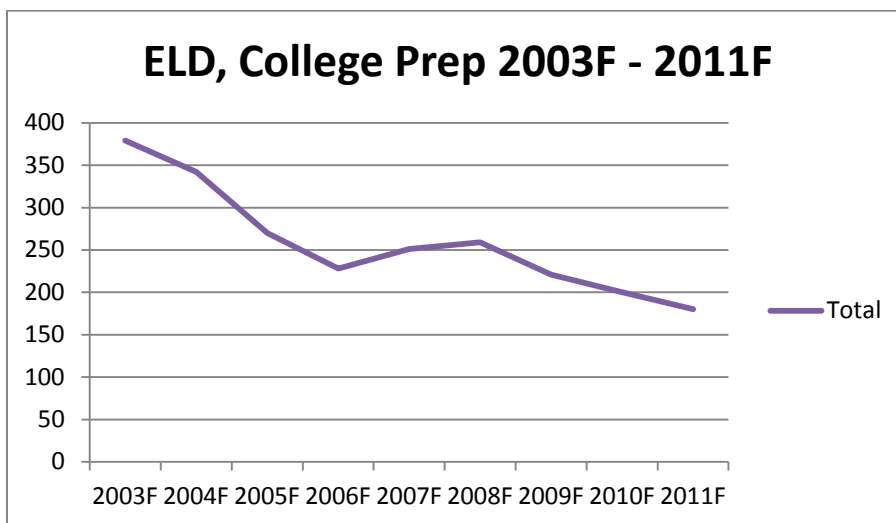
Challenges Inherent:

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

Competitor's English entrance scores (Admissions)

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.

CAMOSUN COLLEGE CURRICULUM COMMITTEE REPORT

Nov 28, 1:00-4:00, CC 321, Interurban

Present: Nicole Greengoe, Peggy Tilley, Lynda Warren, Ian Humphries, Shelley Butler, Shohreh Hadian, Kristin Lane, Debbie Sargent

Regrets/Absent: Nicole Greengoe (Chair), Susanne Thiessen, Corrine Michel, Kristal Anderson, Debbie Sargent

Guests: Anita Ferris, Robin Fast, Val Montague

Dec 5, 1:00-4:00, CC 321, Interurban

Present: Peggy Tilley (Acting Chair), Lynda Warren, Ian Humphries, Kirstin Lane, Shelley Butler

Regrets/Absent: Nicole Greengoe (Chair), Debbie Sargent, Corrine Michel, Kristal Anderson, Susanne Thiessen, Shohreh Hadian

Guests: Olaf Nielsen, Ranjan Bhattacharya, Karen Giffon, Maureen Niwa

CURRICULUM REPORT

1. Proposed Certificates in American Sign Language: Prep Level and Basic Level

Summary/Purpose

Val Montague presented the proposed American Sign Language program. This comprehensive program complies with the provincial guidelines for college level. Courses are taught by immersion, all instructors are deaf, and all communication is visual American Sign Language (ASL). The program consists of two levels of American Sign Language. Students may earn two credentials, ASL Prep and ASL Basic, if they complete all courses. Students may exit with the ASL Prep credential if they choose to end their studies there.

The ASL Prep Level is oriented to individuals who have little or no knowledge of American Sign Language. The focus is on developing a beginning vocabulary and developing basic skills to communicate personal and family information. Students who successfully complete this level will gain limited conversation and information-sharing skills, useful in communicating with friends, neighbours, family members, and/or co-workers.

The ASL Basic level program builds on skills acquired at the Prep Level, and strengthens skills in conversation, asking clarifying questions, phrasing, use of classifiers, and building knowledge of linguistic functions and grammatical features. Students who complete this level will gain an understanding of deaf culture and basic skills to communicate with individuals who are deaf or hearing impaired. The skills acquired will support work with non-verbal children using some signs.

This program provides a complementary credential for people who work with individuals who are deaf or hearing impaired, or have developmental disabilities, such as Community Support Workers, Educational Assistants, Child and Youth Care Workers, Early Childhood Educators, and health care or legal workers. The program structure also supports students who wish to attend simply out of interest.

CCC Concerns/Questions/Comments

1. The CCC requested the Department speak again with Student Services regarding the inclusion of “duplicate courses” in the program for fee purposes. The CCC generally recommends against “duplicate courses”. The Department has spoken again with Student Services and the Department will remove the duplicate courses as another solution to the student fee issue has been found.
2. The CCC requested a number of 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:

American Sign Language (Advanced Certificate) (Substantive/Major Addition (New)) - New Program/Credential (ID 6902)

AMSL 501V American Sign Language Prep 1 (Substantive/Major Addition (New)) - New Course (ID 6903)

AMSL 502V American Sign Language Prep 2 (Substantive/Major Addition (New)) - New Course (ID 6904)

AMSL 503V American Sign Language Prep 3 (Substantive/Major Addition (New)) - New Course (ID 6905)

AMSL 504V American Sign Language Prep 4 (Substantive/Major Addition (New)) - New Course (ID 6906)

AMSL 555V ASL Prep Mastery Exam (Substantive/Major Addition (New)) - New Course (ID 6907)

AMSL 601V American Sign Language Basic 1 (Substantive/Major Addition (New)) - New Course (ID 6908)

AMSL 602V American Sign Language Basic 2 (Substantive/Major Addition (New)) - New Course (ID 6909)

AMSL 603V American Sign Language Basic 3 (Substantive/Major Addition (New)) - New Course (ID 6910)

AMSL 604V American Sign Language Basic 4 (Substantive/Major Addition (New)) - New Course (ID 6911)

AMSL 655V ASL Basic Mastery Exam (Substantive/Major Addition (New)) - New Course (ID 6912)

2. **Proposed Certificate in Mental Health and Addictions (replacement program for Community Mental Health)**

Summary/Purpose

Anita Ferris presented the Mental Health and Addictions program. This new program is a result of the program review and renewal process of the Community Mental Health Certificate. The changes are significant enough that we are putting the paperwork through as a new program.

The Mental Health and Addictions Certificate program prepares students to be members of interprofessional teams supporting individuals who are experiencing mental health and addiction challenges.

Students learn to work from a strengths-based perspective, emphasizing the interaction between individuals and their physical, social, and cultural environments. Students learn to use a holistic approach to support individuals mentally, emotionally, spiritually, physically, and socially. Students learn about

diversity and culturally-responsive practice. They also gain knowledge of Indigenous history and culture in relation to mental health and addiction issues.

Students gain entry-level knowledge and skills necessary to promote, support, and strengthen the functioning of individuals and community. Graduates may work in community based, residential, and outreach settings.

Graduates of the program who wish to continue their education may seek university transfer credit for some of the courses in the program. Program graduates are also prepared to continue their education towards a diploma in Community, Family and Child Studies at Camosun College. Check the advising centre at the institution of choice for transfer details.

CCC Concerns/Questions/Comments

1. The CCC requested the Department add Aboriginal Ed and Community Connections under consultation and seek sign-off from Janice Simcoe. The Department has done.
2. The CCC requested the Department revise their completion requirement to clarify that a “D” in any program course is not acceptable toward the credential, as that is their intent. The Department has done.
3. The CCC requested the Department tick the “BCCAT Transfer Status” notation box for those courses they intend to articulate. The Department has done.
4. The CCC requested some wordsmiths and error corrections 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:

Mental Health and Addictions (Post-Degree Certificate) (Substantive/Major Addition (New)) - New Program/Credential (ID 6913)

MHA 110 Foundations for Practice (Substantive/Major Addition (New)) - New Course (ID 6914)

MHA 111 Mental Illness & Interventions (Substantive/Major Addition (New)) - New Course (ID 6915)

MHA 115 Therapeutic Relationships (Substantive/Major Addition (New)) - New Course (ID 6916)

MHA 120 Support Strategies (Substantive/Major Addition (New)) - New Course (ID 6917)

MHA 125 Professional Practice 1 (Substantive/Major Addition (New)) - New Course (ID 6918)

MHA 126 Professional Practice 2 (Substantive/Major Addition (New)) - New Course (ID 6919)

MHA 130 Health Care Basics (Substantive/Major Addition (New)) - New Course (ID 6920)

MHA 135 Addictions & Interventions (Substantive/Major Addition (New)) - New Course (ID 6921)

MHA 140 Practicum (Substantive/Major Addition (New)) - New Course (ID 6922)

3. Proposed Certificate in Trades Skill Foundation (CORE)

Summary/Purpose

Olaf Nielsen presented the Trades Skill Foundation program. This 12 week program trains individuals for employment as entry level trades helpers and skilled labourers in a number of trades careers. The program teaches foundation skills required to successfully learn on the job and provides opportunities for bridging

into other foundation or apprenticeship programs. As an Industry Training Authority associated program, a detailed program profile is available through their website: <http://www.itabc.ca/AssetFactory.aspx?did=641>

This program will build capacity in Foundation and Apprentice programs for specific populations (e.g., Aboriginal, Metis and First Nations, women, youth, landed immigrants and new Canadians). It will provide students with the opportunity to explore careers in trades becoming more self-aware so as to make informed choices of trades career pathways. In addition, it will provide access to assessment and upgrading for further studies as well as, entry-level skills for employment to support labour market demands on South Vancouver Island.

CCC Concerns/Questions/Comments

1. The CCC recommended the “meeting with Program Leader” admission requirement be moved to the participation requirement section. If it remains an admission requirement it may result in a significant barrier to students trying to access the program and create a “bottle-neck” in processing student applications. The Department has moved the requirement to a participation requirement.
2. The CCC requested some 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

Trades Skills Foundation (CORE) - (Certificate in) (Substantive/Major Addition (New)) - New Program/Credential (ID 6942)

CORE 100 Trades Skills Foundation (Substantive/Major Addition (New)) - New Course (ID 6943)

4. New Academic English Courses ENGL 151, 161, & 163 (replacement for ENGL 150 & 160)

Summary/Purpose

Upcoming changes to first year English at UVic (Sept 2012) will directly affect our high number of Camosun transfer students. UVic will eliminate Engl 115, and require students to pass an academic writing requirement course.

In response to these changes, in Spring 2012, the English Dept. at Camosun will be cancelling *ENGL 150: Composition* (which transfers as *Engl 115: University Writing* at UVic), and will be adding three new course in its place:

- *ENGL 151: Academic Writing Strategies* (which will transfer to UVic as Engl 135: Academic Reading and Writing);
- *ENGL 161: Intro to Literary Genres* (which will transfer to UVic as Engl 146: Introduction to Literary Genres, Themes and Styles);
- *ENGL 163: Literary Canons and Contexts* (which will transfer to UVic as Engl 147: Introduction to Literary Traditions and Transformations).

Camosun students require the completion of **one** of these courses to fulfill UVic’s academic writing requirement (effective Sept. 2012). It should also be noted that only a certain English 12 grade will be required as a pre-req (C+ or B) for these courses at Camosun, and that all of these courses teach writing through academic essay genres or literature. As writing intensive courses, all of them will use the writing course cap of 28 students per section.

CCC Concerns/Questions/Comments

1. The ripple effect of this change across the College is major. All programs or courses where ENGL 150 and 160 is included in content or requisites will need to be reviewed and revised. This will affect most schools. All changes will require significant resources to revise existing curriculum documentation, College publications, and Colleague data. The CCC discussed the need for a coordinated process to ensure the cascading changes are completed with a common approach and in a timely manner for a Sept 2012 effective date. The English Dept has received sign-off from the other schools regarding the new English courses. However, Maureen Niwa(English Dept), Lynda Warren (Student Services), and Shelley Butler (VP Education Division) will together to communicate with them again regarding the cascading changes.
2. The CCC requested some 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

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

ENGL 150 English Composition (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6944)

ENGL 151 Academic Writing Strategies (Substantive/Major Addition (Replacement)) - New Course (ID 6946)

ENGL 160 Introduction to Literature (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6945)

ENGL 161 Literary Genres (Substantive/Major Addition (Replacement)) - New Course (ID 6947)

ENGL 163 Literary Canons & Contexts (Substantive/Major Addition (Replacement)) - New Course (ID 6948)

Additional Motion Requested:

The Education Council Executive requests a second motion to approve all cascading changes as a result of the new ENGL 151, 161 and 163 be approved as minor changes (i.e. require departmental, school curriculum committee, and Associate Dean recommendation/approval).

Motion

It was moved by Nicole Greengoe and seconded by Carly Hall that Education Council approve all cascading changes as a result of the new ENGL 151, 161, and 163 as a minor change.

5. Revisions to Diploma in Community, Family and Child Studies

Summary/Purpose

During the Program Review process, community, student, and faculty feedback indicated that, while the Diploma was generally viewed as effective in preparing graduates for work in community social services, it was important to add content that would provide graduates with knowledge and skills they currently don't receive. This includes additional support strategies, behavior intervention strategies, and mental health content. Also, during the first several years of the Diploma, faculty have made some modifications to course content, including changes in learning outcomes to some courses. Adding additional content has also meant reducing content in some topic areas that are less important to diploma level graduates, particularly reducing content on leadership. It is now necessary to modify the program learning outcomes, program content and description to reflect these changes and the focus of the Diploma.

CCC Concerns/Questions/Comments

1. The CCC requested the Department add Aboriginal Ed and Community Connections under consultation and seek sign-off from Janice Simcoe. The Department has done.
2. The CCC requested clarification on the pre/co-requisites for CFCS 250. The school has reviewed and revised the submission to adjust a couple of the pre/co-requisites to become pre-requisites.
3. The CCC requested the Department confirm if the extent of curriculum change in some of the courses would warrant a new course number. The Department has reviewed and will change two of the course numbers to better clarify the distinction between the old and new version of the program.
4. The CCC requested the course curriculum be moved onto the new credit calculation model. The Department has done. There was a need to request approval from the Acting VP Education regarding the need for customized weighting of the practicum course hours to ensure the program was eligible for financial aid and to ensure it maintained its block transfer status. The course hours for the two practicum courses have been weighted at 0.75 in the new credit model.
5. The CCC requested some 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

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

Community, Family and Child Studies (Diploma in) (Substantive/Major Revision) - Learning Outcomes, Program Admission Requirements, Program Completion Requirements, Program Content, Program Description, Other (ID 6923)

CFCS 110 Foundations for Practice (Substantive/Major Revision) - Course Calendar Description (ID 6924)

CFCS 114 Professional Practice 1 (Substantive/Major Revision) - Course Number, Course Credits (ID 6925)

CFCS 114 Professional Practice 1 (Substantive/Major Revision) - (ID 6925)

CFCS 140 Introduction to Community Reso (Substantive/Major Revision) - Course Calendar Description (ID 6926)

CFCS 160 Family and Community (Substantive/Major Revision) - Course Title (ID 6927)

CFCS 210 Diversity Across the Lifespan (Substantive/Major Revision) - Course Calendar Description, Learning Outcomes (ID 6928)

CFCS 214 Professional Practice 2 (Substantive/Major Revision) - Course Number, Course Calendar Description, Course Pre-Requisite (relax), Course (Activity) & Hours, Course Credits, Learning Outcomes (ID 6929)

CFCS 230 Support Strategies (Substantive/Major Addition (New)) - New Course (ID 6930)

CFCS 240 Practicum 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Course Pre/Co-Requisite (increase), Course Credits, Learning Outcomes (ID 6931)

CFCS 241 Practicum 2 (Substantive/Major Revision) - Course Pre/Co-Requisite (replacement), Learning Outcomes (ID 6932)

CFCS 250 Social Justice Today (Substantive/Major Addition (New)) - New Course (ID 6933)

6. Revisions to the Certificate in Hospital Unit Clerk

Summary/Purpose

The Hospital Unit Clerk Certificate program trains students for the challenging and rewarding job of looking after the administrative and clerical requirements of a hospital unit. This part-time program prepares graduates to apply for employment in a hospital as a Unit Clerk. The program begins in late

September and finishes with a practicum placement in April & May. Classes are held two weeknights and Saturdays with a maximum enrolment of 20 students. Students will be examined in theory and practicum components and upon successful completion, receive a certificate.

The Hospital Unit Clerk Program undertakes a review of the program on an annual basis, based on consultation from instructors, industry and student feedback. Due to the ongoing evolution of hospital systems, processes, job requirements, and upgrading of computerization within the Health Authority, the request for these changes is based on these factors. The request for amendments to the program prerequisites are tied to VIHA's union requirements to apply for Unit Clerk employment. Much of the training is unique and specific to the Unit clerk role. The need for the program to remain relevant and current is critical to the hiring, success and employment rate of our graduates.

CCC Concerns/Questions/Comments

1. The CCC recommended the Criminal Record Check requirement be moved from a Program Admission Requirement to a Program Participation requirement as it may create an unnecessary "bottle-neck" in the admissions process for students. It is more appropriate to place it in the participation requirement where it will not delay a student's admission to the program. The Department has done.
2. The Department has requested a retroactive grading system change for the UNIT 504V course that has been completed but the grades have not been submitted. They have stated that the competency based grading system is more appropriate and applicable for the curriculum for this now "lighter" course because it requires that applied skills be demonstrated with competency and not a graded final written exam. This can be done in the system with relative ease and all students who have just completed the course would receive a "COM" grade, so there is no anticipated appeal but a student for this retroactive change. In addition, it would not affect any student negatively on their GPA. The CCC has not expressed concern with this exceptional request.
3. The CCC requested some wordsmith and error corrections 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:

Hospital Unit Clerk (Certificate in) (Substantive/Major Revision) - Learning Outcomes, Program Admission Requirements, Program Completion Requirements, Program Content, Program Description, Program Participation Requirements (ID 6934)

UNIT 502V Communication Skill Unit Clerk (Substantive/Major Revision) - Course (Activity) & Hours Course Calendar Description, Course Pre-Requisite, Learning Outcomes (ID 6935)

UNIT 504V Patient Chart Records (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description, Course Grading System, Course Pre-Requisite (ID 6936)

UNIT 507V Hospital Communication Tools (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description, Course Title, Learning Outcomes (ID 6937)

UNIT 509V Processing Laboratory Orders (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description, Course Title, Learning Outcomes (ID 6938)

UNIT 511V Employment Skills (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description, Course Title, Learning Outcomes (ID 6939)

UNIT 512V Processing Diagnostic Orders (Substantive/Major Revision) - Cancel Course (ID 6940)

UNIT 515V Hospital Unit Student Practicu (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description (ID 6941)

7. Revisions to CSEA 111, 112, ELC 141, 240, 241, 242, and HLTH 110

Summary/Purpose

CSEA and ELC Revisions – Revise the pre-requisites and pre/co-requisites to better clarify what skills student require prior to or concurrently. The previous requisites assumed a linear progression of students through the program so requisites were kept to a minimum to avoid redundancy; however as students are accessing the program with alternate courses and pathways they may be missing some requisite skills before they begin the various practicums. The revised list is meant to ensure all students are properly prepared before proceeding with the practicums.

HLTH 110 Revision– Remove a the cancelled Health Studies Access- ELS program from the pre-requisite list as it is no longer appropriate, and update the calendar description and learning outcomes in the Course Description documentation as it did not match the Course Outline being used (correct version of the curriculum) due to a unintentional versioning error over a number of years ago.

CCC Concerns/Questions/Comments

1. The CCC requested the effective dates be amended from Jan 2012 to May 2012 to allow for student notification and implementation. The Department has agreed.
2. The CCC requested clarification on the program(s) affected by this change as it was not listed on the submission. The Department has clarified and added to the submission.
3. The CCC requested the Department remove the letter grade of a “min. C+” in the pre/co-requisite list. The Department has done.
4. The CCC requested some wordsmith and error corrections 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:

CSEA 111 Practicum 1 (Substantive/Major Revision) - Course Pre-Requisite (increase), Course Pre/Co-Requisite (relax) (ID 6953)

CSEA 112 Practicum 2 (Substantive/Major Revision) - Course Pre-Requisite (increase) (ID 6954)

ELC 141 Practicum 2 (Substantive/Major Revision) - Course Pre-Requisite (increase) (ID 6955)

ELC 240 Practicum 3 (Substantive/Major Revision) - Course Pre-Requisite (increase) (ID 6956)

ELC 241 Practicum 4 ITE (Substantive/Major Revision) - Course Pre-Requisite (increase) (ID 6957)

ELC 242 Practicum 4 SNE (Substantive/Major Revision) - Course Pre-Requisite (increase) (ID 6958)

HLTH 110 Health in Today's World (Substantive/Major Revision) - Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes (ID 6959)

8. BUS 490 – New Course

Summary/Purpose

Add a new Course. The BBA-HRML degree was initially developed with just one 400 level HRML course. It was acknowledged, at that juncture, that additional 400 level courses would have to be developed to bring robustness to the degree. Comprehensive Human Resource Audits is one of the 400 level course possibilities in the BBA-HRML degree program. This will be an elective course for the BBA-HRML and offered as demand warrants, with pre-requisites of Bus 210, Bus 230, and any two 300 level HRML courses.

Comprehensive Human Resource Audits is integral to the sustainability of an organization and the human resource management functions because the process and output of the audit reveals strengths and weaknesses upon which consistent improvements can be taken. It is a 400 level capstone course which enables students to apply the knowledge and skills gleaned from all subordinate courses. The course reinforces the importance of the strategic role of human resource practitioners and integrates the principles, concepts and functions of human resource management. The comprehensiveness of the course also prepares students for the nationally recognized Certified Human Resource Professional (CHRP) designation. Ultimately, this course brings robustness to the HRML degree and, as a result, provides students with credibility and confidence in their professional credential.

The Program Leader for the BBA Marketing and Communications degree and the Chair for the BBA Accounting degree have been consulted. Margie Clarke, Library Services, has also been consulted; during the development of this course, Library Services ordered some related references.

CCC Concerns/Questions/Comments

The CCC requested the Department clarify if the course should be noted in the program content for the BBA-HRML as the rationale states it is a required course. The Department clarified that the rationale was in error and the new course is an elective in the program. It does not need to be noted in the program documentation.

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:

BUS 490 Comprehensive HR Audits (Substantive/Major Addition (New)) - New Course (ID 6952)

9. ENGL 221 – New Course

Summary/Purpose

Add a new Course. Based on the success of, and student interest in *Cinema Politica*, as well as the current use of film in existing Camosun literature courses, the Department of English would like to add this second year course. With its capacity to examine narrative in print and film, both classic and contemporary, we believe that such a course holds wide appeal for arts and humanities students. Second-year English film classes get good transfer credit across and outside the province.

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:

ENGL 221 Film and Literature (Substantive/Major Addition (New)) - New Course (ID 6951)

10. PSC 208 – New Course

Summary/Purpose

Add new course. Most B.A. programs in political science require that political science majors specialize in one of four areas: Canadian Government and Politics, International Politics, Comparative Politics, or Political Theory/ Political Thought. Most students like to explore the idea of specialization in one of these areas in their second year. At present we offer only a single course in second year in the area of Canadian Government and Politics. (This is PSC 212 Law and Politics which is a relatively specialised course.)

Offering PSC 208 would allow students to further explore Canadian government and politics at the local level as a possible area of specialization as a political science major. There have also been inquiries from students in the Certificate in Local Government Administration program as to why we do not offer a course in local government and politics at Camosun. This course could serve as an additional elective in that program and perhaps in the diploma in Public Administration program.

CCC Concerns/Questions/Comments

1. The CCC requested clarification on the desired new academic ENGL courses that can be used for pre-requisites for the course as the list seems incomplete. The Department has reviewed and amended the list to include all 3 new Academic ENGL courses as acceptable pre-requisites.
2. The CCC requested the department seek consultation, review and sign-off with Business (Ian Humphries) and Aboriginal Ed and Community Connections (Janice Simcoe). 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:

PSC 208 Local Government and Politics (Substantive/Major Addition (New)) - New Course (ID 6960)

11. Revised Electrical Technician (DND) program

Summary/Purpose

Added a new course ELEN 232 (already approved) to this program at the request of our client Department of National Defence (DND). This course was added with short notice so this paperwork is retroactive.

CCC Concerns/Questions/Comments

1. The CCC requested felt that too much content was requested to be removed from the program description, which resulted in its losing its meaning. They requested the department wordsmith to re-include some of the content. The Department has done.
2. The CCC requested the department try and submit paperwork ASAP when they are aware of a change from a partner. They have noted the concern, but state that they do not always receive notice that would fit into CCC timelines.

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:

Electrical Technician (DND Program) (Certificate in) (Substantive/Major Revision) - Program Description, Program Content (ID 6950)

12. Revised Computer Science Bridge program

Summary/Purpose

UVic requires changes to a prerequisite (C in Math 100 to C+ in Math 100) for the program, as well as its completion requirements (C or better in all Bridge courses rather than just in 7 of 8). Note that Math 126 is the correct course, not Math 222 (error detected recently).

CCC Concerns/Questions/Comments

1. The CCC requested clarity on the proposed effective date. The Department has clarified the change will be for Jan 2013.
2. The CCC requested the Department determine if all 3 new academic ENGL courses would be suitable for program content. The Department has clarified that ENGL 151 is the most appropriate course at this time. They will have further conversations with UVic to determine if ENGL 161 or 163 will also be appropriate. If they determine at a later date they will be appropriate they will add to a future change submission.
3. The CCC requested clarification/revision on the number of courses acceptable for transfer credit or PLA. The Department has clarified.
4. The CCC requested some wordsmith and error corrections to improve clarity. The department has done.

Full Recommendation – PENDING CCC REVIEW & E-VOTE

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

Motion Pending

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

Computer Science Bridge (Advanced Diploma) (Substantive/Major Revision) - Program Admission Requirements, Program Content, Program Credential Awarded, Other (ID 6949)

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



Education Council Briefing Notes

Submitted by

John Boraas, Acting Vice-President Education

Date:

Dec 19, 2011

Topic:

Addition of IELTS (International English Language Testing System) and TOEFL (Test of English as a Foreign Language) scores to the general college admission requirements as outlined in the College's Admission Policy (E-2.1).

Advice Being Sought:

Request advice from Education Council regarding the addition of the IELTS and TOEFL scores to the general college admission requirements. *This is Phase 1 (seeking Education Council advice as per the College and Institute Act) of a two phase process to support the inclusion of IELTS and TOEFL scores in our "admission requirements". Phase 1 will focus on the general college admission requirements, and phase 2 will focus on individual program admission requirements.*

Background:

Camosun College must respond to the needs of our international students. Revisions to the general college admission requirements and program admission requirements will allow us to better serve our (prospective) students, be more competitive with other Canadian institutions, and thrive as an institution.

Generally, we have one "first impression" to attract International Students to our College. In this competitive market we have heard from Camosun College International (CCI) that the lack of set IELTS and TOEFL general College admission scores is perceived negatively by prospective international students and their parents.

While it may be difficult for some to understand the need to set minimum general English proficiency entrance requirements (i.e. “barriers”) where there were none before, we are doing so in response to the needs of international students and their parents who use this information for comparing prospective institutions. The absence of general college admission requirements together with “high” individual program admission English requirements creates a perception among international students that Camosun is not an accessible institution or on par with our competitors.

It is critical we act quickly. The success of CCI is integral to the success of the College. International Student tuitions is a substantial source of revenue that creates seats for both domestic and international students in programs and courses. International student numbers have been in decline for several years and the impact to college budget is significant. Without international revenue, sustainability of college programs is threatened. The International Student recruitment period for September 2012 begins in earnest in January 2012. Establishing minimum general college admission requirements in English for International Students is an essential tool to help attract students to our College and assist in their decision-making needs.

Process:

Preliminary research and feedback from the English Department and the English Language Development department and Education Council (at the Nov 21, 2011 regular meeting) has led us to split the process of revising “admission requirements” into two phases:

- Phase 1 (Dec 2011/Jan 2012):

Proposed revision to the General College Admission Requirements for International Students as outlined in the Admissions Policy (E-2.1). See attached amendments to the Policy.

- Dec 2011- VP Education requests advice from Education Council as per the College and Institute Act.
- Jan 2012 – VP Education requests approval from the Board of Governors as per the College and Institute Act.

- Phase 2 (Dec 2011-Mar 2012):

Research, consultation, review, and revision of individual program admission requirements (i.e. high priority programs have been identified). Other approaches and/or projects may be identified during this research process. Revisions to individual programs/courses to be completed via the Educational Approvals process by March 2012.



Policy:	E-2.1
Approved By:	Board of Governors
Approval Date:	November 22, 2004
Advice by Ed Council:	Sep. 20, 2004
Amendment Date:	EdCo Adv: May 15, 2006 BG: May 16, 2006
Policy Holder:	VP Education & Student Services

ADMISSION

Purpose / Rationale

The purpose of this policy is to define the criteria and conditions for admission to Camosun College and its programs.

Scope / Limits

1. This policy applies to all domestic and international applicants seeking admission to Camosun College credentialed programs.
2. Programs specifically intended to prepare students for direct entry into upper levels of further or advanced programs at partner institutions shall be governed by the admission requirements of those institutions.

Principles

1. The College will establish program admission requirements of both an academic and non-academic nature that will optimize students' access and success.
2. As defined in the College's *Mission Statement and Values* (see link), Camosun College is committed to providing our community with access to the knowledge and skills relevant to the future economic and social development of the region.
3. Camosun College is committed to meeting the diverse needs of its community and may therefore tailor its admission criteria to support demonstrated community need or to enable appropriate partnerships.
4. As defined in the College's *Strategic Plan* (see link), Camosun College is committed to integrating a diverse, international perspective into its community and curriculum and will provide opportunities for international students to study at Camosun College
5. The College will accept valid and/or official documentation that demonstrates students' qualifications for entry to the College and its programs.
6. The College reserves the right to limit application to oversubscribed programs.
7. The College reserves the right to deny admission.

A. GENERAL COLLEGE ADMISSION

1. To be admitted to the College, applicants must qualify as either *domestic* students or *international* students.

a) Domestic Students

Definition:

Applicants who are in possession of valid documentation confirming their legal status as Canadian citizens, permanent residents, or convention refugees.

Requirements:

- All applicants must be high school graduates or 19 years or older at the start of the student's first academic term unless special admission is granted.
- All applicants must indicate an intended primary program of study and will be given an opportunity to identify an alternate program of study.

b) International Students

Definition:

Applicants who are not domestic students who meet the guidelines established for international students studying in Canada by *Citizenship and Immigration* Canada (see link).

Requirements:

- All applicants must be high school graduates or 19 years or older at the start of the student's first academic term unless special admission is granted.
- All applicants must indicate an intended primary program of study and will be given an opportunity to identify an alternate program of study.
- English Proficiency
 1. Academic and Career programs:
All applicants must have a minimum TOEFL score of 83 (CBT) or IELTS score of 6.0, with nothing less than a 5.5 in any band, for general college admission. Some programs or courses may require a higher score for entry.
 2. English Language Development and academic upgrading programs:
No minimum level of English proficiency is required for general college admission. Some programs or courses may require a higher score for entry.

B. PROGRAM ADMISSION

1. Applicants must be deemed qualified in order to be admitted into a program.
2. Admission to programs will be granted on a "first qualified, first served" basis.

C. SPECIAL COLLEGE ADMISSION

1. British Columbia (BC) and Yukon High School Students

Provisional program admission will be granted to BC high school applicants who apply for Fall admission in their Grade 12 year on the basis of interim high school grades to determine whether students meet the qualifications for program admission. If any final high school grades fall below program admission requirements, applicants will be deemed ineligible for admission and advised on how to meet admission requirements.

2. Underage Applicants

The College may consider granting special admission to underage applicants on an individual basis, subject to the following:

- a) Underage *domestic* applicants must include in their application written consent from a parent or guardian and letters of support from individuals who are familiar with the applicant's circumstances (such as a school principal or health care provider).
- b) Underage *international* applicants are subject to the guidelines established by *Citizenship and Immigration Canada* (see link).

3. Visiting Students

Visiting students are students who are enrolled at other post-secondary (sending) institutions and are taking courses from Camosun College to grant them credit toward a credential at the sending institution. To be admitted as a Visiting Student, applicants must submit a "Letter of Permission" from a sending post-secondary institution and must meet General College admission criteria and all prerequisites for each Camosun College course in which they are seeking enrollment.

4. Reciprocal Exchange Students

Students, either domestic or international, may be admitted to Camosun College under a reciprocal exchange agreement established between the student's home institution and Camosun College.

D. LINKS TO RELATED POLICIES AND WEBSITE

[G-2.1 Strategic Plan](#)

[G-2.2 Mission Statement and Values](#)

[Citizenship and Immigration Canada](#)