

Camosun College Education Council
4:00 - 6:00 pm - Regular Meeting
Monday, April; 16, 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	Mar 19, 2012 Minutes for approval (2 min.)	Kathy Tarnai-Lokhorst
4:07	Reports (8 min.)	
	1. Education Council Chair (3 min.)	Kathy Tarnai-Lokhorst
	• Announcement of Upcoming Chair and Vice-Chair election – May 28, 2012	
	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 (1 min.)	John Boraas
	3. Education Approvals Review & Renewal (2 min.)	Nancy Sly
	4. Alternatives & Electives (2 min.)	Kathy Tarnai-Lokhorst
4:20	Curriculum Presentations and College Curriculum Committee Report (60 min.)	
	1. Music Changes – (10 min.)	Mary Byrne
	2. Certificate in Weapons Engineering Technician – (15 min.)	Alan Duncan
	3. Post-Degree Diplomas in School of Business – (15 min.)	Ian Humphries
	4. Curriculum Items – College Curriculum Report (20min.) See attached in CCC Report	Nicole Greengoe
5:05	Presentations and/or Discussions (45 min.)	
	1. “First Qualified, First Served” – What does this mean to you? (15 min.)	Kathy Tarnai-Lokhorst

TIME	ITEM	PRESENTER
TBD	Governance Items Arising from Curriculum (TBD) – <i>may be deferred to following meeting due to timing issues.</i> 1. 2.	Kathy Tarnai-Lokhorst
	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 Meetings: Special Meeting <i>Monday, May 28, 2012 4:00-4:10 pm CC 321, Interurban</i> Regular Meeting <i>Monday, May 28, 2012 4:10-6:00 pm CC 321, Interurban</i>	Kathy Tarnai-Lokhorst

Members (*Quorum = 10*)

Voting Council Members

Barbara Herringer, Administration
 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

Note – Bradley Clements (student) has resigned.

Non-Voting Council Members

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

Guests

Alan Duncan, Trades and Technology
 Mary Byrne, Arts and Science
 Ian Humphries, Business

For Information:

Education Council Executive:

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

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

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

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

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

Intranet:

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

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

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

Curriculum Documents (detailed):

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

EDUCATION COUNCIL

DRAFT MINUTES OF THE MEETING

MONDAY, MAR 19, 2012, 4:00-6:00

CC 321, INTERURBAN

PRESENT

Barbara Herringer (Administration)
Bradley Clements (Student)
Carly Hall (Faculty), Vice-Chair
Cynthia Wrate (Faculty)
Deana Srdic (Student)
Gail Baxter (Support Staff)
George Ivanishvili (Board)
John Boraas (Administration)

Karin Kaercher (Faculty)
Kathy Tarnai-Lokhorst (Faculty), Chair
Nancy Sly (Faculty)
Patricia Gaudreault (Faculty)
Paul Brady (Faculty)
Stephen Bishop (Faculty)
Thea Todd (Faculty)

REGRETS / ABSENT

Darragh Grove-White (Student)
Joanne Cumberland (Support Staff)
John Gordon (Faculty)
Kathryn Laurin (President)

Nicole Greengoe (Administration)
Sarah Loewen (Administration)
Shelley Butler (Permanent Secretary)

GUESTS

Anita Ferriss, Health and Human Services
Sue Doutre, VP Education (for Shelley Butler)
Ruth Lyall, Aboriginal Education and
Community Connections
Robert Wells, Health and Human Services

Peggy Tilley, Acting CCC Chair (for Nicole
Greengoe)
Marlene Welsh, Health and Human Services

MEETING

A. CALL TO ORDER & DECLARATION OF QUORUM

The Regular Meeting was called to order at 4:02 by Kathy Tarnai-Lokhorst, Education Council Chair.

B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY

Kathy acknowledged the Coast Salish Territory. Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'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

Kathy 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 March 19, 2012 agenda was accepted via unanimous consent with one change. The agenda item related to the nursing admission requirements was moved up the agenda due to a scheduling conflict.

E. APPROVED MINUTES

The Feb 20, 2012 minutes were approved via unanimous consent.

F. REPORTS

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

Nil.

2. ACTING VP EDUCATION – JOHN BORAAS

Nil

3. BOARD REPORT – JOHN BORAAS FOR GEORGE IVANISHVILI

Nil.

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

Nil.

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

Nil.

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

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

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.

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)

Motion Carried

2. **Diploma in Civil Engineering Technology and CIVL Revisions**

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.

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)

Motion Carried

3. **ENGL 165 - Cancellation**

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.

Questions and discussion followed.

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)

Motion Carried

4. CFCS 212 - Cancellation

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

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)

Motion Carried

5. Coop Appendix for the Diploma in Hospitality Management and HMG101, 102, and 185 revisions

Coop Appendix, and HMG101 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.

HMG185

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).

Questions and discussion followed.

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)

HMG 102 Internship Work Experience (Substantive/Major Revision) - Course (Activity) & Hours (ID 61140)

HMG 185 Beverage Management Essentials (Substantive/Major Revision) - Course Calendar Description, Course Pre-Requisite (relax) (ID 61142)

Motion Carried

I. PROGRAM CANCELLATION – COMMUNITY MENTAL HEALTH *(REPLACED BY NEW PROGRAM)*

John Boraas requested that Education Council recommend the cancellation of the Community Mental Health (CMH) program to the Board of Governors as it has been replaced by the new Certificate in Mental Health and Addictions (start date of Sept 2012).

The 5month CMH 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.

Questions and discussion followed.

CANCELLATION *(replacement by new program/courses):*

Motion

It was moved by John Boraas and seconded by Karin Kaercher that Education Council approves the proposed cancellations:

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)

Motion Carried

J. DISCUSSION

1. NURSING REVISIONS – STEPHEN BISHOP AND MARLENE WELSH

Stephen and Marlene presented a proposal to allow selective admission for students that apply to the Nursing program (a Camosun partnership program with the University of Victoria).

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.

Questions and discussion followed.

Feedback included but was not limited to:

- *How do we grapple with the "Camosun values" piece of the discussion?*
- *Other programs at Camosun have done this (i.e. Engineering Bridge programs, recently approved Medical Radiography program).*

Any questions regarding this proposal should be forwarded to Stephen. Stephen will provide a FAQ.

2. EDUCATION PLAN 2012 CONSULTATION

John presented the DRAFT Education Plan 2012 and the process for the its development. He then requested input from Education Council Members. Questions and discussion followed.

Comments included, but were not limited to:

- *How to we balance the question of competitive entry with accessibility?*
- *How do we ensure sustainability?*
- *Inspiring Lives endorses fully-on-line. How do we balance this with face to face learning/teaching?*

K. NEXT REGULAR MEETING

Monday, Mar 19, 2012

4:00-6:00

Interurban, CC 321

L. ADJOURNMENT

The meeting adjourned at 6:00 pm.

CAMOSUN COLLEGE CURRICULUM COMMITTEE REPORT

April 2, 2012, 1:00-5:00, CC 321, Interurban

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

Regrets/Absent:

Guests: Mary Byrne (Music), Alan Duncan (Electronics and Computer Engineering)

CURRICULUM REPORT

1. Music Revisions.

Summary/Purpose

The Music Department has submitted a number of revisions to facilitate access to music, music foundations, and jazz courses, and for program entrance. This includes making the English 12 admission requirement a pre-requisite for some courses instead, and revising a number of course pre-requisites to permit as many pathways for program and non-program students as the courses can sustain without radically changing the learning outcomes. Calendar Descriptions (aka Short Descriptions) and Learning Outcomes have been “touched-up” as well.

CCC Concerns/Questions/Comments

1. The CCC requested the Department provide some over-arching statements to describe the overall change and rationale. The Department has done.
2. The CCC requested clarification on how the program handles students that need to leave the program and then return to ensure there was congruence with college policy and procedure. The Department has clarified how this is handled and it is in congruence with college policy and procedure.
3. The CCC requested clarification on how the program handles prior learning, particularly for the keyboarding requirement. The Department has clarified. Subsequently, the CCC requested a revision to the program completion requirement to facilitate the ability for a student to complete the program without requiring them to complete a course(s) for which they have demonstrated prior learning.
4. The Music Department submitted revisions that were reviewed by the CCC in the January 2012 meeting. There were a number of CCC concerns, specifically the request to move all courses onto the new credit model. As such the submission was tabled at that time to allow the Music Department time to accomplish this. After some research into the issue it was determined that there were some significant challenges (i.e. tuition and articulation issues) to move some of the courses onto the new credit model and that additional time and work would be required to do so. It was determined the best course of action at this point was to proceed with the requested revisions (as they are not related to the credit issue), to move those courses onto the new credit model where there were no issues, and to take the time over the next few months to review and revise the credits so as not to disadvantage the college or students.
5. Some of the pre-requisite revisions requested are impossible to automate in our system. It was suggested in those instances that the pre-requisite be shown in two ways on the curriculum documentation: a published pre-requisite (to inform students of the pathways in), and an operationalized pre-requisite (i.e. “permission of the chair”) to allow for effective implementation.

6. 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:

Jazz Studies (Diploma in) (Substantive/Major Revision) - Program Admission Requirements, Program Content, Program Delivery Arrangements, Program Description, Program Participation Requirements Other: (ID 61312)

Music (Diploma in) (Substantive/Major Revision) - Program Admission Requirements, Program Content, Program Delivery Arrangements, Program Description, Program Participation Requirements Other: (ID 61311)

Music Foundations (Certificate in) (Substantive/Major Revision) - Program Admission Requirements, Program Content, Program Delivery Arrangements, Program Description, Program Participation Requirements, Other: (ID 61313)

JAZZ 112 Survey of Jazz History 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement) (ID 61254)

JAZZ 113 Survey of Jazz History 2 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement) (ID 61255)

JAZZ 124 Jazz Language 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement) (ID 61256)

JAZZ 212 Survey of Jazz History 3 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement) (ID 61257)

JAZZ 213 Survey of Jazz History 4 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement) (ID 61258)

MUS 100 First Instrument: Classical 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours (ID 61259)

MUS 101 First Instrument: Classical 2 (Substantive/Major Revision) - Course Calendar Description, Course (Activity) & Hours (ID 61260)

MUS 102 First Instrument: Composers 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Course Co-requisite (replacement), Course (Activity) & Hours (ID 61261)

MUS 103 First Instrument: Composers 2 (Substantive/Major Revision) - Course Calendar Description, Course Co-requisite (replacement), Course (Activity) & Hours (ID 61262)

MUS 106 Composition Study 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours (ID 61263)

MUS 107 Composition Study 2 (Substantive/Major Revision) - Course Calendar Description, Course (Activity) & Hours (ID 61264)

MUS 110 Music History 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61265)

MUS 111 Music History 2 (Substantive/Major Revision) - Course Calendar Description (ID 61266)

MUS 115 Survey of Western Music (Substantive/Major Revision) - Course Calendar Description, Learning Outcomes (ID 61267)

MUS 120 Harmony 1 (Substantive/Major Revision) - Course Pre-requisite (replacement) (ID 61268)

MUS 122 Musicianship 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Course Co-requisite (replacement), Course Pre/Co-Requisite (replacement), Learning Outcomes (ID 61269)

MUS 123 Musicianship 2 (Substantive/Major Revision) - Course Calendar Description, Course Co-requisite (replacement), Course Pre/Co-Requisite (replacement), Learning Outcomes (ID 61270)

- MUS 126 Keyboard Skills 1 (Substantive/Major Revision)** - Course Calendar Description, Course Pre-requisite; Other: (replacement) (ID 61271)
- MUS 127 Keyboard Skills 2 (Substantive/Major Revision)** - Course Calendar Description, Course Pre-requisite (replacement); Other: (ID 61272)
- MUS 130 Chamber Music 1 (Substantive/Major Revision)** - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61273) (ID 61273)
- MUS 131 Chamber Music 2 (Substantive/Major Revision)** - Course Calendar Description, Course Pre-requisite (replacement) (ID 61274)
- MUS 132 Collaborative Piano 1 (Substantive/Major Revision)** - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61275)
- MUS 133 Collaborative Piano 2 (Substantive/Major Revision)** - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61276)
- MUS 140 Chamber Orchestra 1 (Substantive/Major Revision)** - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61277)
- MUS 141 Chamber Orchestra 2 (Substantive/Major Revision)** - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61278)
- MUS 142 Conservatory Chorale 1 (Substantive/Major Revision)** - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61279)
- MUS 143 Conservatory Chorale 2 (Substantive/Major Revision)** - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61280)
- MUS 146 Wind Ensemble 1 (Substantive/Major Revision)** - Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61281)
- MUS 147 Wind Ensemble 2 (Substantive/Major Revision)** - Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61282)
- MUS 200 First Instrument: Classical 3 (Substantive/Major Revision)** - Course (Activity) & Hours (ID 61283)
- MUS 201 First Instrument: Classical 4 (Substantive/Major Revision)** - Course Calendar Description, Course Calendar Description, Course (Activity) & Hours (ID 61284)
- MUS 202 First Instrument: Composer 3 (Substantive/Major Revision)** - Course (Activity) & Hours (ID 61285)
- MUS 202 First Instrument: Composer 3 (Substantive/Major Revision)** - Course Calendar Description, Course Co-requisite (replacement) (ID 61285)
- MUS 203 First Instrument: Composer 4 (Substantive/Major Revision)** - Course Calendar Description, Course Co-requisite (replacement), Course (Activity) & Hours (ID 61286)
- MUS 206 Composition Study 3 (Substantive/Major Revision)** - Course Calendar Description, Course (Activity) & Hours (ID 61287)
- MUS 207 Composition Study 4 (Substantive/Major Revision)** - Course Calendar Description, Course (Activity) & Hours (ID 61288)
- MUS 210 Music History 3 (Substantive/Major Revision)** - Course Calendar Description (ID 61289)
- MUS 211 Music History 4 (Substantive/Major Revision)** - Course Calendar Description (ID 61290)
- MUS 222 Musicianship 3 (Substantive/Major Revision)** - Course Calendar Description, Course Co-requisite (replacement), Course Pre/Co-Requisite (replacement), Learning Outcomes, (ID 61291)
- MUS 223 Musicianship 4 (Substantive/Major Revision)** - Course Calendar Description, Course Co-requisite (replacement), Course Pre/Co-Requisite (replacement), Learning Outcomes (ID 61292)
- MUS 226 Keyboard Skills 3 (Substantive/Major Revision)** - Course Calendar Description, Course Pre-requisite (replacement), Other: (ID 61293)
- MUS 227 Keyboard Skills 4 (Substantive/Major Revision)** - Course Calendar Description, Course Pre-requisite (replacement); Other: (ID 61294)
- MUS 230 Chamber Music 3 (Substantive/Major Revision)** - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61295)

MUS 231 Chamber Music 4 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61296)

MUS 232 Collaborative Piano 3 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61297)

MUS 233 Collaborative Piano 4 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61298)

MUS 240 Chamber Orchestra 3 (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61299)

MUS 241 Chamber Orchestra 4 (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61300)

MUS 242 Conservatory Chorale 3 (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Course Grading System (ID 61301)

MUS 242 Conservatory Chorale 3 (Substantive/Major Revision) - Learning Outcomes (ID 61301)

MUS 243 Conservatory Chorale 4 (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61302)

MUS 246 Wind Ensemble 3 (Substantive/Major Revision) - Course Calendar Description, Course Grading System, Course Pre-requisite (replacement), Learning Outcomes, Course (Activity) & Hours (ID 61303)

MUS 247 Wind Ensemble 4 (Substantive/Major Revision) - Course Calendar Description, Course Grading System, Course Pre-requisite (replacement), Learning Outcomes, Course (Activity) & Hours (ID 61304)

MUSF 100 Instrument Fndns Classical 1 (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61305)

MUSF 101 Instrument Fndns Classical 2 (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61306)

MUSF 102 Instrument Foundations: Jazz 1 (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61307)

MUSF 103 Instrument Foundations: Jazz 2 (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61308)

MUSF 120 Theory and Musicianship 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61309)

MUSF 121 Theory and Musicianship 2 (Substantive/Major Revision) - Course Pre-requisite (replacement), Learning Outcomes (ID 61310)

2. Proposed Certificate in Weapons Engineering Technician

Summary/Purpose

Alan Duncan presented this new Certificate. The Department of National Defence (DND) has requested these new programs be added to the training delivered at Camosun. The existing two trades of Naval Weapons (NW) and Naval Electronics (NE) technicians have been blended into a one new one of Weapons Engineering (WEng) training. These new programs are designed to take students trained in these different disciplines and graduate them all as WEng technicians. In addition, Subsidized Education Plan (SEP) students have a different set of courses, but at the end of their program they will also be WEng technicians. This training is externally funded.

Note to Education Council Members – This curriculum falls under the “[Prescribed Curriculum Approvals](#)” standard as this is a third party contract with DND.

CCC Concerns/Questions/Comments

1. The CCC requested the Department include more detail in the program learning outcomes. The department has done.
2. The CCC requested the Department clarify the relationship between the old version of courses and the new version of courses. The department has done.
3. The CCC requested a number of wordsmiths and error corrections to the documents to improve clarity. The Department has done.

Full Recommendation

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

Motion

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

Weapons Eng Technician - NET WEng Sys Main Acad (Certificate in) (Substantive/Major Addition (New)) - New Program/Credential (ID 61192)

Weapons Eng Technician - NWT WEng Sys Main Acad (Certificate in) (Substantive/Major Addition (New)) - New Program/Credential (ID 61193)

Weapons Eng Tecnician - SEP WEng Sys Main Acad (Certificate in) (Substantive/Major Addition (New)) - New Program/Credential (ID 61194)

ELEN 102 Materials Science (Substantive/Major Addition (New)) - New Course (ID 61195)

ELEN 104 Applied Science (Substantive/Major Addition (New)) - New Course (ID 61196)

ELEN 134 Applications of Networking (Substantive/Major Addition (New)) - New Course (ID 61197)

ELEN 135 Unix Essentials (Substantive/Major Revision) - Course Title, Course Calendar Description , Course Pre-Requisite (relax), Course (Activity) & Hours, Course Credits, Learning Outcomes (ID 61204)

ELEN 151 Introduction to Radar/Sonar (Substantive/Major Addition (New)) - New Course (ID 61198)

ELEN 152 Communications 1 (Substantive/Major Addition (New)) - New Course (ID 61199)

ELEN 159 Introduction to Communications (Substantive/Major Revision) - Course Calendar Description, Course Pre-Requisite (relax), Course (Activity) & Hours, Course Credits, Learning Outcomes (ID 61205)

ELEN 160 Microprocessor Fundamentals (Substantive/Major Addition (New)) - New Course (ID 61200)

ELEN 181 Pulse Techniques (Substantive/Major Revision) - Course (Activity) & Hours, Learning Outcomes (ID 61206)

ELEN 243 Controls 1 (Substantive/Major Revision) - Course Pre-Requisite (relax), Course (Activity) & Hours, Course Credits, Learning Outcomes (ID 61207)

ELEN 244 Controls 2 (Substantive/Major Revision) - Course Calendar Description , Course (Activity) & Hours, Course Credits, Learning Outcomes (ID 61208)

ELEN 284 Digital Signal Processing 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-Requisite (relax), Learning Outcomes (ID 61209)

ELEN 285 Digital Signal Processing 2 (Substantive/Major Revision) - Course Calendar Description, Course (Activity) & Hours, Course Credits, Learning Outcomes (ID 61211)

ELEX 120 Fibre Optics (Substantive/Major Revision) - Course Pre-Requisite (relax), Course Credits (ID 61210)

MECH 141 Fluid Power 1 (Substantive/Major Addition (New)) - New Course (ID 61201)

MECH 145 Fluid Power 2 (Substantive/Major Addition (New)) - New Course (ID 61202)

MECH 147 Mechanical Theory (Substantive/Major Addition (New)) - New Course (ID 61203)

3. Post Degree Diploma - Business Administration, Accounting; and Business Administration - Marketing

Summary/Purpose

Ian Humphries presented three new post-degree diplomas in Business Administration – Accounting, Marketing, and Human Resource Management & Leadership. These programs will offer learners with a bachelor's degree from a recognized institution an opportunity to complete their studies in one academic year.

Business Administration – Accounting Post Degree Diploma (formerly Professional Accounting Certificate):

This program designed to provide students with the background and knowledge to enter business or government in an accounting capacity. It is targeted towards students taking courses to satisfy CMA (Certified Management Accountants), CGA (Certified General Accountants), or CA (Chartered Accountants) course requirements. Internship is available for this program. The program consists of twelve courses and can be completed in approximately one year if taken on a full time basis, beginning in the Spring Term and completing ACCT 110, ACCT 111 and, if needed, BUS 140 and FIN 110 in the Spring and Summer Terms.

Business Administration – Marketing Post Degree Diploma:

This program offers learners with a bachelor's degree from a recognized institution an opportunity to complete a diploma program in Marketing in one academic year. This diploma gives students an opportunity to gain valuable business skills while building on past learning. Students will study a broad range of marketing skills with opportunities to develop competencies in corporate communications & marketing, consumer behavior, and services marketing. With a Post Degree Diploma in Business Administration – Marketing option, career positions may include, but would not be limited to, business consulting, communications management, marketing and sales management, public relations, advertising, and customer service management.

Note – The School of Business has tabled their proposal for the Business Administration – Human Resource Management and Leadership Post-Degree Diploma as some additional work is still required.

CCC Concerns/Questions/Comments

1. The CCC requested the department include post-secondary/UT English and Math courses in the Admission Requirements as there appeared to be incongruence between the secondary course admission requirements and the Bachelor Degree requirement. After further consideration and information it was determined this is not necessary and creates a more cumbersome process.
2. The CCC requested clarification on the difference between the current Certificate in Professional Accounting and the Advanced Diploma in Human Resource Management, and their Post-Diploma Degree counterpart. The school has clarified. They have noted some additional work that needs to be done to further clarify the difference between the Advanced Diploma in Human Resource Management and the Post-Degree Diploma version.
3. The CCC requested a number of wordsmiths and error corrections to the documents to improve clarity. The Department has done.

Full Recommendation - Pending

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

Motion Pending

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

Business Admin - Accounting Option (Post-Degree Diploma) (Substantive/Major Revision) - New

Program/Credential (ID 61243)

Professional Accounting (Certificate in) (Substantive/Major Cancellation (Replacement)) - Cancel Program (ID 61249)

Business Admin - Marketing Option (Post-Degree Diploma) (Substantive/Major Revision) - New Program/Credential (ID 61244)

MARK 433 Strategic Communication (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61248)

4. Legal Office Assistant, LGL 111 and LGL 121

Summary/Purpose

Add the new course LGL 121 to the program. The LOA program course, LGL 111, has essentially evolved into a foundations course in the fall and an advanced skills course in the Winter term. The way the course is currently structured, students register in the fall term and can complete LGL 111 by the end of the fall term. The students who successfully complete LGL 111 in the fall term are not required to enroll in the winter LGL 111 course. As a result students miss the opportunity for advanced skills training in these advanced document production skills. These advanced skills are ones that both the ABT department and LOA employers see as important to students' overall preparation for work in a law firm and an LOA career.

Adding this new required course in the Winter term, LGL 121 Legal Document Advanced Skills would improve students 'employability' in the legal field. The intended learning outcomes will change only in regard to students acquiring mastery at an advanced level, rather than an introductory or foundational level, as they do now. The benefit to the students is a higher skill-competency level with advanced legal document production. Graduating students will better meet the needs of hiring lawyers.

CCC Concerns/Questions/Comments

The CCC requested a minor wordsmith to the document 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:

Legal Office Assistant (Certificate in) (Substantive/Major Revision) - Program Content (ID 61250)

LGL 111 Legal Document Skills 1 (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Co-Requisite (increase), Course Pre/Co-Requisite (relax), Course Type (Mode of Delivery), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61251)

LGL 121 Legal Document Advanced Skills (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Co-Requisite (increase), Course Pre/Co-Requisite (relax), Course Type (Mode of Delivery), Course (Activity) & Hours, Learning Outcomes, Course Grading System (ID 61252)

5. ACCT 480 - Revision

Summary/Purpose

Allow alternate prerequisites as the alternates provide sufficient preparation for a student to be successful in the course and for some students to complete the BBA in a more timely fashion.

CCC Concerns/Questions/Comments

The CCC requested a couple minor wordsmiths to the document 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:

ACCT 480 Applied Professional Practice (Substantive/Major Revision) - Course Calendar Description, Course Pre-Requisite (alternate) (ID 61253)

6. Proposed “Electrical and Computer Engineering Bridge Advanced Diploma” – replacement program for the “Electrical Engineering Bridge Advanced Diploma” and the “Computer Engineering Bridge Advanced Diploma”

Summary/Purpose

Two existing advanced diplomas have been combined into one advanced diploma. There is significant overlap between both programs. This change was accomplished with the replacement of one course in the program. This change reflects the substitution of ELEX 236 for MATH 222 in the Computer Engineering Bridge program, showing a greater focus on engineering modeling and applications, and the substitution of ELEX 236 for MECH 212 in the Electrical Engineering Bridge program, requested by UVic. With these substitutions, a single Electrical & Computer Engineering Bridge program comes into existence, since all courses are now common. There is also a Program Learning outcome change to Java and “C” to reflect current practice at Camosun and UVic, and there a relevant learning outcome for MECH 212 was removed.

CCC Concerns/Questions/Comments

1. The CCC requested the Department consult with the School of Arts and Science as an affected department. The department has done.
2. The CCC requested a couple 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:

Electrical and Computer Engineering Bridge (Advanced Diploma) (Substantive/Major Addition (New)) - New Program/Credential (ID 61212)

Computer Engineering Bridge (Advanced Diploma) (Substantive/Major Cancellation (Replacement)) - Cancel Program (ID 61213)

Electrical Engineering Bridge (Advanced Diploma) (Substantive/Major Cancellation (Replacement)) - Cancel Program (ID 61214)

MECH 212 Thermodynamics for Engineers (Substantive/Major Cancellation (No Replacement)) - Cancel Course (ID 61215)

ELEX 236 Discrete Structures in Eng. (Substantive/Major Addition (New)) - New Course (ID 61216)

7. Sheet Metal and Metal Fabrication Foundation Revisions

Summary/Purpose

To combine two program courses into one new course. Student Records identified an issue with having two courses. Students were under the impression that they could opt out of one of the two courses in the program, when the reality is that both are required. Creating one course and combining the material from both addresses this issue.

CCC Concerns/Questions/Comments

The CCC noted that “one course” programs appear to present issues with students who might need to exit the program and then return at a later date. They requested clarification on what would happen if a student were to exit the program before completion and then come back. Would the student need to start from the beginning or could they start from where they left off? The Department has clarified that a student could return to the program where they left off if there is space in the program.

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:

Sheet Metal Work and Metal Fabrication Foundation (Certificate in) (Substantive/Major Revision) - Program Content (ID 61236)

SMFB 100 Sheet Metal and Metal Fab (Substantive/Major Addition (Replacement)) - New Course (ID 61237)

MFAB 199 Metal Fabrication Level 1 (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61239)

SMTL 199 Sheet Metal/Metal Fabricator (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 61238)

8. CRWR 153 and CRWR 157 – New Courses

Summary/Purpose

New Courses to meet growing student demand.

CCC Concerns/Questions/Comments

The CCC requested on the effective date for the courses. The Department has clarified.

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:

CRWR 153 Writing a Novel 1 (Substantive/Major Addition (New)) - New Course (ID 61225)

CRWR 157 Fiction for Children and Youth (Substantive/Major Addition (New)) - New Course (ID 61226)

9. Second Year English Literature Courses

Summary/Purpose

Based on our new first year English course offerings, the pre-requisites for second year literature courses offered by the English department at Camosun need to be changed. All 2nd year literature courses will require the same pre-requisites. It is hoped that students interested in literature courses will take two first year English courses in their first term so that they can enroll in 2nd year English literature courses in the second term. The standard pre-requisite for 2nd year English courses across the province/nation and recommended by the English Articulation committee is two courses in first year English, or one course in first year English, plus a creative writing course.

CCC Concerns/Questions/Comments

The CCC requested a wordsmith to the pre-requisite to include ENGL 150 and 160 in the list as well. The Department has done.

Full Recommendation

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

Motion

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

ENGL 221 Film and Literature (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61227)

ENGL 224 American Literature (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61228)

ENGL 262 Women's Literature (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61229)

ENGL 270 Canadian Literature (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61230)

ENGL 280 British Literature to 1700 (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61231)

ENGL 282 Augustan/Romantic Literature (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61232)

ENGL 286 20th Century Literature (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61233)

ENGL 288 Literature & Popular Culture (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61234)

ENGL 290 Special Topics in Literature 1 (Substantive/Major Revision) - Course Pre-Requisite (alternate) (ID 61235)

10. ENGL 284 and ENGL 292 - Cancel

Summary/Purpose

Cancel ENGL 284 and 292. We need to cancel the ENGL 284 because we have not offered this course for some time. ENGL 284 does not receive good transfer credits for students, especially for those majoring in English, Arts or Humanities, because most Shakespeare courses at receiving institutions are offered at the 3rd-4th year level. Plus, the works of Shakespeare are studied in other Camosun courses like ENGL 160 (161, 163) and ENGL 280; an entire course in Shakespeare could also be offered through ENGL 290: Special Topics.

We need to cancel the ENGL 292 because we have not offered this course for some time. Since we already offer one special topics course (ENGL 290), and since students can only receive direct course transfer credit for one of these courses at most receiving institutions, we have stopped offering ENGL 292. Taking ENGL 292 in addition to ENGL 290 will not help students receive additional course credit.

Our department strives for specific course credit, rather than unassigned English or elective credits, so that specific English course pre-requisites can be fulfilled at Camosun.

CCC Concerns/Questions/Comments

Nil.

Full Recommendation

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

Motion

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

ENGL 284 Shakespeare Studies (Substantive/Major Cancellation (No Replacement)) - Cancel Course (ID 61218)

ENGL 292 Special Topics in Literature 2 (Substantive/Major Cancellation (No Replacement)) - Cancel Course (ID 61219)

English (Associate Degree of Arts) (Substantive/Major Revision) - Program Content (ID 61217)

If you need more detail you can view the curriculum items via the following links:

11. ENGL 175 – New Course; and revisions Indigenous Family Support and Mental Health and Addictions

Summary/Purpose

The Department of English has been piloting an adapted version of *English 170: Technical Communications 1* for the Indigenous Family Support Worker program in Health and Human for two years. Based on the success of this pilot, the continuation of the INDFW program, and the recent request to use this course by the Mental Health Certificate program, we wish to formalize the adaptation of this course that was originally designed for program student in Trades and Tech.

English 175 differs from English 170 in that it is a professional writing course designed for those who work with people and human services; English 170 is a technical writing course designed for professionals who work with objects and tools (e.g., computers, navigation instruments, etc.). The actual writing tasks and

genres, as well as audiences and professional requirements, differ significantly, thereby require a new course to replace English 170 in the Health and Human Services programs.

In addition, seats not taken by program students are open to any Camosun students. Our department has observed that due to the demand for professional writing courses, non-program students have been taking this course to help them at the workplace.

This new course will also allow for new articulation, so that university and college transfer credit will be sought at receiving institutions, thereby making it more appeal to program and non-program students alike.

CCC Concerns/Questions/Comments

1. The CCC requested clarification on the relationship between ENGL 170 and 175. The Department has clarified that they would be treated as “duplicate courses”.
2. The CCC requested a wordsmith to the document to improve clarity. The Department has done.

Full Recommendation

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

Motion

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

ENGL 175 Professional Writing for Community Services (Substantive/Major Addition (New)) - New Course (ID 61245)

Indigenous Family Support (Certificate in) (Substantive/Major Revision) - Program Content (ID 61240)

Mental Health and Addictions (Certificate in) (Substantive/Major Revision) - Program Content (ID 61241)

12. GEOG 240 (revise), GEOG260 (new), ANTH 204 (new)

Summary/Purpose

GEOG 240 - A clearer course title to reflect description and outcome changes, and to stimulate more student interest in understanding Asia. The changes in course description and learning outcomes reflect a stronger emphasis on the process of globalization and its impacts on Asia.

GEOG 260 - The new course enriches the Geography offerings. It provides the theoretical background for development studies in Geography and other fields of enquiry.

ANTH 204 - The new course will address the current interest in sustainability and food security.

CCC Concerns/Questions/Comments

The CCC requested some wordsmiths to the documents to improve clarity. The Department has done.

Full Recommendation

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

Motion

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

GEOG 240 Globalization and Asia (Substantive/Major Revision) - Course Title, Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes (ID 61221)

GEOG 260 Geographies of Development (Substantive/Major Addition (New)) - New Course (ID 61222)

ANTH 204 The Anthropology of Food (Substantive/Major Addition (New)) - New Course (ID 61314)

13. ELC 241 and 242 - Revisions**Summary/Purpose**

To include the new academic writing English courses (ENGL 151, 161 or 163) in the pre-requisite list and to adjust the course hours to meet the licensing requirement for the Early Childhood Training profile.

CCC Concerns/Questions/Comments

The CCC requested some wordsmiths to the documents to improve clarity. The Department has done.

Full Recommendation

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

Motion

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

ELC 241 Practicum 4 ITE (Substantive/Major Revision) - Course Pre/Co-Requisite (replacement), Course (Activity) & Hours (ID 61246)

ELC 242 Practicum 4 SNE (Substantive/Major Revision) - Course Pre/Co-Requisite (replacement), Course (Activity) & Hours (ID 61247)

14. ENGL 164 - Revision**Summary/Purpose**

The course description will have a slight change in terminology as directive from the Aboriginal Advisory Council to use “Indigenous” when comes to curriculum and “Aboriginal” for everything else.

Since English 164 is also part of the first year English offerings, we need to adjust the pre-requisite to make it conform to the new English courses (151, 161, 163), and remove the ENGL 150 pre-req. In its place will be a B in English 12, which is consistent with the other new English literature course offerings (ENGL 161, ENGL 163). Learning outcome changes will result in this course’s fulfillment of academic writing requirements. With these changes, it has been confirmed that ENGL 164 will meet the academic writing requirement for UVic (receiving first year unassigned 100-level English credit that meets the AWR). Students with a C+ in English 12 will take ENGL 151 prior to taking ENGL 164.

CCC Concerns/Questions/Comments

- 1.** The CCC expressed some concern with the use of “arguing” and “argumentation skills” in a couple of the learning outcomes as that approach is not reflective of Indigenous ways of knowing and

learning. Given the Indigenous focus of the course they requested the department consult further with the Aboriginal Education and Community Connections Department at the College to discuss further. **(note – discussion still in process at the time of this report)**

2. The CCC requested some wordsmiths to the document to improve clarity.

Full Recommendation Pending

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

Motion Pending

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

ENGL 164 Indigenous Literature (Substantive/Major Revision) - Course Calendar Description, Course Pre-Requisite (relax), Learning Outcomes (ID 61220)

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