

Camosun College Education Council
4:00 - 6:00 pm - Regular Meeting
Monday, March 19, 2012 - CC 321, Interurban
 Please bring your own mug or water bottle.

TIME	ITEM	PRESENTER
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.)	Kathy Tarnai-Lokhorst
4:05	Feb 20, 2012 Minutes for approval (2 min.)	Kathy Tarnai-Lokhorst
4:07	Reports (10 min.)	
	1. Education Council Chair (3 min.)	Kathy Tarnai-Lokhorst
	2. Acting VP Education (3 min.)	John Boraas
	3. Board Member (2 min.)	George Ivanishvili
4:15	Committee Reports (5 min.)	
	1. Awards (nil.)	TBD
	2. Education By-Laws (nil) – Deferred at this point	John Boraas
	3. Education Approvals Review & Renewal (nil)	Nancy Sly
	4. Alternatives & Electives (5 min.)	Kathy Tarnai-Lokhorst
4:20	Curriculum Presentations and College Curriculum Committee Report (35 min.)	
	1. Combined Indigenous Career Access and Family Support program & Indigenous Human Services Career Access Program (IHSCAP) – (15 min.)	Anita Ferriss
	2. Curriculum Items – College Curriculum Report (17min.) See attached in CCC Report	Nicole Greengoe
	3. Program Cancellation (replacement): Community Mental Health (3 min.)	John Boraas
5:00	Presentations and/or Discussions (45 min.)	
	1. Nursing Revisions (15 min.)	Stephen Bishop
	2. Education Plan 2012 Consultation (30 min.) See attached.	John Boraas

TIME	ITEM	PRESENTER
	3.	
TBD	Governance Items Arising from Curriculum (TBD) – <i>may be deferred to following meeting due to timing issues.</i>	Kathy Tarnai-Lokhorst
	1.	
	2.	
	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>	Kathy Tarnai-Lokhorst
	Next Regular Meeting <i>Monday, April 16, 2012 4:00-6:00 CC 321, Interurban</i>	Kathy Tarnai-Lokhorst

Members (Quorum = 10)

Voting Council Members

Barbara Herringer, Administration
 Bradley Clements, Students
 Carly Hall, Faculty
 Cynthia Wrate, Faculty
 Darragh Grove White, 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 (regrets)
 George Ivanishvili – Board of Governor Rep

Guests

Sue Doutre (VP Education Division) – filling in for Shelley Butler

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, greenoe@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

DRAFT MINUTES OF THE MEETING

MONDAY, FEB 20, 2012, 4:00-6:00

CC 321, INTERURBAN

PRESENT

Barbara Herringer (Administration)
Carly Hall (Faculty), Vice-Chair
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)
Nancy Sly (Faculty)
Nicole Greengoe (Administration)
Patricia Gaudreault (Faculty)
Paul Brady (Faculty)
Shelley Butler (Permanent Secretary)
Stephen Bishop (Faculty)
Thea Todd (Faculty)

REGRETS / ABSENT

Bradley Clements (Student)
Sarah Loewen (Administration)
George Ivanishvili (Board)

Kathryn Laurin (President)
Kathy Tarnai-Lokhorst (Faculty), Chair

GUESTS

Julie Martin, Educational Research &
Development

MEETING

A. CALL TO ORDER & DECLARATION OF QUORUM

The Regular Meeting was called to order at 4:05 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. ROUND TABLE CHECK-IN

Carly requested members share how they are doing if they wish to do so. A number of Education Council members shared their news.

D. ACCEPTANCE OF AGENDA

The Feb 20, 2012 agenda was accepted via a unanimous consent.

E. APPROVED MINUTES

The Jan 30, 2012 minutes were approved via unanimous consent.

F. REPORTS

1. EDUCATION COUNCIL CHAIR'S REPORT – CARLY HALL FOR KATHY TARNAI-LOKHORST

Carly is Acting Chair as Kathy was sick. There was no report by Kathy or Carly.

2. ACTING VP EDUCATION – JOHN BORAAS

John reported that he is continuing with the same work as reported at the last Education Council meeting, including the Education Plan refresh and the admission requirement issues for International Students.

3. BOARD REPORT – JOHN BORAAS FOR GEORGE IVANISHVILI

George sent his regrets. John Boraas offered to give the Board report. He reported that the Board approved the revisions to the General College Admission Requirements. In addition, the Board discussed various budget related items.

G. COMMITTEE REPORTS

1. AWARDS COMMITTEE

Nil

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

Nil

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

Nancy reported that the committee has met 6 times and progress is being made. The committee is focused on finalizing the roles and responsibilities of the various people and groups involved in the Education Approvals process. They will soon begin to look at the terms of reference for the various committees involved in Education Approvals. The committee will share their recommendations once they have been finalized. Nancy also noted that Deanna Roozendaal (former Education Council and sub-committee member) has offered to re-sit on the committee as she has extensive experience with the Education Approvals process at various levels.

4. ALTERNATIVES AND ELECTIVES – SHELLEY BUTLER FOR KATHY TARNAI-LOKHORST

Shelley reported that a committee has been formed. It consists of Kathy Tarnai-Lokhorst, Ian Humphries, Agatha Thalheimer, Gloria Darroch, Lynda Warren and herself. A draft Project Charter has been created by Kathy and will be shared with the committee at its first meeting on Sept 28. A report of the meeting will be shared at the next Education Council meeting.

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

1. PHIL 110, 210, and 212

Revise the curriculum to be more congruent with the symbolic logic offerings at UVic. The proposal is to cancel one course, PHIL 210, and put all the standard second year symbolic logic content in one course, PHIL 212. In addition, students need to be additionally notified that if they have already taken PHIL 210 they should not take PHIL 110 as there is overlapping content.

Questions and discussion followed.

Motion

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

PHIL 110 Logic and Critical Thinking (Substantive/Major Revision) - Course Calendar Description (ID 61026)

PHIL 210 Symbolic Logic 1 (Substantive/Major Cancellation (No Replacement)) - Cancel Course (ID 61028)

PHIL 212 Symbolic Logic (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Pre-Requisite (relax), Learning Outcomes (ID 61027)

Motion Carried

2. Bachelor of Business Administration – HR Mgmt and Leadership;& Marketing, Communications, Mgmt majors

Remove one out of three optional electives (that is not related to international business) to ensure all BBA students have some grounding in international business perspectives upon graduation. The remaining two optional electives are related to international business perspectives. This revision is consistent with the program learning outcomes.

Motion

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

Business Admin, Mrkting Comm Mgmt Major (Bachelor of) (Substantive/Major Revision)

- Program Content (ID 61034)

Business Admin, HR Mgmt & Leadership Major (Bachelor of) (Substantive/Major Revision)

- Program Content (ID 61033)

Motion Carried

3. Business Administration – Finance Option

To remove two financial planning courses (FIN 230 and 231) and add an elementary statistics course (BUS 230).

- The two financial planning courses currently do not serve students or the program/college. The courses will be revamped in the near future, and re-included in the option, with an eye to better preparing students to seek professional designations in the financial industry.
- BUS 230 will better prepare students for a deeper understanding of investment topics.

Questions and discussion followed.

Motion

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

Business Admin, Finance (Diploma in) (Substantive/Major Revision)

- Program Content (ID 61086)

Motion Carried

4. Dental Hygiene

To clarify and update the Camosun College courses or alternates which are acceptable for admission to the program. There have been a number of course additions in recent years at the College which could potentially confuse students. This will better clarify what is acceptable or not for admission.

Motion

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

Dental Hygiene (Diploma in) (Substantive/Major Revision) - Program Admission Requirements, Program Participation Requirements (ID 61024)

Motion Carried

5. LDCT 532V

New course documentation. The course was included in the Program changes approved in May 2011; however the paperwork was not included for this course in error. The submission of this new course paperwork is to correct the error.

Motion

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

LDCT 532V Speaking with more Confidence (Substantive/Major Addition (New)) - New Course (ID 61029)

Motion Carried

6. SPP 200

New Course for the Centre for Sport and Exercise Education (CSEE) and for the Sport Performance program. This applied course allows students to gain accreditation in the National Coaching Certification Program (NCCP) and is offered over one week (intensive) in the Spring semester.

Questions and discussion followed.

Motion

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

SPP 200 Sport Performance Coaching (Substantive/Major Addition (New)) - New Course (ID 61025)

Motion Carried

J. DISCUSSION

1. PRESENTATION: CURRICULUM ENHANCEMENT AND LEADING PRACTICES PROJECT

Karin Kaercher and Julie Martin presented the outcomes of the Curriculum Enhancement and Leading Practices Project. See attached document.

Questions and discussion followed.

Feedback included but was not limited to:

- *There appears to be a lot of potential to sell the “Curriculum Design for Learning – Course” to other local and international markets.*
- *The Curriculum Enhancement and Leading Practices document is providing useful direction for the College Leadership as we move forward to update our Education Plan and it fully aligns with the Strategic Plan’s concept of “life-changing learning”.*
- *Our current approvals process could benefit by incorporating the principles explored in this document into the process.*

2. COURSE NUMBERING

Carly facilitated a brief discussion on Course Numbering. The discussion focused on the challenges of assessing the kind of rigour we attach to the number of courses at the 100, 200, 300, and 400 levels. It was noted that this challenge is not our challenge alone and other institutions face this too. Education Council members are encouraged to send any examples, stories, or issues they are aware of in writing to Shelley Butler for compilation.

K. NEXT REGULAR MEETING

Monday, Mar 19, 2012

4:00-6:00

Interurban, CC 321

L. ADJOURNMENT

The meeting adjourned at 5:31 pm.

CAMOSUN COLLEGE CURRICULUM COMMITTEE REPORT

Feb 27, 2012, 1:00-3:00, LLC 151, Lansdowne

Present: Nicole Greengoe (Chair), Peggy Tilley, Lynda Warren, Ian Humphries, Shelley Butler, Shohreh Hadian, Kristal Anderson, Marlene Welsh, Susanne Thiessen, Corrine Michel, Kirstin Lane, Shohreh Hadian

Regrets/Absent:

Guests: Anita Ferriss (Health and Human Service), Peter Burrage (Trades and Technology)

CURRICULUM REPORT

1. Proposed Combined Indigenous Career Access and Family Support Program (new); and revisions to Indigenous Human Services Career Access Program (IHSCAP) - (revised).

Summary/Purpose

Anita Ferris presented a new 18 month program and extensive revision to an associated certificate program (IHSCAP). Based on an extensive program evaluation the department is recommending some changes to the IHSCAP program, in addition, they are creating the Combined Indigenous Career Access and Family Support program. Currently, the majority of students choose to go on to the Indigenous Family Support (IFS) Certificate Program. The new 18 month program includes the first 8 months of the IHSCAP Program followed by the 10 month IFS Program. This program would qualify for specific Essential Skills funding as it would meet the requirements of an Access Program that leads directly to employment. The revised IHSCAP Program and the new combined program would run concurrently and students would be in the same 8 month cohort and continue their education either in the IFS program or in the other education program of their choice.

The combined program is designed for Aboriginal learners who are interested in a career working in human/social/-community service. Students' develop an understanding of their interests, abilities and potential, in an environment which supports the development of healthy Indigenous self-identities. Students will develop realistic personal, career and educational goals and obtain the academic skills and prerequisites required to meet their goal to become and Indigenous Family Support Worker. The first 8 months of the program will prepare students for the 10 month Indigenous Family Support Program.

The combined provides students of Aboriginal ancestry with opportunities to develop knowledge, skills, awareness and values needed to work with indigenous individuals and families in schools and communities. The program promotes awareness of indigenous history and culture. It provides opportunities for each student to reflect and develop self-awareness and pride as an indigenous person.

Program graduates are prepared to support the development of healthy Aboriginal individuals, families and communities. They function interdependently as members of a support team under the direction and supervision of experienced professionals in health, education and/or human service settings.

CCC Concerns/Questions/Comments

Indigenous Human Services Career Access Program (IHSCAP)

1. The CCC recommended the department include the new ENGL alternates to the program content if applicable. The department has done.
2. The CCC recommended the department include requires English 12 with a C+ or alternate or equivalent in the program content section and as a program completion requirement as that is one of the objectives of the program. The department has done.
3. The CCC requested some wordsmiths to the document to improve clarity. The department has done.

Combined Indigenous Career Access and Family Support Program

The department presented a single program whereby students complete an “Access” portion (8 months) and then complete a regular “Certificate” portion (10 months). The CCC struggled with what to call this atypical model and how to ensure students are appropriately credentialed for their achievements:

1. The CCC had significant concerns with the initially proposed name of Indigenous Family Support “Access” program, as this is not a typical “Access” curriculum framework model.
2. The CCC had discussion regarding the appropriate credential(s) for this program to recognize the graduates work. Is it one program and one certificate (or diploma?), or one program and two certificates?

After researching other models and naming conventions, and consulting with Camosun’s Program Review and Renewal Department a new name convention was chosen for the program. It will be called a “combined” program. This is a fairly typical program name for institutions that combine two areas of program study. As such, the initially proposed “Indigenous Family Support Access” program will now be called the “Combined Indigenous Career Access and Family Support” program.

3. The CCC requested the department make the English 12 with a C+, or alternate, or equivalent requirement in the program more clearly in the program content and completion section. The department has done.
4. The CCC requested the department make the program completion requirements more clear once the appropriate credential(s) is determined. 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:

Combined Indigenous Career Access & Family Support program (Substantive/Major Addition (New)) - New Program (ID 61163)

Indigenous Human Services Career Access () (Substantive/Major Revision) - Program Description, Program Admission Requirements, Program Participation Requirements, Program Content, Program Completion Requirements, Program Delivery Arrangements, Program Credential Awarded (ID 61129)

2. Diploma in Civil Engineering Technology and CIVL Revisions

Summary/Purpose

There are a variety of revisions to improve the flow of curriculum content so that is more relevant to the student's studies (i.e. move learning outcomes around between courses), update and refresh some outdated short descriptions (formerly the Calendar Description) and learning outcomes for clarity and currency, and add 1 seminar hour and increase the credit in CIVL 192 to help improve student success in the course.

CCC Concerns/Questions/Comments

1. The CCC requested the Department revise the Math admission requirements as there is a typo in what is acceptable. The department has done.
2. The CCC requested the Department correct some error in the program content section of the program outline. The department has done.
3. 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:

Civil Engineering Technology (Diploma in) (Substantive/Major Revision) - Program Admission Requirement, Program Content, Other: (ID 61130)

CIVL 131 Graphical Communications 1 (Substantive/Major Revision) - Course Calendar Description, Learning Outcomes (ID 61134)

CIVL 132 Graphical Communications 2 (Substantive/Major Revision) - Course Calendar Description, Learning Outcomes (ID 61135)

CIVL 133 Graphical Communications 3 (Substantive/Major Revision) - Course Calendar Description, Learning Outcomes (ID 61136)

CIVL 192 Statics (Substantive/Major Revision) - Course Calendar Description, Course (Activity) & Hours, Course Credits, Learning Outcomes (ID 61132)

CIVL 258 Infrastructure Rehabilitation (Substantive/Major Revision) - Course Calendar Description, Learning Outcomes (ID 61137)

CIVL 280 Global Issues in Environmental Engineering (Substantive/Major Revision) - Course Title, Learning Outcomes (ID 61131)

CIVL 297 Structural Design 2 (Substantive/Major Revision) - Course Calendar Description (ID 61133)

3. ENGL 165 - Cancellation

Summary/Purpose

Cancel this course. The removal of ENGL 165 course from the Exercise and Wellness program was approved by Education Council in May 2011. As this course wasn't intended to serve other student populations it is no longer needed.

CCC Concerns/Questions/Comments

The CCC requested the department correct an error on the change form relating to the change/rationale section.

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 165 Sports Literature (Substantive/Major Cancellation (No Replacement)) - Cancel Course (ID 61138)

4. CFCS 212 - Cancellation

Summary/Purpose

Cancel this course. It has never been offered and is no longer necessary.

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:

CFCS 212 Intro to Child & Youth Care (Substantive/Major Cancellation (No Replacement)) - Cancel Course (ID 61128)

5. Coop Appendix for the Diploma in Hospitality Management and HMGT 101, 102, and 185 revisions

Summary/Purpose

Coop Appendix, and HMGT 101 and 102:

Increase the hours for the two work terms that more realistically meet local, provincial and industry needs, bring our programs in line with CAFCE (Canadian Association for Cooperative Education) and ACE (Association for Cooperative Education) standards, and meet program articulation agreements with UVic and other institutions who require Co-operative work term experiences as part of their degree entrance requirement.

HMGT 185

Remove the course restriction (for program students only) and add an English 10 or alternate pre-requisite to allow the school to maximize the potential to backfill the class (with students working on the English 12 program pre-requisite).

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:

Coop Appendix - Hospitality Management - Internship Designation (Diploma in) (Substantive/Major Revision) - Program Content, Program Completion Requirements, Other: (ID 601139)

HMG101 Co-operative Work Experience (Substantive/Major Revision) - Course (Activity) & Hours (ID 61141)

HMG102 Internship Work Experience (Substantive/Major Revision) - Course (Activity) & Hours (ID 61140)

HMG185 Beverage Management Essentials (Substantive/Major Revision) - Course Calendar Description, Course Pre-Requisite (relax) (ID 61142)

5. Community Mental Health and CMH Cancellation (as result of replacement program)

See Briefing as submitted by John Boraas, the Vice-President Education.

Note:

CCC Concerns/Questions/Comments

The CCC requested clarification that the department will have a plan for past students that may not have completed the Community Mental Health and return to the college at a future date. The department has clarified that they have plan in place with Enrolment Services for this. The CCC noted that the department is somewhat misinformed as they must be in contact with Academic Advising for determining the appropriate program completion requirements. Once this has been determined they would then be in contact with Enrolment Services to assist with course enrolment.

If you need more detail 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, VP Education

Date: March 19, 2012

Topic: **Program Cancellations:**

Certificate in Community Mental Health (CMH)

Decision Being Sought: **Request for Education Council to recommend the cancellation of this program 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 one program for cancellation (replacement program) with supporting background documentation. I have reviewed the proposal to cancel this program and I recommend the cancellation as the CHM program has been replaced by the new Certificate in Mental Health and Addictions (start date of Sept 2012).

Certificate in Community Mental Health (CMH)

This 5 month program taught entry-level competencies for employment in the field of community mental health. It was based on the principles of psychosocial rehabilitation. Graduates work as members of a community health team in a variety of mental health service sites. The program included class, lab, and practicum experience. Practicum participation may have included day, evening and weekend shifts. The last intake of students for this program was Sept 2011.

The CMH Certificate is intended **to be replaced** by the 10 month Mental Health and Addictions (MHA) Certificate starting in Sept 2012. The MHA program received Education Council approval on Dec 19, 2011. The new MHA 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.

The new replacement program will include a greater depth of breadth and knowledge for practitioners including indigenizing the program.

CANCELLATION (Replacement):

Community Mental Health (Certificate in) (Substantive/Major Cancellation (Replacement)) - Cancel Program (ID 61143)

CMH 110 Mental Health & Addiction Services (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61144)

CMH 111 Mental Illness & Interventions (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61145)

CMH 115 Communications (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61146)

CMH 120 Support Strategies (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61147)

CMH 125 Professional Issues (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61148)

CMH 130 Health Care Basics (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61149)

CMH 135 Substance Use & Mental Health (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61150)

CMH 140 Practicum (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61151)

Indigenous Human Services Career Access Program (IHSCAP) and Combined Indigenous Career Access and Family Support Program (ICAFS)

Background

IHSCAP Program has been running for two years. Through community consultations conducted in 2008/09, Aboriginal communities and organizations outlined the need for community members to have the knowledge and skills to work in health and human service fields. Community dialogue sessions in 2008/09 involved:

- Students
- Aboriginal community people
- Elders
- Band administrators
- Directors of the Saanich Indian School Board
- Victoria Native Friendship Centre

Based on an extensive program evaluation we are recommending some changes to the Indigenous Human Services Career Access program (IHSCAP); in addition, we are creating a new “combined” program – Combined Indigenous Career Access and Family Support (ICAFS) Program. Currently, the majority of students choose to go on to the Indigenous Family Support (IFS) Certificate Program. The 18 month program includes the first 8 months of the IHSCAP Program followed by the 10 month IFS Program. This program would qualify for specific Essential Skills funding as it would meet the requirements of an Access Program that leads directly to employment. The revised IHSCAP Program and the new combined program would run concurrently and students would be in the same 8 month cohort and continue their education either in the IFS program or in the other education program of their choice.

Indigenous Human Services Access Program

This 8 month program is designed for Aboriginal learners who are interested in careers in human/social/-community service. Students will explore educational opportunities within the fields of Human Services while simultaneously developing an understanding of their interests, abilities and potential, in an environment which supports the development of healthy Indigenous self-identities. Students will develop realistic personal, career and educational goals and obtain the academic skills and prerequisites required to meet their goals. Students who complete this program will be eligible to continue their education to obtain a diploma or certificate from a program in the School of Health and Human Services, Department of Community, Family and Child Studies or the Department of Aboriginal Education and Community Connections.

Program Learning Outcomes

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

- a) explore their aboriginal identities rooted in an awareness of being connected to culture, land, ancestry and history.
- b) discuss challenges, opportunities and issues impacting Indigenous communities today.
- c) recognize how individual survival and growth contributes to survival and growth within a family and community.
- d) develop awareness of their own unique interests, abilities and potentials as these affect personal, career and educational goals.

- e) practice self care techniques that will contribute to professional and personal effectiveness.
- f) make decisions about their chosen field of study in health and human services areas based on sound and accurate knowledge of the rewards and challenges involved.
- g) explore issues and challenges that they can expect to encounter in post secondary education and the workplace.
- h) communicate effectively in writing in ways that contribute to success in their chosen field of study.
- i) demonstrate foundational knowledge and skills related to their chosen career.

Program Content:

Students will complete the program over two (2) semesters. Both semesters include courses specific to English upgrading, and career and Indigenous exploration.

ACADEMIC TERM 1 (4 MONTHS)

Course	Course Title	Credits
BEST 041	Career Exploration	0
IFS 100	Exploring Indigeneity	3.0
IFS 118	IHSCAP Circle and Elders Teaching 1	1.0
LRNS 103	Learning Skills for Human Sciences	1.0
Students must complete* one of the following if they do not already have a C+ or higher in English 12, English 12 First Peoples, or equivalent, or alternate:		
ENGL 050	Intermediate English	0
ENGL 092**	Provincial English Composition	3.0
ENGL 094**	Provincial English Literature	3.0
ENGL 096**	Provincial Indigenous Literature	3.0
ENGL 103***	Preparatory Academic Writing	3.0
ENGL 104***	Preparatory English Literature	3.0
ENGL 106***	Preparatory Indigenous Literature	3.0
Total Credits		5.0 – 8.0

ACADEMIC TERM 2 (4 MONTHS)

Course	Course Title	Credits
HLTH 111	Indigenous Community Health	3.0
HLTH 112	Holistic Health and Healing	3.0
IFS 119	IHSCAP Circle and Elders Teaching 2	1.0
Students must complete* one of the following if they do not already have a C+ of higher in English 12, English 12 First Peoples, or equivalent, or alternate:		
ENGL 092**	Provincial English Composition	3.0
ENGL 094**	Provincial English Literature	3.0
ENGL 096**	Provincial Indigenous Literature	3.0
ENGL 103***	Preparatory Academic Writing	3.0
ENGL 104***	Preparatory English Literature	3.0
ENGL 106***	Preparatory Indigenous Literature	3.0
Total Credits		7.0 – 10.0

* Students who have completed English 12, English 12 First Peoples, or equivalent or alternate, with a C+ may choose to enroll in another elective of their choice.

**One of ENGL 094 or ENGL 096, combined with ENGL 092 is equivalent to Provincial English 12.

***One of ENGL 104 or ENGL 106, combined with ENGL 103 is an alternate to Provincial English 12.

Indigenous Career Access Family Support Program

This 18 month program is designed for Aboriginal learners who are interested in a career working in human/social/-community service. Students' develop an understanding of their interests, abilities and potential, in an environment which supports the development of healthy Indigenous self-identities. Students will develop realistic personal, career and educational goals and obtain the academic skills and prerequisites required to meet their goal to become and Indigenous Family Support Worker. The first 8 months of the program will prepare students for the 10 month Indigenous Family Support Program.

The Indigenous Family Support Program provides students of Aboriginal ancestry with opportunities to develop knowledge, skills, awareness and values needed to work with indigenous individuals and families in schools and communities. The program promotes awareness of indigenous history and culture. It provides opportunities for each student to reflect and develop self-awareness and pride as an indigenous person.

Indigenous Family Support practitioners are prepared to support the development of healthy Aboriginal individuals, families and communities. Program graduates function interdependently as members of a support team under the direction and supervision of experienced professionals in health, education and/or human service settings. Graduates of the program find employment in roles such as:

- Employees of Native Friendship Centres
- Aboriginal Teaching Assistants in public and tribal schools
- Youth Service Workers
- Child and Family Service Workers
- Transition House Workers
- Employment Training Counsellors

Graduates of the program may choose to continue their education at Camosun College in:

- Indigenous Studies
- Community, Family and Child Studies
- Community Support and Education Assistant
- Early Learning and Care

Many graduates of the former First Nations Family Support Worker program have continued their education towards degrees in:

- Social Work
- Child and Youth Care
- Indigenous Studies
- Education

Program Learning Outcomes:

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

1. explore their aboriginal identities rooted in an awareness of being connected to culture, land, ancestry and history.
2. discuss challenges, opportunities and issues impacting Indigenous communities today.
3. recognize how individual survival and growth contributes to survival and growth within a family and community.
4. develop awareness of their own unique interests, abilities and potentials as these affect personal, career and educational goals.
5. practice self care techniques that will contribute to professional and personal effectiveness.
6. explore issues and challenges that they can expect to encounter in post secondary education and the workplace.
7. reflect an understanding and awareness of the importance of walking in balance, both personally and professionally, in order to promote positive change for indigenous individuals, families and communities.
8. utilize an understanding of historical and cultural realities of indigenous peoples to promote overall well-being and facilitate positive change for individuals, families and communities.
9. communicate effectively in oral, written and non-verbal forms in ways that enhance the quality of intra-cultural and cross-cultural services.
10. apply knowledge in a thoughtful way to develop effective approaches for supporting and guiding individuals, families and communities towards positive outcomes.
11. work effectively as part of a team to identify, access and utilize appropriate resources to meet the needs of individuals, families and communities.
12. use positive, strengths-based supports for assisting individuals within diverse learning environments.

Program Content

ACADEMIC TERM 1 and 2 are IHSCAP Program

ACADEMIC TERM 3 (4 MONTHS)

Course	Course Title	Credits
CFCS 120	Lifespan Development 1	3.0
IFS 110	Self, Family & Community	3.0
IFS 120	Circle and Elder's Teaching 1	1.0
IFS 140	Introduction to Practice	2.0
PSYC 154 (T)	Interpersonal Relations	3.0
	Total Credits	12.0

ACADEMIC TERM 4 (4 MONTHS)

Course	Course Title	Credits
ENGL 170 (T)	Professional Communications 1	3.0
IST 117 (T)	Indigenous Studies in Canada 2	3.0
IFS 121	Circle and Elder's Teaching 2	1.0
IFS 141	Self in Practice	5.0
PSYC 256 (T)	Introduction to Counselling	3.0
	Total Credits	15.0

ACADEMIC TERM 5 (2 MONTHS)

Course	Course Title	Credits
IFS 142	Professional Practice	5.0
	Total Credits	5.0

**BSN Program
Admission Process Changes
March 15, 2012**

Proposal:

That the BSN Program moves from the current admission process of first qualified first admitted to a selective admission process. A waitlist would no longer be maintained.

Rationale:

Nursing is a complex profession requiring a high degree of intellectual and physical capacity to safely perform skills, critically think and problem solve, and continuously learn new and challenging skills and theory throughout a career. Healthcare reform has changed the face of the nursing care. In hospitals, where most of our graduates begin their careers, changes in philosophy of care and in the focus of funding have led to decreased lengths of stays for all patients, leaving those who remain as in-patients the most acutely ill, with the most complex health challenges. In the community patients are sent home with conditions which only a few years ago would have required hospitalization for days or even weeks. To participate on an interprofessional health care team providing care in these diverse situations, make rapid and complex decisions and independent assessments, communicate salient information clearly and concisely, and perform skills and problem solve, a nurse must be able to draw on and apply a broad body of knowledge; not only nursing knowledge, but drawing from the fields such as medicine, psychology, pathophysiology, and pharmacology to name a few. There are baseline physical, cognitive and psychosocial requirements established by nursing regulatory bodies which further define the capabilities required by the profession. The bottom line is that not everyone has the capacity or capabilities to become a nurse.

The Camosun Nursing Department works closely with the University of Victoria School of Nursing, who deliver the last three semesters of the BSN Program. We are working on an MOU with UVic which would change our relationship from a transfer partnership to a joint degree program, with Camosun recognized on the parchment. The primary impediment to this agreement has been our low admission standards. To meet their funded numbers for BSN students UVic expects 160 students to enter Semester Six from Camosun. To meet that goal we have increased our student intake from 160 to 180, and now to 192, with an additional 10-16 students admitted to the Nursing Access for Practical Nurses (NAPN) Program in January. The attrition in the program over the past few years has increased to almost 30%, and last year, from a total class of 202 we sent 142 to UVic, an attrition rate of 30%. This is considerably above the 8-10% reported by nursing programs with competitive entry, such as TRU, UBC-O and VIU, but is not unlike programs that have similar admission processes as Camosun's.

We have attempted to address our attrition rate in a number of ways, and enact the strategies we have identified in the literature. For instance, the Nursing Department identifies 'at risk' students early on, and works with these students to establish individual learning plans and strategies to meet their specific needs. Strategies include tutoring and referring students to services such as counselling, writing and

math support, Aboriginal Services and the Disability Resource Centre. Instructors provide extensive individual support, and students are informed that they can also approach the Team Leaders and Chairs for assistance, and encouraged to do so early on. Reentry to the program for students who have failed a course is facilitated by the Associate Chair who works with the student to develop an academic plan for reentry. Nonetheless, our attrition remains high.

Research on attrition/retention indicates that the strongest predictor of success in Nursing programs are higher GPAs (Prymachuk & Easton, 2009). One study summarized: "The significantly high risk student is one that enters the nursing program with lower scores in Math, English and Science, lower cumulative GPA, and decreasing GPA once admitted to the program" (Alden, K.R., 2008). Additional research speaks to how to decrease attrition of students. "Efforts to increase support systems on campus for students admitted directly from high school may result in reduced attrition and greater academic success." (Bolen,&Granger,2003)

The BSN Program at Camosun is a popular and well subscribed program. The September 2012 and 2013 intakes are full, and there are 155 students prepared to enter in 2014. Registration expects that the 2014 class could be full by the end of this month. We have observed two trends which we find troubling. Local students who are well qualified are applying to other nursing programs in the province, and then applying to transfer to Camosun during their first semester. We are able to accept many of those students, but have no idea how many local students leave this region to graduate and practice elsewhere. The other trend is that students who are unable to gain entry to other programs apply here, knowing that if they wait long enough they will gain admittance to our program. They then apply to transfer back to their local schools. That we are known as the nursing program 'of last resort' for poorly qualified applicants is not something of which we should be proud.

Taking in these larger classes has an impact on all of our students and on the quality of our program. Larger class sizes mean more crowded classrooms and labs, more instructors needing resources, more clinical placements needed when community and hospital placements are already stretched, and an overall increase in program costs when budgets are being reduced. Further, students who fail lose time, money and most importantly risk damage to their self esteem, and admitting students who we know are at higher risk of failure seems unethical. Camosun can present other options to assist these students, including programs such as LPN and HCA, or by assisting them in upgrading their credentials to better prepare for a rigorous academic degree program.

Process:

The following is an outline of the proposed admission process:

- 1. Applicants must meet the current admission criteria as a minimum requirement for admission.**
- 2. Brief interview (in person or by phone) with at least two faculty members to determine spoken English level and knowledge of nursing. In addition to the interview, a brief written assignment completed at the time of the interviews. (Applicant ranked eligible/ineligible) (NB: This may be revised to a Multiple Mini Interview (MMI) format.)**

3. **Declaration of having read and understood the Requisite Skills and Abilities (RSA) document of the CRNBC, and that there are no impediments to registration (eligible/ineligible)**
4. **Minimum 40 hours work (paid or volunteer) in health related field. (Must complete prior to acceptance to be eligible.)**
5. **Language and math assessment (Accuplacer or similar)(Minimum cut score to be eligible.)**
6. **Given eligibility (determined by the criteria 1, 2, 3 & 4) selection will be determined by GPA.**

NB For the first five criteria the intent is to use 'eligible/ineligible' rather than to score interviews etc. This is proposed both to reduce workload and to reduce the subjectivity introduced by 'judging' an applicant's interview and written submission.

Considering our current waitlist we propose that we admit the next cohort (2012) under the current admission process, but put an immediate hold on accepting more applications and notify applicants that a new process will be put in place for 2013. Those currently on the waitlist would be advised of the new process and could be assisted in meeting the requirements. Otherwise it will be 2015 before we can admit under a new process and 2016 before we can evaluate the effect.

Conclusion:

The attrition rate in the BSN Program negatively impacts the experiences of marginal students and the overall quality of the program, and is creating difficulties in our relationship with UVic. Other approaches to addressing attrition which we have implemented to support student success have not had the desired effect. When we compare our program with those using a selective process we see the likelihood that such a process would be an effective means to address attrition and would have a significant and positive impact on the BSN Program . We therefore feel the need to implement a selective admission as soon as possible.

Respectfully submitted,

Stephen Bishop, Chair

Marlene Welsh, Associate Chair

Nursing Department Curriculum Committee

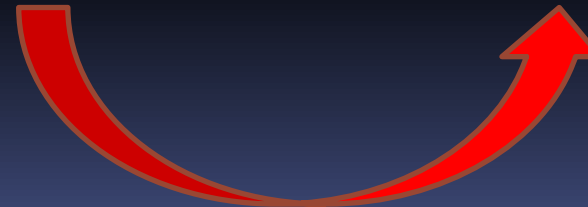
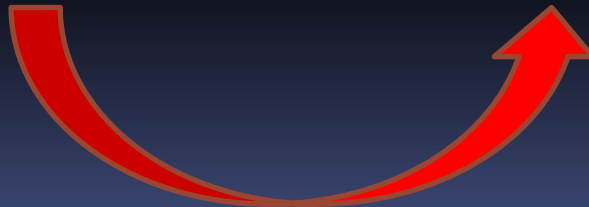
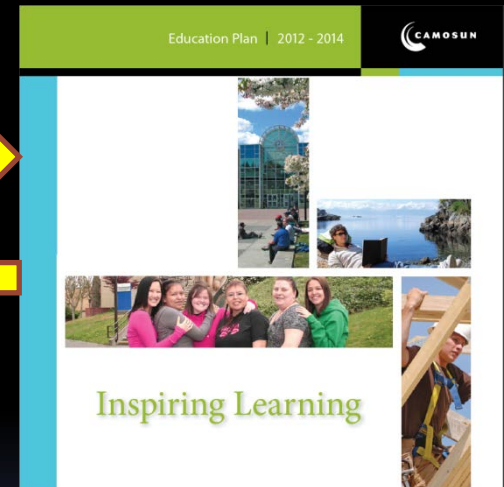
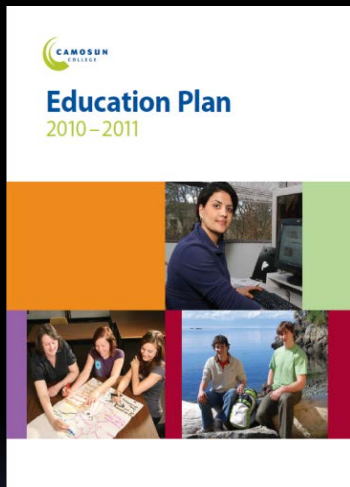
EDUCATION PLAN 2012

Education Council
March 19, 2012
Presentation by: John Boraas



Education Plan Evolution

Community Input



Education Plan 2012 – Development

- Dec 2011 - Education Leadership Team Discussion , Action Plan Developed, Education Plan Refresh Committee Created
- Jan – Feb 2012 – Education Plan Refresh Committee drafted plan
- March 2012 – Community Input
- April 2012 – Plan Complete

Education Plan Refresh Committee

- Anita Ferriss, Chair, Community Family Child Studies
- Sybil Harrison, College Librarian
- Ian Humphries, Associate Dean, School of Business
- Paul Merner, Associate Vice President, Strategic Enrolment Management
- John Boraas, Vice President, Education
- Sue Doutre, Executive Assistant – Vice President, Education

Guiding Questions:

- What are the challenges and opportunities contained in our 'comprehensiveness'?
- What might be the balance between fully on-line and other types of distributed learning?
- How do we organize to support student success?
- What is 21st Century learning?
- How do we ensure the needs of students and community are core to decision making?

Next Steps - Community Input

- Townhalls

CAMPUS	TIME	DATE	LOCATION
Lansdowne	12:30 – 1:30	March 20 – Tuesday	Wilna Thomas Cultural Centre
Interurban	12:00 – 1:00	March 22 – Thursday	Liz Ashton Campus Centre – 124B

- Website

<http://intranetdev/main/collaboration/edplan/feedback>

- Questions?



MEMO

To: College Community
From: John Boraas, Vice President, Education
Date: March 15, 2012
Re: Education Plan 2012 - Update and request for input

Further to the [Special CamNews of March 7, 2012](#), we are seeking community input on the draft Education Plan 2012. ***Please be aware, that the draft is not yet complete.*** The committee has completed an initial draft and has identified a number of items for potential inclusion. As well, information and photos are currently being compiled. The following list of items to include has been created by the Education Plan Refresh Committee. I provide it to illustrate the content that is being considered for the final document.

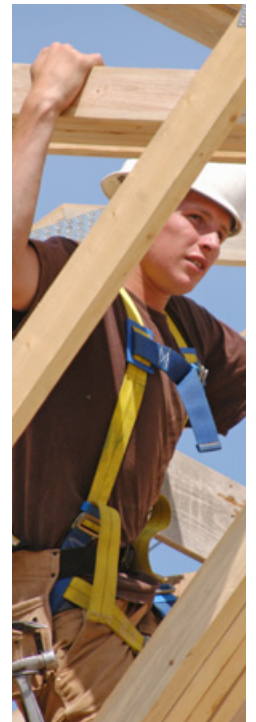
The intent of the document will be to establish Educational priorities for the coming planning period, but it is also to celebrate the great work accomplished in past years.

There are so many examples of educational excellence throughout the College and this community, so it will be challenging to highlight all of the worthy achievements. However, if you notice something significant that is missing, please let us know and we will do our best to include in the final document.

- Student photo and highlights of South Island Partnership program and results
- Continuing education stats/info plus photo
- Definition of interdisciplinary education
- A Centre for Applied Research and Innovation piece, including photo
- An indigenization definition and photo, mention of TTW?
- Perhaps a brief item and photo for 'Teaching Excellence' section
- Photo and short piece on services of the Library & Learning Commons
- A small item on alumni? Indigenous alumni?
- An item on our links with employers, including co-op?
- Highlight range of support services including Financial Aid? DRC?
- Highlight program review and renewal program
- MOUs
- Awards
- Technology Access Centre
- PISE – photo
- Music – Victoria Conservatory of Music
- Other????

If you are unable to attend a Townhall, please submit your suggestions through the following website:

<http://intranetdev/main/collaboration/edplan/feedback>



Inspiring Learning



TERRITORIAL ACKNOWLEDGEMENT

We acknowledge our presence on the traditional territories of the Lekwungen, Esquimalt and W'SANEC people. We value their friendship and rely on their deep wisdom and knowledge.



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President's Welcome

Camosun's strategic plan, Inspiring Lives, was launched in the autumn of 2011, setting an exciting and ambitious course for us for the period ahead. Core to the plan, which includes an inspiring new vision, mission and values, is our commitment to life-changing learning. Inspiring Learning is a redraft of our previous Education Plan 2010-11, updated to align more closely with the direction and content of Inspiring Lives and to reflect work completed since then.

Whether you work directly with our learners or have a supporting role, I think you will be inspired as you read the pages that follow. There are so many opportunities and ways to become more involved in or support the dynamic teaching and learning process for which we have become known. I look forward to working with and supporting you as we realize our vision of becoming Canada's college of life-changing learning.

Together we can.

*Kathryn Laurin
President*



A/Vice-President's Welcome and Introduction

Camosun College has a long and proud history of serving students and contributing to community social and economic well-being. We have become known and respected for the work we do and have done over the past forty years as one of the country's exemplary community colleges – Canada's college of life-changing learning.

We cannot, however, nor would we want to, rest on our laurels. To seek and sustain this title means that we need to be continuously engaging with each other, with our learners and with the community, staying abreast of change and finding new and innovative ways to stimulate and enrich the teaching and learning process, and to provide ever more responsive service and support.

What opportunities we have to "re-imagine every student interaction as an opportunity for life-changing learning"; to innovate, to build "a culture of excellence", and to engage with each other across programs, disciplines and professions.

I hope you are inspired by the path ahead and that you will find within the following pages many opportunities to lead, engage and serve as we maintain our place as Canada's college of life-changing learning.

Thank you.

*John Boraas
A/Vice-President, Education & Student Services*



Vision

Inspiring lives.
Canada's college of life-changing learning.

Mission

We build a better tomorrow by providing outstanding and relevant learning experiences, valued credentials, and life-long student success.



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Values

Our learning values

- We value life-long learning.
- We value self-directed and collaborative learning experiences.
- We value the practitioner of knowledge.
- We value flexible and accessible learning.

Our service values

- We value excellence in our service to students and communities.
- We value the continuous improvement of our services and programs.
- We value collaboration across the college.

Our leadership values

- We value the development of leaders.
- We value intelligent risk taking.
- We value creativity, innovation and imagination.
- We value the courage of the change agent.



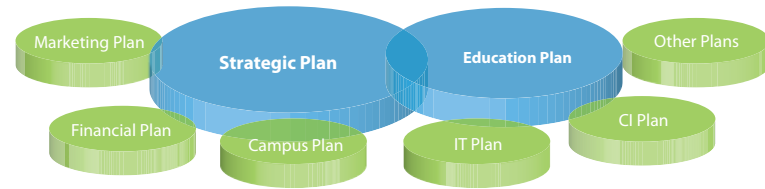
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Planning context

Camosun’s strategic plan, ‘Inspiring Lives’, embodies the dreams and aspirations we have defined for ourselves as Canada’s college of life-changing learning. The result of a significant and widespread input-gathering and consultation process, it provides the direction for, and foundation upon, which this updated Education Plan has been built. As you read through the Plan, which we’ve called ‘Inspiring Learning’, you’ll see the educational principles, goals and strategies all contribute to the actualization of ‘Inspiring Lives’. As the diagram below shows, the Education Plan is the first of a number of plans that will be similarly developed to help focus our energies in pursuit of our vision.



Our Educational Principles

Our educational principles embody our vision, mission and values. They reflect our commitment to being “Canada’s college of life-changing learning”, guiding the development and delivery of quality education that meets the current and future needs of individuals and communities we serve.

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At Camosun, we:

embrace student learning as our core purpose.

promote student success through flexible, responsive and caring philosophies and practices.

provide a welcoming and engaging learning environment that is respectful, inclusive and fostering of student learning and achievement.

believe learning is an active process that occurs both in and outside of the classroom.

engage with each other across disciplines and professions, and across programs and services, to enrich and broaden students’ learning experiences beyond classroom walls.

strive for excellence in learning and teaching by engaging students, using outcomes-based educational practices and fostering life-changing learning.

aspire to be leaders in indigenization, internationalization and the promotion of global citizenship.

honour our identity as a community college, acknowledging our roots in applied learning, labour force development and the social and economic development of communities we serve.

demonstrate responsibility and accountability in all we do.



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Pillar 1: Educational opportunities for all

For the past four decades, our programs have inspired and challenged the students we serve. We, in turn, have been inspired by our students, communities and each other. “Inspiring Lives” describes who we are, our collective vision for the future and the values we share, including “the continuous improvement of our programs... and excellence in our service to students and communities”.

Our college is the most comprehensive community college in the province. We are known for programming tailored to the needs of Aboriginal learners, working adults, high school graduates, new Canadians and international students, as well as those requiring upgrading or re-training. We regularly rethink and build upon the possibilities contained in our various certificate, diploma and degree programs and program clusters. We create clear transitional pathways for learners entering, moving within and embarking from the College to enter a career or pursue further studies.

The learning experiences we provide are rich and varied, with a focus on engagement with and application of knowledge. Our programs are responsive to individual and community needs and emerging trends, such as the demand for collaborative approaches, interprofessional and inter-disciplinary programs and for social and environmental responsibility.

The programming-related goals and strategies presented in the next section focus on four key elements: offerings, content, flexible delivery and pathways.

“
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“Camosun” is originally a Lkwungen (Songhees) name for an area of Victoria where different”



Enhance Program Offerings

Goal:

Our goal is to regularly review, revise and enhance our program offerings to anticipate and respond to the current and projected social and economic needs of our region and those identified in Skills for Growth and other ministry planning priorities.

Strategies:

We will:

- proactively engage with the community to determine its educational, economic and social needs and develop processes and structures that enable us to effectively meet these needs;
- annually review the value and sustainability of all programs;
- add new programs to address current needs and lead our communities forward including:
 - i. innovative interdisciplinary and inter-professional programs, in response to growing demand for broadly integrated knowledge and practice;
 - ii. through new and existing collaborative arrangements with external partners;
 - iii. for international students and for immigrants who are trained professionals;
- seek additional new funding to expand existing high-demand programs and to add innovative new programs; and
- actively engage in a process to identify and develop a limited number of strategic Centres of Excellence.

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Enrich Program content

Goal:

Our goal is to provide program content that is relevant, leading edge and reflective of a distinctive Camosun educational experience.

Strategies:

We will:

- foster an environment that inspires life-changing learning, building knowledge, understanding and new insights that strengthen, shift, confirm or challenge our existing notions, ideas or beliefs;
- endorse an outcomes-based learning approach to curriculum development and design, incorporating the concepts of significant and relational learning and elements of appreciative inquiry within our curriculum model;
- build concepts of ecological sustainability and social responsibility into programs and courses to provide students with knowledge and understanding needed to make key critical decisions about their future;
- create innovative, inter-professional and interdisciplinary educational experiences that enrich students, faculty and communities;
- continue to incorporate and support a strong applied focus within our programs and expand opportunities for work-integrated learning;
- continue to support the indigenization of our curriculum;
- integrate an international/intercultural dimension into curriculum;
- identify and pursue internationalization initiatives with Camosun International (CI).

Appendix B provides a list of program proposals, including high priority proposals for advancement plus proposals requiring additional development or funding.

Provide Flexible Program Delivery

Goal:

Our goal is to use a variety of delivery methods to meet the diverse needs of the learner and to enhance traditional classroom learning.

Strategies:

We will:

- offer more community-based, off-site programming (e.g. in Aboriginal communities and workplace settings);
- provide a variety of streamlined programs, learning options including work-integrated learning, delivery methods and experiences for learners that lead to successful career opportunities;
- offer courses and services at times of day and year and at locations that optimize students' experiences;
- continue the initiative to move our programming from quarter-based to semester-based.



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Centres of Excellence

A Centre of Excellence at a post-secondary institution is a nexus of expertise, innovation and development in a particular subject or service area.

Centres of Excellence are established to:

- support research, scholarship and knowledge creation in the subject area,
- support practical application, innovation and development,
- enhance student learning experiences,
- recruit outstanding faculty and staff,
- increase community awareness, outreach and knowledge transfer,
- facilitate internal and external partnerships, and cross-disciplinary and cross-functional exchange, and
- attract external funding.

Enhance Program Pathways

Goal:

Our goal is to facilitate student transition and create clear pathways from one level of programming to another into and within the College and to receiving and partner institutions.

Strategies:

We will:

- develop programming and support for transition into Camosun:
 - i. develop a first-year experience to help new students, including first-generation learners, transition successfully into post-secondary education;
 - ii. provide transitional opportunities for all high school students through dual credit courses and programs;
 - iii. develop and implement a sustainable model for Prior Learning Assessment (PLA) practice and support;
 - iv. provide pathways and programs that attract and support immigrants, first generation and non-traditional learners;
- facilitate transition from one level of programming to another:
 - i. enhance program laddering, course and block transfer and degree completion opportunities (both internally and with external partners);
 - ii. enhance guidance and support for students in transition;
 - iii. broaden career access program offerings.



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Pillar 2: Teaching Excellence

We celebrate excellence in teaching, valuing the practitioner of knowledge and supporting one another in our efforts at continuous improvement. Student learning is at the centre of everything we do, both inside and outside the classroom. The establishment of a Centre of Excellence in Teaching and Learning, is a priority for the College and an important means of enhancing our efforts to be leading practitioners in these areas.

As a teaching institution, we value and learn from different perspectives. We encourage each other to challenge the status quo. We believe in the power of open, respectful and engaging relationships – among colleagues, with students, and with the community we serve. We pride ourselves on cohesive, well-

constructed curriculum that meets the needs and aspirations of our learners.

We achieve excellence by focusing on student success; teaching with passion, curiosity and creativity; valuing active learning, student engagement and participation; welcoming diversity; making cross-disciplinary connections; and incorporating experiential and applied learning. We seek out, encourage and support instructors who are current in their fields, committed to developing teaching excellence, and collegial and collaborative in their practice.



Goal:

Strategies:

We will:

- . employ teaching and student success strategies that create positive learning environments, foster student engagement and inspire;
- . engage in informal and formal evaluations to enhance teaching excellence;
- . engage in general and/or discipline-specific opportunities, including applied research and the sharing and showcasing of leading practice, in support of teaching excellence;
- . encourage faculty and students to engage with a range of community-based research initiatives in partnership with the College's Centre for Applied Research and Innovation (CARI), the Schools and other institutions and agencies;
- . develop and engage in ongoing departmental and cross-institutional mentoring and coaching relationships to support new faculty;
- . provide guidance for students seeking education and career goals and pathways, including referring them to resources and supports that will foster their success and well-being;
- . engage in and collaborate on interdisciplinary and inter-professional learning, teaching and research opportunities;
- . learn and integrate indigenous ways of knowing, learning and teaching into teaching and learning practice;
- . grow our cultural awareness and incorporate this knowledge and understanding within the learning environment;
- . use relevant technologies and new and expanded distributed education practices to enhance learning and teaching and increase learner access.

CARI PULLOUT BOX



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Pillar 3: Services that Inspire

Student learning and facilitation of student success are at the core of all we do. We value excellence in our service to students, re-imagining every interaction as an opportunity for life-changing learning. We each have a critical role to play, supporting one another in our quest to realize our vision of inspiring lives as Canada's college of life-changing learning.

Our learning and educational support strategies are detailed under four headings - support faculty development; expand distributed education; enrich learning resources; and improve curriculum development, approval and renewal.

Support Faculty Development

Faculty development at Camosun encompasses the broad range of practices and supports that foster excellence in teaching, learning, and curriculum. Key ways in which teaching excellence is supported include faculty scheduled development and funded professional development, in addition to the wide variety of services and resources available through the Learning and Teaching Centre (LTC).

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Strategies:

We will:

- *expand the capacity of the existing Learning and Teaching Centre (including the creation of a second Centre at Interurban) by establishing Camosun as a Centre of Excellence in Teaching and Learning;*
- *acquire, develop and use web, print and media resources to support excellence and best practice in teaching, learning and curriculum development;*
- *develop new programs (e.g. New Faculty Academy) and continue support to existing ones such as Instructional Skills Workshop, Instructor Diploma Program and Great Teacher Seminars for both new and more experienced faculty;*
- *support the development of educational leadership College-wide through such means as the annual Chairs' Exchange, the Chairs' Institute and other events and/or activities;*
- *promote excellence and leading practice in teaching and learning through events (e.g. Walls Optional Conference) and activities, with special emphasis on leveraging and expanding resources through College and external partnerships;*
- *recognize and learn from the wisdom of our outstanding teachers and their accomplishments and facilitate communities of practice;*
- *offer faculty development, activities and resources to engage faculty in the indigenization initiative and the Aboriginal Services Plan;*
- *encourage the integration of internationalization principles into curriculum, teaching practice and the learning environment;*
- *provide opportunities for international experiences for faculty such as field schools and exchanges in partnership with Camosun International.*

Expand Distributed Education

Our learners are as diverse as we are, with time constraints and other work/life challenges. They, like us, value flexible learning options and opportunities.

At Camosun College, we use the term "Distributed Education" (DE) to refer to teaching and learning using web technology. Effective use of the technology can provide greater access and flexibility for the learner, enrich the learning experience and enhance student success as well as provide opportunities for innovative teaching and educational leadership within the community.

Although DE is becoming ever more ubiquitous in our classrooms and teaching/learning processes, we are challenged to grow programs that are fully on-line and to provide opportunities and support for students who increasingly demand off-campus participation. We will pursue fully on-line delivery where it overcomes distance or time barriers experienced by our students, or where it allows us to reach otherwise underserved populations or extend our programming outside our immediate catchment region.

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STRATEGIES:

We will:

- *provide an educational learning management system shell (Desire2Learn) and move toward its ubiquitous use, at minimum, as a supplemental enhancement to teaching and learning in all course sections;*
- *increase the number of complete academic programs and core courses delivered fully online to provide further access and flexibility for learners;*
- *provide and expand web-based learning and support to faculty in the best use of a broad range of educational technology tools and applications and a greater array of direct support to students in the DE environment over expanded service hours;*
- *implement a multi-tiered faculty support model, including enhanced on-line self-directed materials, a greater focus on design-oriented development, and a supported faculty peer support model in the Schools and departments;*
- *encourage and build upon scheduled development capacity that maximizes faculty knowledge and competence with web-related tools and techniques;*
- *consultatively develop an educational technology plan that integrates the needs of learners and teachers.*



Enrich Learning Resources

The Camosun College Library and Learning Commons are places for collaborative learning and individual study; where students can get research assistance, access an array of information resources, get computer help, writing and learning assistance and where faculty can access resources to enhance their teaching and curriculum development. The distinct service units located in the learning commons develop synergy as a result of their proximity and together commit to exceptional customer service to support student success. In addition to the physical spaces, the libraries have a strong virtual presence, with online access to resources and real-time help services.

Library faculty engage with teaching faculty to identify and acquire learning resources, to ensure compliance with copyright and accessibility standards and to incorporate information literacy competencies into curriculum.

Strategies:

We will:

- *expand and refresh print and electronic collections to meet the evolving information needs of students and faculty and enhance online interfaces, primarily the library's website and within Desire2Learn, to provide seamless access;*
- *embed access to library services and information resources in Desire2Learn;*
- *provide guidance to the college community on copyright and promote the use of open education resources;*
- *enhance online interfaces, primarily the library's website and within Desire2Learn, to provide seamless access to online information resources;*
- *collaborate with faculty to improve students' level of information literacy;*
- *support faculty, staff and administration in research activities;*
- *establish learning commons services at Interurban and explore how new services can be established at Lansdowne Learning Commons.*



Improve Curriculum Development, Approval and Renewal

Curriculum encompasses all facets of the learning process and activities – organized in integrated and thoughtful ways – to ensure learning outcomes are achieved. A project was recently launched to provide a new framework and a focused and enhanced approach to the development of curriculum. Known as Leading Practices in Curriculum (see Appendix A), the project team's report forms the springboard for a more responsive curriculum development and approval process and exemplary practices that will be led and supported through our Centre of Excellence in Teaching and Learning.

Strategies:

We will:

- *examine and utilize models of leading practice including facilitating and leveraging existing faculty expertise, to increase our innovative new program and course development capacity, response and results;*
- *expand the structures and supports necessary for responsive and effective curriculum development, including providing a curricular framework, on-line learning modules for course and program development and associated templates and materials;*
- *facilitate and leverage existing faculty expertise to support new program and course development college-wide;*
- *review and streamline the approvals process;*
- *require all credentialed programs to participate in a facilitated review and renewal process at least once every five years.*

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Pillar 4: Accessibility and Student Success

Camosun's commitment to providing access to outstanding and relevant learning experiences and life-long student success is embodied within our Strategic Enrolment Management (SEM) initiative. From the first point in time when we come into contact with a potential student and throughout all our interactions with him or her, we are committed to creating positive experiences that lead to student success. This includes communication with and recruitment of prospective students; their enrolment and engagement with the institution; their achievement, retention and successful goal attainment; the enhancement of their post-educational outcomes, and the maintenance of alumni and life-long learning relationships with former students. As such, SEM practices encompass all aspects of reputation and marketing, recruitment, retention and student success on a cross-College scale.

The overarching goal of SEM from a student perspective is to create an engaging, seamless, high quality experience throughout their range of interactions with us, and to maximize individual student success and goal attainment. Organizationally, the goal is to enable and coordinate high quality, sustainable and evolving best practices across all aspects of the College-student interaction loop, in support of College-wide Strategic Enrolment Management targets, and in the context of our internal and external environments and influences.

The SEM initiative is detailed in the Strategic Enrolment Management Plan; is coordinated through the college-wide SEM Steering Committee; and is operationalized through Student Services, Student Marketing & Recruitment, and related activities in the Schools and across the College.

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Strategies include the following:

We will:

- work together to support the College-wide SEM initiative, including regularly developing and monitoring progress toward broad goals, strategies, Key Performance Indicators (KPIs) and targets;
- enhance our data resources and institutional knowledge base through surveys, statistical analyses and predictive modeling for effective educational decision-making;
- review, redesign and reorganize our structures, processes and systems College-wide, across the two broad areas of SEM activity: Recruitment and Retention;
- enhance the effectiveness of our access and recruitment efforts by:
 - i. fully implementing the Recruiter module of Colleague to enhance our ability to identify, communicate with and attract prospective students to Camosun;
 - ii. coordinating and focusing recruitment resources across the College including Student Marketing & Recruitment, Student Services and the Schools;
 - iii. monitoring demand trends and mounting effective marketing and recruitment campaigns targeted to areas of opportunity and risk;
 - iv. exploring flexible entry assessment practices, including self-assessment and readiness models where appropriate, and implementing Accuplacer and other supporting software;
 - v. fully implementing a hybrid advising model and clarifying and enhancing the scope of effective faculty advisement;
 - vi. streamlining transfer credit processing and providing on-line access to program pathways information, as well as implementing the Degree Audit module of Colleague (Retention Strategy as well);
- enhance the effectiveness of our retention and student success efforts by:
 - iv. supporting College-wide and School-based Retention Committees to coordinate both centralized and school-based retention planning and activity;
 - v. fully implementing the Retention Alert module of Colleague and developing or enhancing related intervention and academic or other recovery strategies;
 - vi. working with Physical Resources, Camosun College Student Society (CCSS) and College-wide to build and enhance the student transition and student campus life experiences;
 - vii. working with all areas to build and enhance a College-wide culture of retention and student success.

Appendices

[Appendix A – Leading Practices in Curriculum - 2012](#)

[Appendix B – Program Proposals as of February 2012](#)

Appendix A

Leading Practices in Curriculum

Curricular enhancement has been identified as a both priority and a goal by the Camosun College community. A consultation process including leaders in decision making, policy, curriculum development and design, and involving focus groups, planning sessions, and guidance from an advisory committee, has provided focus and direction to a review of existing and proposed practices – practices which will ‘lead’ and which support sound educational beliefs and values and promote integrity in curriculum design and development at Camosun.

The framework for leading practices in curriculum is the result of this collaborative process that included staff, faculty, administrators, and a review of the literature. The framework is intended to inform future curriculum design, development and implementation and is based on the premise that the ultimate goal of curriculum is to enhance the quality and impact of the learning and teaching experience. It also supposes that curriculum is a process and a series of activities that when complete, accomplishes the goal of a cohesive and well constructed learning experience. A proposed vision for curriculum development and design as well as underlying educational beliefs and values concepts, approaches, principles, resources, structures and systems are addressed in the framework.

The review of contemporary leading practices and future directions in post secondary education supports the notion that in order to maintain its relevancy and vision for curricular excellence, Camosun College must:

- *adopt guiding principles that articulate the underlying values and beliefs associated with leading practices in curriculum;*
- *endorse an outcomes-based learning approach to curriculum development and design, incorporate the concepts of significant and relational learning and elements of appreciative inquiry within its curriculum model; and*
- *recognize that curriculum is a process and series of activities that require effective and cohesive resources, systems and structures.*

The complete document, *Leading Practices in Curriculum*, is available at www.???



Appendix C

Glossary

Aboriginal Services Plan: The Aboriginal Service Plan (ASP) was a three-year project, jointly funded with the University of Victoria through the Ministry of Advanced Education and Labour Market Development, to increase Aboriginal student access and retention; enhance the receptivity and relevance of post-secondary education to Aboriginal students; shape future post-secondary initiatives; and strengthen community connections.

Appreciative inquiry: An appreciative approach to curriculum design and development has been an integral component of the Program Review and Renewal process at Camosun for several years. Founded on appreciative inquiry theory, this collaborative approach has proven to be a powerful and positive means to facilitating change and shaping future directions of curriculum. It is a strength-based approach that shifts our thinking from viewing problems to exploring possibilities; one that harnesses the energy, creativity and capacities of the institution and its people.

Applied to curricular enhancement, an appreciative approach offers a conceptual framework for identifying a vision for future directions, values and beliefs, priorities, strengths, goals and resources throughout the curriculum development process. The collaborative nature of an appreciative approach builds upon and strengthens partnerships, team work, communication and relationships between and amongst stakeholders involved in curricular processes and activities.

Applied research: College applied research and innovation are institutionally focused which means that colleges bear the responsibility for the research, compared with university research which is delivered largely by individual researchers. This institutional approach involves the mobilization of different college resources, whether human, material or technological to support the delivery of client-based services for business, industry and community partners. ACCC developed the College

Applied Research Process Framework which begins with partnerships as the point of departure for college engagement and which drive applied research. These activities contribute to community and regional economic development, which in turn, through knowledge development and transfer, fosters new college-private sector partnerships, building the capacity of the college.

http://www.accc.ca/ftp/pubs/studies/2011_innovation_eng.pdf

Blended learning: Blended learning refers to the interaction of learning environments such as traditional face-to-face classroom methods with computer-based techniques and course management systems. There are many different approaches to blended learning and it can take many forms, depending on the instructors, content and learners involved. The terms “blended,” “hybrid,” and “mixed-mode” are used interchangeably in current research literature.

Centre of excellence: A Centre of Excellence at a post-secondary institution is a nexus of expertise, innovation and development in a particular subject or service area. Centres of Excellence are established to support research, scholarship and knowledge creation in the subject area; encourage practical application, innovation and development; enhance student learning experiences; recruit outstanding faculty and staff; Increase community awareness, outreach and knowledge transfer; facilitate internal and external partnerships, and cross-disciplinary and cross-functional exchange; and attract external funding.

Distributed education: The term distributed education refers to the delivery of a curriculum beyond the traditional classroom using a course management system such as D2L or another web-based system as its primary tool. At Camosun, the team of faculty and staff involved in developing blended and online curriculum are described as the Distributed Education unit.

Evidence-based: An evidence-based approach refers to curriculum activities and processes which are grounded in current literature, leading practices and contemporary research. It is the foundation for concrete, objective, current and forward thinking curriculum that is accessible, credible, responsible and accountable to learners, teachers, industry and community stakeholders. The approach incorporates qualitative, quantitative and experiential research.

Hybrid advising: In 2011 the College launched a hybrid advising model. While maintaining central coordination for academic advising within Student Services, the new model responds to identified gaps and provides for enhanced services to students and prospective students, with the Schools assisting with communication collaboration and implementation related to curriculum. The model is student-centric and allows for sharing of knowledge between advisors with consultation regarding specific student matters requiring collaboration and team advising occurring physically in the Schools. A specific advisor is assigned to each School curriculum committee.

Indigenization: Indigenization is the process by which indigenous ways of knowing, being, doing and relating are incorporated into educational, organizational, cultural and social structures. Our indigenization initiative seeks to broaden the College and its communities’ capacity to recognize, respect and acknowledge indigenous worldviews, making us more welcoming and relevant to Aboriginal learners, and preparing non-Aboriginal students, graduates and employees to better understand, negotiate and co-exist with Aboriginal peoples.

Interdisciplinary education: Those occasions when educators from two or more disciplines of study work together to cultivate collaborative practice.

Internationalization: Internationalization of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution.

Interprofessional: Inter-professional Education (IPE) occurs when learners from two or more professions learn about, from and with each other to enable effective collaboration and improve outcomes. Inter-professional Learning (IPL) is learning arising from interaction between members of or students within two or more professions. This may be a product of inter-professional education or happen spontaneously in the workplace or in education settings (Freeth et al. 2005)

Leading practices: A leading practices is one seen to be the most effective and efficient for a specific organization at a specific time, while a best practice is the one accepted by consensus or prescribed by regulation as correct or most appropriate style. The core differences between leading and best practices is that there is no assumption that a leading practice is actually the best and can be applied to all organizations and situations.

Learning Commons: The Learning Commons brings together services that support students in their research, learning skills, writing and use of technology and provides expertise and resources for faculty and staff to support and enhance learning across the curricula. The learning commons is housed within the Lansdowne Library and its partners include the Library, Learning and Teaching Centre, Writing Centre, Learning Skills, AV and Technology help.

Life-changing learning: Is an individual and personally-defined experience and refers to the acquisition or development of knowledge, understanding or insights that strengthen, shift, confirm or challenge our existing notions, ideas or beliefs. Life-changing learning generates new learning and knowledge about ourselves and our world, and may be acquired as part of a formal or deliberate learning experience, and through incidental or informal learning activities, situations or experiences.

Outcome-based education: A results-oriented process with four components – first, what the student is to learn must be clearly identified, progress is then based on demonstrated achievement, multiple instructional and assessment strategies need to be available to meet the needs of each student and finally adequate time and assistance need to be provided so that each student can reach the maximum potential. It allows learning to be verified, reflects learner skills, knowledge and attitudes and fosters transformative learning or learning for change. Curricular and teaching decisions are linked to the intended learning outcomes, leading to an educational planning process where all curriculum is designed, developed, resourced and structured to support the stated outcomes

Prior learning assessment (PLA): Camosun College recognizes that, in many instances, life and work experiences may be equivalent to college level learning. The College PLA policy provides guidelines for determining the equivalencies of a student's prior learning experiences to formal college credits.

Relational learning: Relational learning refers to the thoughtful and deliberate communication and demonstration of interpersonal abilities and skills required to build and sustain a positive, dynamic and authentic educational experience. Pivotal to relational learning is the recognition of the many layers and levels of relationships present within a post-secondary environment with learners, teachers, administrators, industry and community members all playing a role. When these relationships are intentionally cultivated, the quality of the educational experience will be enhanced for both for learners and teachers.

Scholarship of Teaching and Learning (SOTL): Martin, Benjamin, Prosser, and Trigwell (1999) assert that the scholarship of teaching and learning includes engagement with existing knowledge of teaching and learning, self-reflection on teaching and learning in one's discipline, and public sharing of ideas about teaching and learning within the discipline.

Significant learning: Fink (2003) describes significant learning as including foundational knowledge, application, integration, the human dimension, caring and learning how to learn. These six dimensions help students move past learning that emphasizes content and knowledge to aspects of learning that recognize and reflect the human dimension of learning for change.

Skills for Growth: The province of BC's plan to advance economic and social prosperity for communities and families across the province. The full title of the plan is Skills for Growth: British Columbia's Labour Market Strategy to 2020.



Change everything.

Leading Practices in Curriculum

Principles and standards
for leading educational
practices in curriculum at
Camosun College

PREPARED BY EDUCATIONAL SUPPORT & DEVELOPMENT

2012

Background

Throughout the late summer and fall of 2010, the College community participated in several activities aimed at identifying existing strengths, goals and priorities for curricular enhancement at Camosun. A planning session, attended by participants representing a range of departments of the College and including leaders in decision making, policy, curriculum development and design, identified the current practices, priorities and future directions for curricular enhancement. Curriculum development, design, underlying philosophies, values, resources, structures and systems were explored and a framework for future directions in curricular leading practices began to emerge. Information gleaned from this event allowed the Educational Support and Development team to create and map a strategy for curricular enhancement; one that would be consultative and that would focus on the creation of a positive future for curricular quality and enhancement at Camosun.

Consultation and guidance

Consultation with the College community has provided a focus and direction for the identification and description of the structures, processes, values and principles that guide curriculum at Camosun. The goals of the consultation process, as defined by the Educational Support and Development team, were to:

- . *Identify the current resources, structures and processes that promote and support excellence in curricular activities across the college.*
- . *Develop a vision for where the college might go in respect to excellent curricular activities.*
- . *Identify priorities for changes/developments in curricular activities that could begin immediately and progress over the next few years.*

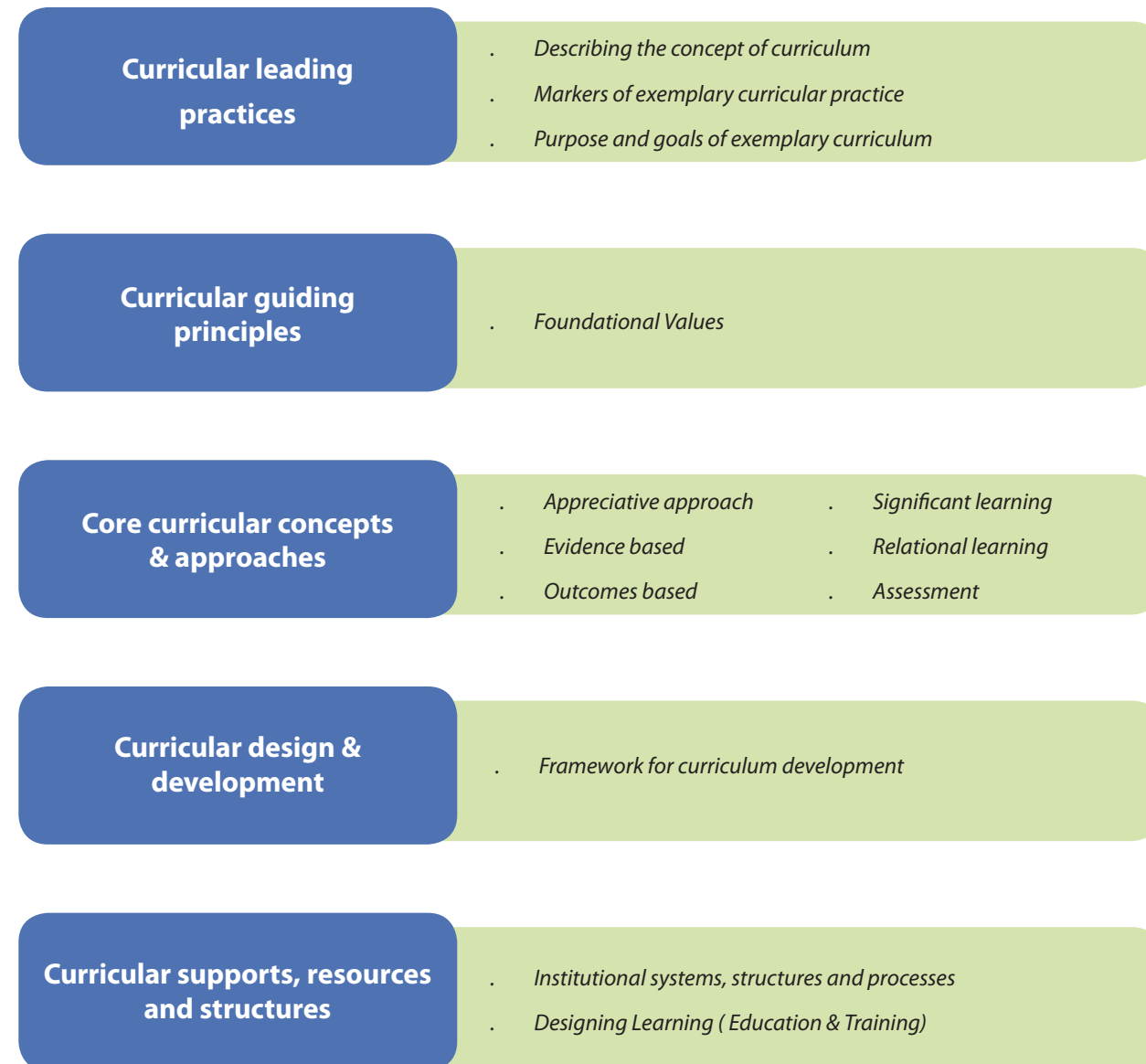
The consultation process and the resulting data and action plan, incorporate the recommendations and priorities identified by the newly created Curriculum Enhancement Advisory Committee, information generated by 13 distinct Camosun stakeholder focus groups, and a literature review of leading practices in post-secondary curriculum design and development. This process has yielded data that confirms and supports the value, currency and integrity of many of the existing curricular practices and approaches in place at Camosun. A review of contemporary leading practices and future directions in post secondary curriculum reinforces the notion that in order to maintain its relevancy and vision for curricular excellence, Camosun College must adopt guiding principles that articulate the underlying values and beliefs associated with leading practices in curriculum, endorse a learning outcomes to approach all curriculum development and design, incorporate the concepts of significant learning and elements of appreciative inquiry within its curriculum model, and finally, recognize that curriculum is a process and series of activities that require effective and cohesive resources, systems and structures.

A Framework for Leading Practices in Curriculum

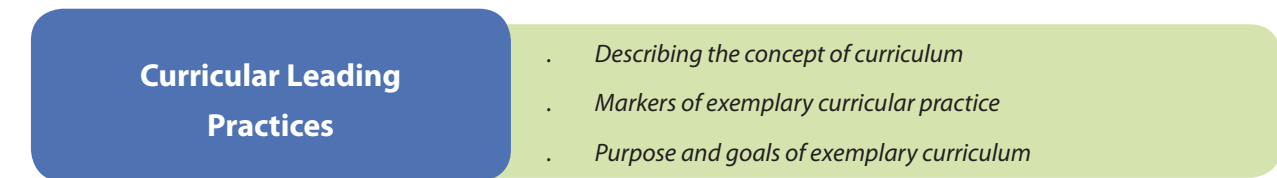
Leading practices in curriculum require that we view 'curriculum' as a process and a series of activities that when complete, achieve the goal of a fluid, coherent and well constructed plan that encompasses all aspects of the learning experience at Camosun.

It is not a linear process where tasks and activities occur in isolation rather, it calls upon us to integrate knowledge, values, systems and structures into each element of the curricular process. Leading practices are principle rather than rule-driven. Guiding principles provide the foundation for all aspects of curriculum design, development and implementation and it is when those principles are embedded in College practices and policies that an enhanced and quality curricular process can occur. A principle driven curricular process allows and enables the current and future needs, priorities, and goals of the College community to be met in a thoughtful, responsible and deliberate manner.

A Framework for Leading Practices in Curriculum



Leading Practices reflect and are consistent with educational principles, philosophy, goals and action plans described in 2011-2014 Strategic Plan: Inspiring Lives (Camosun College, 2011), Education Plan 2010 -2011 (Camosun College, 2010), and Guiding Principles for a Learning-Centered College (Camosun College, 2000).



Defining and describing curriculum

Curriculum refers to principle driven actions and processes that guide and foster significant learning experiences. It is a planned, thoughtful and deliberate course of actions that ultimately enhance the quality and impact of the learning experience for students.

It encompasses the creation, development, and organization of learning opportunities aimed at meeting intended learning outcomes. It also involves the thoughtful assessment of learning outcomes. The ultimate goal of curriculum is to enhance the quality and impact of the learning and teaching experience.

Markers of leading curricular practice

- . Driven by and founded on principles that reflect the values and beliefs of a learning-centered organization
- . Supports the achievement of learning outcomes and a significant learning experience
- . Is inclusive and recognizes the diversity of communities of learners
- . Challenges stakeholders to meaningfully and continuously question, assess and examine practices, and to focus on positive futures and directions
- . Stresses the value and significance of conversation and relationships in creating and sustaining strength based practices
- . Incorporates at various levels and varying degrees, input from all stakeholders involved in the learner's educational experience.
- . Applies new knowledge and innovation through applied research
- . Is understood, accepted and supported by resources, systems and infrastructure.
- . Is congruent with institutional goals, values and strategies

Purposes and goals of exemplary curriculum

- . Incorporates and integrates significant learning experiences with resources, supports and structures to optimize learner success
- . Achieves educational outcomes that are relevant to learner, community and industry priorities
- . Includes an educational plan based on
 - . defined values
 - . purposes and outcomes
 - . a design that clusters relevant coherent educational content
 - . strategies, activities and processes for achieving significant learning experiences and moving learners toward meeting course/program outcomes
 - . ongoing assessment of learner progress and program effectiveness
- . Prepares learners for citizenry and for community, professional and industry needs and practices and/or further study
- . Relates learning, assessment and teaching to coherent, rigorous, and flexible curriculum activities and processes
- . Aligns learning activities, teaching strategies and assessment practices with learning outcomes.
- . Is augmented and supported by current and relevant technology

(Adapted from Beliefs and Values about Learning Centred Practice, Martin, 2010)

Guiding Principles

Foundational values and beliefs



Guiding principles for leading practice in curriculum

LEARNING-CENTERED

- We believe, as a learning-centered organization, that student learning is the purpose and focus of everything we do, and that learning is an active process that occurs across contexts. Fundamental to a successful learning experience is a responsiveness to, and respect for, the diversity that is present amongst all learners.

ACCESSIBLE AND FLEXIBLE

- We believe that accessibility and flexibility in all aspects of curricular processes and activities is instrumental to learner success. A positive, strength based perspective requires that teachers, staff and administrators be knowledgeable of, and responsive to, the diversity of learners' needs, preferences and priorities, and that this knowledge and awareness be demonstrated through the creation of accessible and flexible curricular activities and processes.

RELATIONAL

- We believe that respectful and equitable communication, relationships and conversation are fundamental to a cohesive, well constructed and responsible curriculum that meets the needs and aspirations of learners, teachers, staff, administrators and other stakeholders.

RESPONSIBLE

- We believe that all curricular practices must demonstrate responsibility and accountability to both internal and external partners in the learning relationship: learners, teachers, administrators, community and industry members.

SIGNIFICANT AND ASSESSABLE

- We believe that a commitment to an appreciative approach and the integration of the concepts of significant learning and assessment in curricular activities and processes provide the foundation for solid, authentic and sound educational practices that are meaningful, positive and future directed.

CURRENT AND RELEVANT

- We believe that curricular processes and activities should be the product of current, relevant and evidence based practices, so as to be credible, sustainable and to meet the needs and priorities of learners, teachers, administrators, community, and industry stakeholders.

WELL CONSTRUCTED AND COHESIVE

- We believe that all stakeholders in the curriculum process share the goal of developing and communicating curriculum that is thorough, thoughtful, and organized.

UNIQUE AND DISTINCTIVE

- We believe that curriculum activities and processes communicate and reflect our unique and distinctive identity as a post-secondary institution; an identity that is respectful and inclusive of diversity, indigenization, internationalization, sustainability and global citizenship.

CREATIVE

- We believe that there is a creative element in curriculum; one which allows for teacher and learner engagement in creative expression, and that recognizes the art of a craft or discipline.

FORWARD LOOKING AND THINKING

- We believe that curricular leading practices should enable learners, teachers, staff and administrators to look to the future, prepare for, and deliberate upon emerging practices and innovations for the purpose of preparing learners for work, study and life.

Core curricular concepts & approaches

- *Appreciative approach*
- *Evidence based*
- *Outcomes based*
- *Significant learning*
- *Relational learning*
- *Assessment*

Appreciative approach

An appreciative approach to curriculum design and development has been an integral component of the Program Review and Renewal process at Camosun for several years. Founded on appreciative inquiry theory, this collaborative approach has proven to be a powerful and positive means to facilitating change and shaping future directions of curriculum. It is a strength based approach that shifts our thinking from viewing problems to exploring possibilities; one that harnesses the energy, creativity and capacities of the institution and its people.

Applied to curriculum, an appreciative approach offers a conceptual framework for identifying a vision for future directions, values and beliefs, priorities, strengths, goals and resources throughout the curriculum development process.

The collaborative nature of an appreciative approach builds upon and strengthens partnerships, team work, communication and relationships between and amongst stakeholders involved in curricular processes and activities.

Evidence based

An evidence based approach refers to curricular activities and processes grounded in current literature, leading practices, and contemporary research. Applied to curricular design, development and assessment, an evidence based approach provides a base for determining leading practices. It is a foundation for concrete, objective, current and forward thinking curriculum that is assessable, credible, responsible, and accountable to learners, teachers, the educational environment, industry, and community stakeholders.

This approach incorporates qualitative, quantitative and experiential research and practices so that the unique priorities, strengths and goals of a particular area of study, field or discipline are recognized and addressed.

Outcomes-based

Education that is outcome-based is a learner-centered, results-oriented system founded on the belief that all individuals can learn. First, what the student is to learn must be clearly identified. Second, the student's progress is based on demonstrated achievement. Third, multiple instructional and assessment strategies need to be available to meet the needs of each student. And finally, adequate time and assistance need to be provided so that each student can reach the maximum potential. (Towers as cited in Lorenzen, (n.d.) ¶13)

Outcome-based education is an approach to teaching and learning that focuses on the learning experience and process. It allows learning to be verified, reflects learner skills, knowledge and attitudes, and fosters transformative learning or learning for change. The underlying principles of outcomes-based education support and uphold the values and principles of a learning-centered organization and culture. Curriculum moves from a teacher-centered to a learner-centered focus and learning experiences are shaped and designed so that learning can be verified through the demonstration of skills, knowledge and attitudes. The learning process is married with program, discipline and course content.

An outcomes-based approach allows for the valid assessment and measurement of progress and achievement in all facets of curriculum development, implementation and evaluation. Curricular and teaching decisions are linked to the intended learning outcomes, leading to an educational planning process where all curriculum is designed, developed, resourced and structured to support stated outcomes.

Outcomes-based educational practice is future oriented and learner-centered, focused on life skills and contexts; characterized by high expectations of and for all learners, and sources from which all other educational decisions flow (Boschee and Baronas cited in Lorenzen (n.d.) ¶ 8)

Significant learning

Changes and advances in educational practice suggest that in order to enhance and create a meaningful and authentic learning experience, learning must be significant and reflective of new kinds of learning that go beyond cognitive learning (Fink, 2003).

Outcomes based education offers a means of locating what it is the learner should be able to do in terms of skills, knowledge and attitudes upon the completion of a course of study, providing a solid framework for the teaching and learning experience and for the assessment of learning. Significant learning pushes us further to explore and articulate a more complete learning experience; one which acknowledges the human dimensions of learning, caring, and ultimately citizenship.

Fink (2003) describes significant learning as 6 dimensions of learning; foundational knowledge, application, integration, the human dimension, caring, and learning how to learn. Foundational knowledge, and the integration and application of that knowledge (as represented in an outcomes based approach) is merged and blended with new kinds of learning that support and foster lasting change in the learner's life.

These dimensions of significant learning help us to move us past and through the kinds of learning that emphasize content and knowledge, to aspects of learning that recognize and reflect the human dimension of learning for 'change' and which can prepare learners for life.

Significant learning is interactive in nature, and all dimensions are integrated with a resulting learning experience that encompasses active, applied, authentic, reflective, and knowledge based learning.

Relational learning

Meaningful and significant learning occurs within the context of human relationships. Relational learning refers to the thoughtful and deliberate communication and demonstration of interpersonal abilities and skills required to build and sustain a positive, dynamic and authentic educational experience.

Leading curricular practices recognize and acknowledge the critical role of the varied and complex relationships that exist within all curricular activities and processes. Pivotal to relational learning is the acknowledgement and recognition of the many layers and levels of relationships that are present within a post secondary environment and which when intentionally cultivated, can enhance the quality of the educational experience learners and teachers.

Learners, teachers, administrators, industry and community members have multiple, and complex roles and relationships that contribute to and affect the quality of the learning experience. It is necessary that these relationships be valued, examined and articulated so that all are aware of and prepared to engage in relational learning. Relational learning is respectful, recognizes the unique and distinct qualities of all stakeholders and enables all involved in curricular processes and activities to understand, identify and work towards achieving shared goals.

Relational learning is not a discrete skill rather it is the learning that comes from the multitude of interactions that take place daily between people involved in the educational experience. All stakeholders in the curricular process are involved

in relational learning whether the learning is intentional or not. Applied to curricular development, relational learning is purposeful and significant, and is thoughtfully, responsibly and deliberately incorporated into curricular activities and process.

Assessment

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Huba and Freed, 2000, p. 9)

Assessment that is, tracking progress, change and accomplishments by exploring and reiterating priorities, strengths and milestones, and engaging all stakeholders in that process can ensure that quality curriculum and leading practices are sustained and maintained over time. Achievements can be noted, gaps and needs prioritized, and possibilities for curricular enhancement identified and described.

To ensure quality educational and curricular activities and practices, it is necessary to continuously review and reflect on curricular design, development, principles, approaches, and the systems and resources which support curriculum. Sound assessment practices yield evidence that ultimately improves the learning experience. In order to be meaningful and useful, assessment should be evidence based, focused on intended learning outcomes, and tailored to address the unique and distinctive qualities and priorities of a particular area of study.

Assessment is shaped and informed by the intended learning outcomes of a program, course or area of study and can encompass a range of evidence based tools and strategies. Clarity about what it is that learners need to know and do with their knowledge, allows us to know what needs to be assessed.

Key elements of leading practices in curricular assessment:

- . *Assessment is done for the purposes of increasing learning and to demonstrate evidence of intended learning outcomes.*
- . *Assessment is flexible, can take a variety of forms, and occurs throughout all phases of curricular design, development and implementation.*
- . *Meaningful assessment involves all stakeholders at different times during various phases of curricular development.*
- . *Criteria for assessment are clearly described, identified and communicated.*
- . *Learners, teachers and stakeholders know what will be expected in regards to assessment, and each may contribute to both setting the standards and participating in the actual assessment.*
- . *Assessment takes place in a variety of contexts.*
- . *Assessment tasks integrate skills and understanding, and parallel what learners will do in life with what they have learned.*
- . *Opportunities to recognize and grant credit for learning that students have previously acquired are considered (Prior Learning Assessment and Recognition)*

(Adapted from Camosun College: A Curriculum Development Framework, 2007)

Curricular design & development

Framework for curriculum development

Framework for curricular design and development

Camosun's Curriculum Development Framework articulates a process that is designed to meet the specific development needs of diverse programs and areas of study. It allows for considerable diversity amongst programs and incorporates concepts and approaches that drive leading practices including an appreciative approach, an evidence and learning outcomes based approach to significant learning, relational learning and assessment. A recent review of the literature of exemplary curriculum design and development practices supports and offers evidence that this process and the approaches and concepts that underpin the Camosun Curriculum Development Framework are current, relevant, evidence based, and progressive.

The framework relies upon a collaborative approach to curricular processes and activities and incorporates and ultimately articulates the strengths and priorities of learners, teachers, administrators, resources, industry, and community members. Stakeholders are supported to work in collaboration to identify institutional, learner, teacher, industry and community strengths and capacities, to seek solutions and explore possibilities, and to clarify and name beliefs and values about a discipline, learners, graduates, industry, community and the teaching and learning process. This forms a base from which clear and relevant program purpose statements, program and course design, intended learning outcomes, assessment, learning activities and approaches can be explored, developed, implemented and assessed.

The application of the Curriculum Development Framework to existing and new curriculum creates an opportunity for both internal and external stakeholders to participate meaningfully in curriculum development process and activities that are principle driven, evidence based and which meet current and future needs and priorities. As a result, many of the partners in this process experience significant and relational learning about learners, teachers, institutional resources and structures, industry and community. The desired outcome of this process is a curriculum that reflects and supports leading practices in all aspects of the educational experience.

Curricular supports, resources and structures

- . Institutional systems, structures and processes*
- . Designing Learning (Education & Training)*

Institutional systems, structures and processes

In order to apply and incorporate leading practices into curricular activities and processes, the expertise and involvement of a range of institutional resources, systems and processes are required.

Camosun has an array of internal structures, systems and processes that are involved at various stages and phases of the curricular process. These resources and systems include educational leadership, curriculum developers, the curriculum approvals process, and Student Services. All of these resources and services strive to ensure that the needs and priorities of learners, teachers, staff, administrators and external bodies are met.

Well-constructed and cohesive institutional systems, structures and processes are essential to the institution's capacity to create and deliver learning experiences that are positive, current and future oriented. To support these goals, the internal systems, structures and processes must:

- . Have the learning experience as the priority*
- . Foster collaboration amongst learners, teachers, staff and administrators*
- . Facilitate communication and sharing of information between and amongst stakeholders*
- . Share knowledge and expertise with others involved in curricular activities and processes*
- . Provide service and supports that are accessible, cohesive and flexible*

A commitment by all institutional stakeholders to leading practices– that is, the incorporation of a shared and agreed upon set of guiding principles, core concepts, approaches and frameworks in all aspects of curricular development –supports curricular activities and processes and ultimately enhances the learning experience.

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