

**Camosun College Education Council**

**4:00 – 4:10 pm - Special Meeting (Chair and Vice-Chair Election)**

**Monday, May 28, 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.)	TBD
4:01	Review of election process (3 min.)	TBD
4:04	Election of 2012-2013 Chair (3 min.) Election of Council Officers – Refer to attached Education Council By-laws	TBD
4:07	Election of 2012-2013 Vice-Chair (3 min.) Election of Council Officers – Refer to attached Education Council By-laws	TBD
<p><b>Goodbye</b>  <i>Thank you all for coming to conduct the business of Education Council. Your presence and contributions are valued. Wishing everyone good health and a safe travel home.</i></p>		

**Next Meetings:**

**Regular Meeting**

*Monday, Sept 24, 2012  
 4:00-6:00 pm  
 CC 321, Interurban*

**Members** (*Quorum = 9*)

**Voting Council Members**

Barbara Herringer, Administration (regrets)  
 Carly Hall, Faculty  
 Cynthia Wrate, Faculty  
 Gail Baxter, Support Staff  
 Joanne Cumberland, Support Staff  
 John Boraas, Administration  
 John Gordon, Faculty  
 Karin Kaercher, Faculty  
 Kathy Tarnai-Lokhorst, Faculty  
 Mindy Cui Yu Jian, Student

Nancy Sly, Faculty  
 Nicole Greengoe, Administration  
 Patricia Gaudreault, Faculty  
 Paul Brady, Faculty  
 Sarah Loewen, Administration  
 Thea Todd, Faculty

**Non-Voting Council Members**

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

**Guests**

Nil

**For Information:**

**Education Council Executive (2011-2012):**

**Chair:** Kathy Tarnai-Lokhorst, Trades and Technology, Interurban, 370-4412, [lokhorst@camosun.bc.ca](mailto:lokhorst@camosun.bc.ca)

**Vice-Chair:** Carly Hall, Health and Human Services, Lansdowne, 370-3240, [hall@camosun.bc.ca](mailto:hall@camosun.bc.ca)

**CCC Chair:** Nicole Greengoe, Student Services, Interurban, 370-3840, [greengoe@camosun.bc.ca](mailto:greengoe@camosun.bc.ca)

**VP Ed:** John Boraas, Office of VP, Interurban, 370-4543, [boraas@camosun.bc.ca](mailto:boraas@camosun.bc.ca)

**Permanent Secretary:** Shelley Butler, Office of VP Ed & SS, Interurban, 370-4690, [butler@camosun.bc.ca](mailto:butler@camosun.bc.ca)

**Intranet:**

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<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>



Policy:	G-3.1
Approved By:	Education Council
Approval Date:	February, 2000
Amendment Date:	Sept 20, 2004, Oct 17, 2007
Policy Holder:	VP Education & Student Services

## **EDUCATION COUNCIL BY-LAWS**

### **A. OBJECTIVES**

The objectives of the Education Council are to fulfill the roles and powers defined by *Sections 23, 24, and 25*, except as amended under *Section 25 (1) (b)* of the *College and Institute Act, 1996*.

### **B. TERMS OF MEMBERSHIP**

1. The composition of Education Council is that defined by *Section 15 of the College and Institute Act 1996*, unless amended according to the *Statute*.
2. The terms of office for voting members are those determined by *Section 16 of the College and Institute Act, 1996*.
3. Elections for the Council will be conducted by election rules promulgated by the Registrar pursuant to the *Act*.
4. A member may resign from the Council by giving to the Chair notice in writing.
5. A member will notify the Chair within 30 days of becoming no longer able to sit on Education Council.
6. In the event of a seat being vacated, the Chair will request that the Registrar fill the vacant seat as described in the "election rules":
  - a) To ensure continuity of membership, the new member will serve for a full term, as permitted under the *Act*.
7. Terms are two years in duration with the year of the term beginning in August and ending in July.

### **C. CONFLICT OF INTEREST**

1. Members of the Education Council shall act in accordance with the article in the event that they are in conflict of interest or have an appearance of conflict of interest.
2. A conflict of interest due to representation of or relation to a specific constituency may occasionally arise. In general, voting on matters that have an effect on a broad group by a member of that group is not considered a conflict of interest.

3. When a member is unsure of whether he/she is in conflict, that member shall raise the perceived potential conflict with the Council, and the Council shall determine by majority vote whether or not the conflict of interest exists.
4. Members of Education Council may indicate to the chair any concern about potential conflict of a member in relation to agenda items or undue influence on decisions.
5. When a conflict of interest is acknowledged or deemed to exist, the member having such conflict will remove himself or herself from that portion of the Council meeting.

#### **D. STRUCTURE OF THE EDUCATION COUNCIL**

##### **1. The Officers of the Council will consist of a Chair and a Vice Chair**

- a) The Chair of the Council will be elected each year by and from the voting members of the Council.
- b) The Vice-Chair will be elected each year by and from the voting members of the Council.
- c) A permanent secretary to the Council will be appointed by the College.
- d) The office of the permanent secretary will be the official repository of Council records and documents.

##### **2. Duties of the Chair of Education Council**

- a) Normally, the Chair will preside at all regular, special and in-camera meetings of the Council.
- b) The Chair will be an ex-officio member of all Council committees.
- c) The Chair will represent the Council on the College's Board of Governors and will ensure open communication with the Board of Governors.
- d) The Chair and the permanent secretary will be responsible for:
  - i) maintaining an up-to-date record of minutes;
  - ii) maintaining a current list of members, appointment dates and terms.
- e) In consultation with Council and/or committee members, the Chair will set membership of Council committees and task forces,.
- f) Agenda setting for Education Council meetings will be undertaken by the Chair and Vice Chair in consultation with the permanent secretary and others as appropriate.

##### **3. Duties of the Vice-Chair**

- a) The Vice-Chair will assist the Chair in all Council matters.
- b) The Vice-Chair will fulfill all duties of the Chair in his/her absence.

#### **4. Election of Council Officers**

- a) Election of the Chair and Vice Chair will be held within thirty days of the annual election of Council members, which is normally held in April. The Chair and Vice Chair will assume their positions on August 1<sup>st</sup>.
- b) The elections may be presided over by a non-voting member of Council or by a non-Council member or by a Council member who has declared that they will not be seeking a position on the executive, as determined by the Chair prior to the election.
- c) Nominations for the position of Chair and Vice Chair will be called from the floor.
- d) A vote will be decided by a show of hands unless there is a request from one or more members for a secret ballot.

#### **5. Roles and Responsibilities of Council members**

Education Council's responsibilities are mandated under the College and Institute Act and as such, Council is required to fulfill these.

Education Council members are charged with ensuring that College curricula, including programs and courses, meet the College's standards to ensure academic excellence. As the body with ultimate authority over college curricula, Council members need to enable, support, and ensure that the College's education programs meet high standards of academic quality. As such, members are encouraged and expected to actively engage, debate and be informed of the business brought before Council.

Council members will, to the best of their abilities, represent a perspective that takes into account first and foremost what is best for the overall College and its learners.

To undertake this work, members of Council need to:

- a) Attend all meetings of the Council, including two annual retreats and regular business meetings but, when attendance is not possible, inform the office of the permanent secretary
- b) Serve on Council committees.

### **E. COUNCIL ADMINISTRATION AND OPERATIONS**

#### **1. Regular Meetings**

- a) Business meetings will normally be held once a month with the exception of July and August. A schedule will be established by the Chair at the beginning of the fall term and adjusted thereafter only as necessary.
- b) A proposed agenda and supporting material for a regular meeting shall be circulated to Council members not fewer than three working days prior to the meeting.
- c) Normally, meetings are held with all members meeting in one location. However, it is recognized that from time-to-time there may be a requirement to hold meetings in more than one location when audio and/or video linkage can be provided.

- d). Special meetings may be called by the Chair for matters requiring immediate attention and will require a minimum of seven members of Council. The Chair is responsible undertaking due diligence in informing all members of Council of the meeting prior to its occurrence and in informing all members of Council of any decisions or actions taken as a result.

## **2. Procedures**

- a) Council meetings will be governed by Robert’s Rules of Orders, except as otherwise provided.
- b) A quorum of the Council shall consist of 50% + 1 of the voting members.
- c) Voting shall be by simple majority of the votes cast except if otherwise specified in these by-laws. A motion shall be passed or defeated by simple majority unless otherwise specified.

## **F. AMENDMENTS AND REVISION OF BY-LAWS**

1. By-Laws will be reviewed every three years.
2. By giving a “notice of motion” at a regular meeting, the terms of the By-Laws may be considered for amendment at the next regular meeting of the Council.
3. The amendment or change shall be considered passed if it is approved by at least two-thirds of the members present subject to any approval required by statute.

## **G. STATUS OF OBSERVERS AND GUESTS**

1. Education Council and standing committee meetings are open to the College community and members of the public.
2. Guests are invited by Education Council to report on proposals for educational program changes and for new educational programs. Presentations can be made to Council to provide information and a rationale that is helpful to Council decision making.
3. The Chair shall have the right to declare the meeting or any portion of the meeting “in-camera” and close the meeting to the public if a topic on the agenda contains material that is determined to be private or confidential.
4. Observers are welcome to attend Education Council meetings and may be called upon by the Chair to comment.

## **H. COMMITTEES**

The Council will establish the committees it feels necessary to assist the Council in decision-making.

### **1 Sub Committees**

Sub Committees of Education Council are established by Education Council to assist in decision-making on major policy initiatives, programs; course changes, and ongoing Council activities. Sub Committees are meant to be long standing, cyclical in nature, and can be dissolved only by Education Council.

- a) Sub committees shall be responsible to the Council. They will work with and provide regular reports on their activities to the Council.
- b) Each sub committee will operate under a terms of reference approved by the Education Council.
- c) Sub committee meetings will be scheduled on a cycle that aligns with regular meetings of Education Council to enable items to be included in the agenda.
- d) The Chair of each sub committee will be appointed by the Council Chair in consultation with Council and/or committee members.

## **2. Ad Hoc Committees**

Ad hoc committees are usually short-term, working, non-cyclical committees that deal with a specific issue.

- a) The Council may establish ad hoc committees for specific tasks.
- b) Ad hoc committees shall report to and be responsible to the Council. It is expected that the ad hoc committees will report to Education Council on a regular basis (i.e. minimum of once an academic year).
- c) An ad hoc committee shall exist for a specific term that is dependent upon the timeframe required for the work to be done.
- d) Membership will be appointed by the Chair in consultation with Education Council.
- e) The Council Chair, in consultation with the Council, will dissolve an ad hoc committee when its purpose has concluded.

## **I. LEGISLATED REFERENCES**

College and Institute Act Sections: Section 23 (1) (2) and (3); Section 24; Section 25 except as amended [Section 25 (1) (b)25 (1) (b)]

**Camosun College Education Council**  
**4:10 - 6:00 pm - Regular Meeting**  
**Monday, May 28, 2012 - CC 321, Interurban**  
 Please bring your own mug or water bottle.

TIME	ITEM	PRESENTER
4:10	<b>Call to order and declaration of quorum (1 min.)</b>	Kathy Tarnai-Lokhorst
4:11	<b>Acknowledgement of Coast Salish Territory (1 min.)</b> <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. <a href="http://camosun.ca/aboriginal/territory.html">http://camosun.ca/aboriginal/territory.html</a></i>	Kathy Tarnai-Lokhorst
4:12	<b>Round-Table Check-In (3 min.)</b>	Kathy Tarnai-Lokhorst
4:15	<b>April 16, 2012 Minutes for approval (2 min.)</b>	Kathy Tarnai-Lokhorst
4:17	<b>Reports (8 min.)</b>	
	1. <b>Education Council Chair (3 min.)</b>	Kathy Tarnai-Lokhorst
	2. <b>Acting VP Education (3 min.)</b>	John Boraas
	3. <b>Board Member (2 min.)</b>	George Ivanishvili
4:25	<b>Committee Reports (10 min.)</b>	
	1. <b>Awards (3 min.)</b> Joanne (Committee Chair) will present a short verbal briefing on the proposed candidates for each of the awards. <u>Motion</u> It was moved and seconded by the Education Council Awards Committee that Education Council approve the following students for each of the following awards: <ul style="list-style-type: none"> <li>• <b>Peter &amp; Muriel Mixon Animal Rights Endowment Award</b> to Emma Forster</li> <li>• <b>The Executive Network Inc./Donald Family Annual Leadership Award</b> to:                             <ul style="list-style-type: none"> <li>○ Alana Jay (employee)</li> <li>○ Robert J. Daniels (student)</li> </ul> </li> <li>• <b>Leadership in African Awareness Award</b> to Kristina Alexander</li> </ul>	Joanne Cumberland
	2. <b>Education By-Laws (1 min.)</b> <i>A meeting was held on April 30 with the Chair and Vice-Chair of Education Council to review the proposed draft revisions to the by-laws, and a proposed timeline and activities for completion. Need to reconfirm the Education Council Members that wish to participate on the By-Laws review committee (John, Kathy, Carly, Nicole, Cynthia, Matthew Martin (non-EdCo member). A meeting will be called shortly once the committee members are confirmed.</i>	John Boraas



TIME	ITEM	PRESENTER
	3. Education Approvals Review & Renewal (3 min.)	Nancy Sly
	4. Alternatives & Electives (3 min.)	Kathy Tarnai-Lokhorst
<b>4:35</b>	<b>Curriculum Presentations and College Curriculum Committee Report (62 min.)</b>	
	1. Post Degree Diploma in Business Administration, Human Resource Management and Leadership Option, and the Certificate in Business Administration – (20 min.)	Ian Humphries
	2. Dental Hygiene – (15 min.)	Shirley Bassett
	3. Curriculum Items – College Curriculum Report (25min.) See attached in CCC Report	Nicole Greengoe
	4. Program Cancellation – Certificate in Practical Nursing (2 min.) See attached briefing.	John Boraas
<b>5:35</b>	<b>Presentations and/or Discussions (23 min.)</b>	
	1. Education Council Retreat (3 min.) Request for Planning Committee Members (3-4 members needed) for planning retreat on Aug 30 or Sept 14. Requires approx. 2 meetings June - August.	Kathy Tarnai-Lokhorst
	2. Selective or Competitive Entry DRAFT Standard (20 min.) See attached PDF's <ul style="list-style-type: none"> <li>• DRAFT Standard</li> <li>• Response by the CCSS</li> </ul>	Kathy Tarnai-Lokhorst
<b>TBD</b>	<b>Governance Items Arising from Curriculum (TBD) – may be deferred to following meeting due to timing issues.</b>	<b>Kathy Tarnai-Lokhorst</b>
	1.	
	2.	
	<b>Goodbye</b> <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>	<b>Kathy Tarnai-Lokhorst</b>
	<b>Next Meetings:</b>	<b>Kathy Tarnai-Lokhorst</b>
	<b>Regular Meeting</b> <i>Monday, June 18, 2012 4:00-6:00 pm CC 321, Interurban</i>	

**Members** (Quorum = 10)

**Voting Council Members**

Barbara Herringer, Administration (regrets)  
 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 (regrets)  
 Shelley Butler, Permanent Secretary  
 George Ivanishvili – Board of Governor Rep

**Guests**

Ian Humphries, Business  
 Shirley Bassett, Health and Human Services  
 Michel Turcotte, CCSS

**For Information:**

**Education Council Executive:**

**Chair:** Kathy Tarnai-Lokhorst, Trades and Technology, Interurban, 370-4412, [lokhorst@camosun.bc.ca](mailto:lokhorst@camosun.bc.ca)  
**Vice-Chair:** Carly Hall, Health and Human Services, Lansdowne, 370-3240, [hall@camosun.bc.ca](mailto:hall@camosun.bc.ca)  
**CCC Chair:** Nicole Greengoe, Student Services, Interurban, 370-3840, [greengoe@camosun.bc.ca](mailto:greengoe@camosun.bc.ca)  
**Acting VP Ed:** John Boraas, Office of VP, Interurban, 370-4543, [boraas@camosun.bc.ca](mailto:boraas@camosun.bc.ca)  
**Permanent Secretary:** Shelley Butler, Office of VP Ed & SS, Interurban, 370-4690, [butler@camosun.bc.ca](mailto:butler@camosun.bc.ca)

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**Curriculum Documents (detailed):**

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# EDUCATION COUNCIL

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## **DRAFT** MINUTES OF THE MEETING

MONDAY, APRIL 16, 2012, 4:00-6:00

CC 321, INTERURBAN

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### PRESENT

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

### REGRETS / ABSENT

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Darragh Grove-White (Student)	George Ivanishvili (Board)
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### GUESTS

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Mary Byrne, Music	Ian Humphries, School of Business
Alan Duncan, Elect & Comp Eng Tech – Rew Engry	

## MEETING

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### A. CALL TO ORDER & DECLARATION OF QUORUM

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The Regular Meeting was called to order at 4:08 by Kathy Tarnai-Lokhorst, Education Council Chair.

### B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY

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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

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Kathy requested members share something “uplifting” if they wish to do so. A number of Education Council members shared something “uplifting”.

### D. ACCEPTANCE OF AGENDA

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The April 16, 2012 agenda was accepted via unanimous consent with two additions. The two additions were “impacts on curriculum due to decisions regarding the budget”, and “possible issues as a result of Bill 18”.

### E. APPROVED MINUTES

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The March 19, 2012 minutes were approved via unanimous consent.

### F. REPORTS

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#### 1. EDUCATION COUNCIL CHAIR'S REPORT – KATHY TARNAI-LOKHORST

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Kathy noted that the Chair and Vice-Chair election will be held on May 28<sup>th</sup>.

Kathy requested if Education Council wished to develop a statement or advice to bring to the Board of Governors regarding the impacts of budgetary decisions on curriculum changes (i.e. the impact of cancelling the Learning Skills Department on programs that rely on those courses for program completion). She also asked council if there felt there were any concerns or issues regarding Bill 18 (i.e. relationship between Bill 18 and the ability to sit as EdCo Chair).

Education Council noted they would discuss a response that Kathy could take to the Board during the agenda item at the end of the meeting.

Some members noted they did not see any issues with Bill 18 and who could sit at EdCo Chair. It was decided to continue the conversation during the agenda item at the end of the meeting.

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## 2. ACTING VP EDUCATION – JOHN BORAAS

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John wished to acknowledge that it has been difficult few weeks at the College; and that he also acknowledged the respect and decency shown by the Camosun community during this time.

John updated the council that the Education Plan – Inspiring Learning will be available for distribution soon.

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## 3. BOARD REPORT – KATHY TARNAI-LOKHORST FOR GEORGE I.

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The Board Meeting was very short. The meeting consisted of approving the budget.

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# G. COMMITTEE REPORTS

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## 1. AWARDS COMMITTEE

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Nil

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

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Nil

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

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Nancy noted that the committee is very active. They have reviewed the roles and responsibilities and they are now looking at what we might need in the way of change and working groups. She wished to thank Julie Martin and Patty Odynski for leading the sub-committee through the process.

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

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Kathy noted that good dialogue is happening at the table and ideas are being generated to move forward. In addition, the committee has decided to separate “alternates” and “electives” for clarity sake.

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

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## 1. Proposed Certificate in Weapons Engineering Technician

Alan Duncan presented the new Certificate in Weapons Engineering Technician. 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.

Questions and discussion followed.

### **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 Technician - 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)

**Motion Carried**

*3 Abstentions: Nancy Sly, Karin Kaercher, and one member who wished to not be noted*

## 2. Music Revisions

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.

Questions and discussion followed.

### **Motion**

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

### **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)

**Motion Carried**

### **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.

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 - 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)

**Motion Carried**

**4. Legal Office Assistant, LGL 111 and LGL 121**

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.

Questions and discussion followed.

**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)

**Motion Carried**

### 5. ACCT 480 - Revision

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.

Questions and discussion followed.

**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)

**Motion Carried**

### 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”

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.

**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)

**Motion Carried**

## 7. Sheet Metal and Metal Fabrication Foundation Revisions

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.

Questions and discussion followed.

**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)

**Motion Carried**

## 8. CRWR 153 and CRWR 157 - New Courses

New Courses to meet growing student demand.

**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)

**Motion Carried**

## 9. Second Year English Literature Courses

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 2<sup>nd</sup> 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 2<sup>nd</sup> year English literature courses in the second term. The standard pre-requisite for 2<sup>nd</sup> 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.

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 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)

**Motion Carried**



**10. ENGL 284 and ENGL 292 - Cancel**

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 3<sup>rd</sup>-4<sup>th</sup> 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.

**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)

**Motion Carried**

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**

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.

**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)

**Motion Carried**

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

**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.

**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)

**Motion Carried**



**13. ELC 241 and 242 - Revisions**

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.

**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)

**Motion Carried**

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**I. DISCUSSION**


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**1. "FIRST QUALIFIED, FIRST SERVED" –WHAT DOES THIS MEAN TO YOU**


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Kathy requested Education Council members share their opinions and feedback on this question in light of the upcoming request for a selective admission process for the Nursing program.

Feedback included by was not limited to:

- *"The impact of establishing and maintaining partnerships on our decision-making."*
- *"Urge caution in terms of moving in this direction. We need research and evidence to support our decision-making."*
- *"Going in this direction is a concern."*
- *"Our partner is concerned. They are viewing from a completely different perspective."*
- *"One tool to help students be successful".*
- *"If we are going to make this decision we need to make it soberly, to make sure we are offering the right guidance to students"*
- *"What things are impacting attrition rates?"*
- *"Need to shift and respond to a changing landscape"*
- *"Need to expand the definition of first qualified, first served"*
- *"What are our values around qualified, does this mean different things to different programs?"*
- *"See the pluses and minuses in both approaches".*
- *"Need a small group and/or another meeting to coalesce our thoughts"*
- *"Call a meeting for April 30<sup>th</sup> for the council of the whole to meet and discuss further".*

## 2. BILL 18

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Kathy requested feedback or comments regarding the interpretation of the Bill that an executive member of CCFA cannot sit as Chair of Education Council or the Board. The collective feedback reflected that Education Council members did not feel it was appropriate for them to officially comment on the matter as it is not in the mandate of Education Council to be involved in CCFA or BCGEU business.

## 3, BUDGET IMPACTS ON CURRICULUM

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Kathy requested feedback or comments that can be used to create a statement to the Board of Governors regarding need for consultation with Education Council when budget decisions are being made that impact established curriculum. Discussion, feedback, and comments followed. Kathy clarified that she would collate the feedback in a statement to the board.

### ***Update - Statement to the Board (circulated to EdCo members on April 24, 2012)***

“With respect to the budget the Board voted on last meeting: the Council acknowledges the difficult position that the college is in and the difficult decisions that had to be made to balance a reduced-funding budget.

The Council is particularly concerned about the loss of the Learning Skills Department (a department that offers courses in many access programs), about program cuts that affect other departments' programs (for example, the Computer Science program courses), and about the loss of Associate Dean positions that are intricately involved in the development and delivery of curriculum at the college.

These cuts will affect curriculum throughout the college. For this reason we respectfully recommend that the Board consults with Education Council in future years prior to making decisions that affect curriculum.” – Kathy Tarnai-Lokhorst, Education Council Chair

### **Background Notes (not submitted):**

- *Education Council has a responsibility for academic governance, to oversee Camosun curriculum and ensure our educational beliefs are upheld by supporting students learning abilities and opportunities. We do this by setting and supporting educational policies and by formally approving curriculum additions and changes.*
- *The effect of cutting departments and the courses they deliver in numerous other programs (i.e.: Computer Science) is now being realized: for example, programs containing formal Learning Skills courses must be redesigned with replacement courses developed while students in programs linked to unofficial Learning Skills workshops will lose the support that they need for success in these intense programs. I anticipate an increase in workload in terms of program redesign, development of new courses, and approval of courses and program changes.*
- *Effective high-quality curriculum is developed from reasonable educational, pedagogical and androgogical reasons. Our greatest frustration is responding to curriculum changes for which the rationale is "we need to make this change so that the learning outcomes reflect what is actually being taught".*

- *We are not asking to be part of the budgetary decision-making process; we are respectfully asserting the requirement that we be included and consulted when curricular decisions are being made.*

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**K. NEXT MEETINGS**

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**Special Meeting (Chair and Vice-Chair Elections)**

Monday, May 28, 2012, 4:00-4:10, Interurban CC 321

**Regular Meeting**

Monday, May 28, 2012, 4:10-6:00, Interurban, CC 321

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**L. ADJOURNMENT**

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The meeting adjourned at 7:00 pm.

**Education Council Special Meeting – First Qualified First Served**

April 30, 2012

4:00-5:30

CC 321, Interurban

**Present:**

Kathy Tarnai-Lokhorst, John Boraas, Joanne Cumberland, Gail Baxter, Barbara Herringer, Carly Hall, Paul Brady, Thea Todd, Patricia Gaudreault, Nicole Greengoe, Stephen Bishop, Cynthia Wrate (via phone), Shelley Butler (recorder)

**Additional Feedback:**

Karin Kaercher (feedback via submission)

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**Discussion points regarding Admission Policy and “First Qualified, First Served”.**

Nursing, at the request of our partner University of Victoria, is proposing a competitive entry process. There would no longer be a wait list. Members of Education Council who were available for the Special Meeting discussed how this is congruent or not with the College’s Admission Policy, and how we should handle potential requests for competitive entry in the future:

- Members present took some time to review Karin Kaercher’s submission (see attached)
- Thanks to Karin for considering this question in more detail, presenting another side to the story.

**What we are hoping to achieve in this meeting?**

- Camosun is in a partnership with UVic to deliver the Nursing curriculum. Exceptionally high attrition rates in Nursing at Camosun are a concern for UVic. Understand the issue more clearly, understand the challenges we are facing so that by the time the Nursing submission comes to Education Council, we can make an informed decision.
- Have a frank conversation about what we want for the College and our relationships with partners (e.g. UVic.).
- Seek clarity before the submission comes to the CCC table. This should not be debated at the CCC table. It is an Education Council issue.
- Come to terms with how we have applied competitive entry in the past with our need to do so again, and in the future. The College has changed over the last 40 years. We need to consider expanding our interpretation of first qualified, first served.
- Set some guidelines that will help EdCo/CCC in our decision-making for allowing competitive entry.

**Why are we considering this question now?:**

- Still want to maintain access for all students, but when we are in partnership with another institution we also need to maintain that relationship. This is a single program. Students start here but credential with UVic. There is a need to balance the interest of both institutions. We need to do a little of give and take for a healthy relationship with our partner institution. In this case if we allow competitive entry (UVic’s request) we can seek ways to allow for flexibility in the courses UVic will allow for admission (e.g. mixing secondary courses with college prep courses).

- Camosun has one of the highest attrition rates in the province for our Nursing program (30%). We need to address this so that we can serve our students and our partnership better.
- Camosun Nursing has a 2 year waitlist for a program with 70% success rate. Students are “flipping” between institutions to avoid competitive entry as some institutions and waitlist at others.
- The program and profession have changed dramatically over the last 10 years. Nurses are now expected to know and perform the functions of what the old General Practitioner performed. The requirements are very complex now. The entry to practice credential has also changed from a Diploma to a Bachelor of Science.
- While we have approved this for other lesser known programs in the past (e.g. MRT), the Nursing program challenges us. Nursing has a long history at the College, it is a “flagship” program, and has touched most people in some way. It is a program we “all understand or thought we understood” so it seems brings this issue to light. Times have changed however, and we need to look at the reality for the program as it exists today.

#### **Issue in a Broader Context:**

- We should consider this issue in a much broader context. Our policy on Admission does speak to tailoring our admission requirements to support community need or enable partnerships. We already have had programs come forward in the past that have used this principle in order to seek approval. The First Qualified First Served interpretation needs to be inclusive of this principle, but we lack the foundation (i.e. the criteria) for when to engage in the selective admission process. We need to build the criteria for when we would engage with a selective entry process. That is what is currently missing.
- We should determine the circumstances in which we would or would not look at competitive entry in a program.
- We should ensure there has been appropriate and fulsome research done to support competitive entry in each case.
- As we are in more partnerships, professions have changed, and our understanding of research to support student success has shifted, we should consider being more inclusive with our definition of “first qualified, first served”. Expanding our definition of first qualified and first served when it is appropriate to do so should not be considered a “bad” thing. The program sustainability may depend on it.
- We have a responsibility to the public, as we are a publically funded institution, to address attrition issues.
- What criteria would we use to consider selective entry (aka competitive entry):
  - Responding to a partnership
  - Sustainability of the program.
  - Student Success (e.g. attrition rates, etc.)
  - The profession requirements.

*All criteria should be supported by background research and included in a request for competitive entry.*
- Selective Entry does change the way we process applications. We no longer wait list students. They must reapply every year to get in (however applications can be held till the following year).
- “Selective Admission”, “Competitive Admission”, “Selective Entry” – some of the terms used in discussion.

#### **Other Comments re. Nursing request:**

- Are there other ways we can improve the attrition rates at Camosun?
- The Nursing Department notes that selective Entry at other institutions has lowered attrition rates.
- Can we get UVic to consider recalculating a student's GPA differently if they repeat a course and are more successful?
- Nursing Department notes that a strong score in English and Chemistry are strong predictors of success in our Nursing program. Students need to be able to function rapidly in their academic English to get on top of material in the program.
- Students need to be very good in science to succeed in this "newer" Nursing program than in the past. This is not understood by many students wanting to enter the profession now. The period between applications can be used by students to upgrade course grades and add to knowledge.

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# CAMOSUN COLLEGE CURRICULUM COMMITTEE REPORT

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**May 7, 2012, 1:00-4:00, Dawson 201C, Lansdowne**

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

**Regrets/Absent:** Corrine Michel

**Guests:** Shirley Bassett (Dental), Lynne Viczko (Dental), Stephen Bishop (Nursing)

**May 14, 2012, 1:00-2:30, Dawson 201C, Lansdowne**

**Present:** Peggy Tilley (Acting Chair), Lynda Warren, Ian Humphries, Shelley Butler, Shohreh Hadian, Corrine Michel

**Regrets/Absent:** Nicole Greengoe (Chair), Kristal Anderson, Marlene Welsh

**Guests:** nil

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## CURRICULUM REPORT

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### **1. Post Degree Diploma - Business Administration, Human Resource Management and Leadership Option**

#### **Summary/Purpose**

Ian Humphries presented a “third new” post-degree diploma in Business Administration –Human Resource Management & Leadership. Education Council recently approved “two new” post degree diploma options in Business Administration on April 16. The new program will offer learners with a bachelor’s degree from a recognized institution an opportunity to complete their Business Administration studies in one academic year.

#### **Post-Degree Diploma in Business Administration – Human Resource Management and Leadership:**

The Post Degree Diploma in Business Administration, Human Resource Management & Leadership option offers learners with a bachelor’s degree from a recognized institution an opportunity to complete a diploma program in Human Resource Management & Leadership in one academic year. Students will gain valuable business skills relevant to working as human resource practitioners while building on past learning. There is particular emphasis placed on leadership and change management. This program incorporates some of the key elements required to pursue a Certified Human Resource Professional (CHRP) designation. With a Post Degree Diploma in Business Administration, Human Resource Management & Leadership option, career positions may include, but would not be limited to, managing in government or private industry, business consulting, and human resources advising or management.

#### **CCC Concerns/Questions/Comments**

1. The CCC requested clarification on the difference between the current Advanced Diploma in Human Resource Management, and the Post-Diploma Degree counterpart. The school has clarified.
2. The CCC requested some wordsmiths to the documents to improve clarity. The Department has done.

**Full Recommendation**

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

**Motion**

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

<b>Business Admin - HR Management &amp; Leadership (Post-Degree Diploma) (Substantive/Major Revision) -</b>	New Program/Credential	(ID 61242)
<b>BUS 421 Strategic Human Resources Management (Substantive/Major Revision) -</b>	Course Pre-Requisite (alternate)	(ID 61341)

**2. Proposed Certificate in Business Administration**

**Summary/Purpose**

Ian presented the Certificate in Business Administration (a replacement program for the Certificate in Business Management). This certificate program offers participants the opportunity to gain a wide variety of business skills. Courses are included in management, communications, technology, marketing, economics and more. Upon completion of the Business Certificate, students can seamlessly ladder into other School of Business diploma and degree programs.

The Business Administration Certificate offers students a selection of business courses which will give the student a broad and contemporary view of the functional areas of business. Upon completion of this program students will be able to:

1. Use effective critical thinking for problem-solving and decision-making in day-to-day practices as a beginning manager
2. Communicate effectively, verbally and in writing, with individuals and groups in a variety of business contexts
3. Support and promote effective interaction with others in a work environment
4. Adapt and flex with changing situations within a business environment
5. Function in a responsible and accountable manner
6. Apply the principles of business ethics and corporate social responsibility

**CCC Concerns/Questions/Comments**

1. The CCC requested that the school rewrite the “Program Learning Outcomes statement” to a more standard learning outcomes format. The school has done.
2. The CCC requested the school complete program cancellation paperwork to cancel the Certificate in Business Management as this program will replace it. The school has done.
3. The CCC requested a number of wordsmiths to the document to improve clarity. The school 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:

<b>Business Administration (Certificate in) (Substantive/Major Revision) -</b>	New Program/Credential	(ID 61345)
<b>Business Management (Certificate in) (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61390)

**3. Dental Hygiene****Summary/Purpose**

Shirley Bassett and Lynne Viczko presented the substantive revisions to the Dental Hygiene program. This program prepares individuals to practice dental hygiene in both clinical practice and community-based settings. Graduates will have the knowledge, skills and attitudes necessary to provide preventive, educational and therapeutic dental hygiene services to individuals and groups according to Regulations of the College of Dental Hygienists of British Columbia. Graduates of the program must write the national Dental Hygiene Certification Examination to be eligible for licensure with the College of Dental Hygienists of British Columbia. Graduates of the program are eligible to apply to the University of British Columbia to complete the 4<sup>th</sup> (final) year of the Bachelor of Dental Science (Dental Hygiene) Program.

The program is proposing some revisions as follows. Program content and delivery is restructured, there is a reduction in the DHYG Diploma program length from 20 months to 16 months. The Spring semesters in Year 1 and Year 2 will no longer be offered, however, the winter term will be extended by 2 weeks.

Year 1 curriculum revisions, changes and restructuring are complete; however, the department continues to work on Year 2 curriculum development. Some courses have been combined to reduce the volume of assignments and formal assessments. To ensure appropriate development of clinical skills, practice hours have been maintained in the new curriculum.

Year 2 curriculum will be submitted for approval in the Fall of 2012. Further time to develop Year 2 will ensure that curriculum integrity is maintained and that it meets learner needs, accreditation and National Standards requirements and transferability to higher education. The continued redesign process allows further opportunity to re-examine the curriculum and reduce any overlapping content to the extent possible while maintaining necessary depth and integration of material.

**CCC Concerns/Questions/Comments**

1. As the program exceeds the 25 student contact hours/week, the CCC requested that the department request an exception by the VP Education. S. Butler has confirmed the VP Education grants an exception.
2. The CCC requested a number of wordsmiths to the documents to improve clarity. The Department has done.

**Full Recommendation**

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

**Motion**

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

<b>Dental Hygiene (Diploma in) (Substantive/Major Revision) -</b>	Program Admission Requirements, Program Completion Requirements, Program Content	(ID 61346)
<b>DHYG 120 Dental Anatomy (Substantive/Major Revision) -</b>	Course Pre/Co-Requisite (increase)	(ID 61347)
<b>DHYG 121 Oral Embryology and Histology (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61394)
<b>DHYG 122 Oral Sciences (Substantive/Major Revision) -</b>	New Course	(ID 61348)
<b>DHYG 123 Periodontology 1 (Substantive/Major Revision) -</b>	New Course	(ID 61349)
<b>DHYG 125 Periodontology 1 (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61395)
<b>DHYG 126 Oral Pathology 1 (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61396)
<b>DHYG 128 Nutrition 1 (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61397)
<b>DHYG 130 Radiology 1 (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61398)
<b>DHYG 131 Radiology (Substantive/Major Revision) -</b>	New Course	(ID 61350)
<b>DHYG 140 General Dentistry Introduction (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61399)
<b>DHYG 145 Professional Practice 1 (Substantive/Major Revision) -</b>	New Course	(ID 61351)
<b>DHYG 146 Professional Practice 2 (Substantive/Major Revision) -</b>	New Course	(ID 61352)
<b>DHYG 150 Principles &amp; Issues 1 (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61400)
<b>DHYG 151 Principles and Issues 2 (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61401)
<b>DHYG 160 Clinical Theory &amp; Practice 1 (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61402)
<b>DHYG 161 Clinical Theory &amp; Practice 2 (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61403)
<b>DHYG 162 Clinical Theory &amp; Practice 3 (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61404)
<b>DHYG 170 Clinical Theory 1 (Substantive/Major Revision) -</b>	New Course	(ID 61353)
<b>DHYG 171 Clinical Practice 1 (Substantive/Major Revision) -</b>	New Course	(ID 61354)
<b>DHYG 180 Clinical Theory 2 (Substantive/Major Revision) -</b>	New Course	(ID 61355)
<b>DHYG 181 Clinical Practice 2 (Substantive/Major Revision) -</b>	New Course	(ID 61356)
<b>DHYG 190 Community Dental Health 1 (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61405)

**4. Certificate in Business Access**

**Summary/Purpose**

The Business Access Program is designed for students interested in Business Administration who do not meet the Math or English admission requirements, or wish to refresh their skills before starting a business program. Students are given the opportunity to gain their Math and English requirements or refresh their skills, while simultaneously taking introductory business courses.

Revisions to the program include no longer block loading first year business administration students, reserving seats for Business Access students in the Business Administration program, changing the “00” level math to the “100” level math (for student loan purposes), and removing LRNS 102 (learning skills course) due to budget cuts.

**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:

<b>Business Access (Certificate in) (Substantive/Major Revision) -</b>	Program Completion Requirements, Program Content, Program Description	(ID 61342)
<b>BUS 150 Introduction to Management (Substantive/Major Revision) -</b>	Course Pre/Co-Requisite (increase), Course Pre-Requisite (relax)	(ID 61343)
<b>MARK 110 Introduction to Marketing (Substantive/Major Revision) -</b>	Course Pre/Co-Requisite (increase), Course Pre-Requisite (relax)	(ID 61344)

**5. MATH 172 and MATH 173**

**Summary/Purpose**

Revisions to both courses include wordsmithing of the short descriptions, adding alternate pathways into the pre-requisites, and some small tweaks to the learning outcomes to reflect the evolution of the course over the years.

**CCC Concerns/Questions/Comments**

Nil

**Full Recommendation**

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

**Motion**

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

<b>MATH 172 Basic Technical Mathematics 1 (Substantive/Major Revision) -</b>	Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 61392)
<b>MATH 173 Basic Technical Mathematics 2 (Substantive/Major Revision) -</b>	Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 61393)

**6. ENGL 164**

**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. The Department has done and revised wording has been included in the learning outcomes.
2. The CCC requested some wordsmiths to the document to improve clarity.

**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:

<b>ENGL 164 Indigenous Literature (Substantive/Major Revision) -</b>	Course Calendar Description, Course Pre-Requisite (relax), Learning Outcomes	(ID 61220)
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**7. SOSC 203**

**Summary/Purpose**

This new interdisciplinary based course will be team taught by faculty from the Social Sciences Department. It will provide an opportunity for students to learn the theories of global service learning and put them into practice in areas of fair trade, microfinance, gender, poverty, environment, and others. Students will also have the benefits of working closely with community organizations to develop their communication and leadership skills.

**CCC Concerns/Questions/Comments**

1. The CCC requested the Department clarify with Data Management if the pre-requisite can be implemented automatically as written. The Department has done. The pre-requisite can be implemented as written.
2. 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:

<b>SOSC 203 Service Learning-Global Issues (Substantive/Major Addition (New)) -</b>	New Course	(ID 61389)
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**8. Arts and Science Studies**

**Summary/Purpose**

The school is requesting a relaxing of the admission requirements to the program. The current admission requirements (i.e. C in English 12, or alternate) is a barrier to students seeking to establish their Arts and Science studies designation upon entry to the college.

**CCC Concerns/Questions/Comments**

The school initially submitted the “general college admission requirements” (i.e. high school graduate or 19 or older) as the proposed admission requirements for this program. The CCC felt this could mislead students that might place at a much lower level (i.e. via an English or math assessment) and not be able to access any UT courses for one or more years. The school has revised their proposed admission requirements to the absolute minimum in English or Math (i.e. C in English 11 or alternate; or a C in Pre-calculus 11 or alternate) that student would need to access some of Arts and Science UT courses.

**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:

<b>Arts &amp; Science (Diploma in) (Substantive/Major Revision) -</b>	Program Admission Requirements	(ID 61388)
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**9. COMP 156**

**Summary/Purpose**

To reduce the lab time from 1.5 hours a week to 1.0 hours a week to bring this Camosun course in alignment with the delivery model at the University of Victoria.

**CCC Concerns/Questions/Comments**

The CCC requested clarification on the submitted rationale. The Department has done.

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:

<b>COMP 156 Computer Concepts (Substantive/Major Revision) -</b>	Course (Activity) & Hours	(ID 61386)
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**10. CIVL 146**

**Summary/Purpose**

Replace one of the pre-requisite (i.e. PHYS 192) with another pre-requisite that is more appropriate for this course (PHYS 191) and will better prepare students for CIVL 146.

**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:

<b>CIVL 146 Highway Design (Substantive/Major Revision) -</b>	Course Pre-requisite (replacement)	(ID 61387)
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**11. Nursing**

**Summary/Purpose**

To revise the calendar description (wordsmith), the program content (revise electives that may be used), the delivery arrangements (wordsmith), and the recommend activities for success (wordsmith). The Department has also submitted two new nursing “high intensity” courses as electives for the program to allow students to begin to explore advanced and critical care nursing.

*Note – The Department has submitted revisions to the Admission Requirements (i.e. for selective or competitive admissions); however, these revisions will not come forward at this time for review or approval. They will come forward to the June 18<sup>th</sup> Education Council meeting for review, discussion and approval. They will be circulated to Education Council members in advance.*

**CCC Concerns/Questions/Comments**

The CCC requested a number of wordsmiths to improve clarity. The Department has done.

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:

<b>Nursing (Science in) (Bachelor of) (Substantive/Major Revision) -</b>	Other:, <del>Program Admission Requirements</del> , Program Content, Program Delivery Arrangements, Program Description	(ID 61385)
<b>Nursing (Science in) Access for Practical Nurses (Bachelor of) (Substantive/Major Revision) -</b>	Learning Outcomes, Other:, Program Completion Requirements, Program Description	(ID 61384)
<b>NURS 312 High Intensity Nursing 1 (Substantive/Major Revision) -</b>	New Course	(ID 61382)
<b>NURS 314 High Intensity Nursing 2 (Substantive/Major Revision) -</b>	New Course	(ID 61383)

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

<http://sp1/sites/edco/ccc> ;or <http://sp1.camosun.bc.ca/sites/edco/ccc>  
 Select the 2011-11-07-CCC Agenda Package – View PDF’s of the curriculum.

**Documents post-CCC meeting (revisions incorporated):**

<\\nas2\cecp>  
 Search by School, Course or Program





EX-250-002-003

## Education Council Briefing Notes

**Submitted by:** John Boraas, VP Education

**Date:** May 28, 2012

**Topic:** **Program Cancellation:**  
*Certificate Practical Nursing*

**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 the Certificate in Practical Nursing for cancellation as it has been replaced by the Diploma in Practical Nursing approved by Education Council on November 21, 2011.

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### Certificate Practical Nursing

This 1 year program was designed to prepare graduates to give professional nursing care to individuals, families and groups in a variety of settings. The graduate is prepared to nurse using Professional Standards of Practice and competencies established by the College of Licensed Practical Nurses of British Columbia.


The Certificate has been replaced by the 2 year Diploma in Practical Nursing starting in May 2012. The Diploma program received Education Council approval on November 21, 2011.

### CANCELLATION (Replacement):

<b>Practical Nursing (Certificate in) (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Program	(ID 61380)
<b>PNUR 110 Practical Nursing Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61357)
<b>PNUR 111 Practical Nursing PN Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61358)
<b>PNUR 113 Practical Nursing and PN Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61359)



<b>PNUR 120 Practical Nursing Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61360)
<b>PNUR 121 Practical Nursing and PN Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61361)
<b>PNUR 122 Practical Nursing and PN Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61362)
<b>PNUR 123 Practical Nursing and PN Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61363)
<b>PNUR 130 Practical Nursing Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61364)
<b>PNUR 131 Practical Nursing and PN Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61365)
<b>PNUR 132 Practical Nursing and PN Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61366)
<b>PNUR 133 Practical Nursing and PN Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61367)
<b>PNUR 140 Practical Nursing Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61368)
<b>PNUR 141 Practical Nursing and PN Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61369)
<b>PNUR 142 Practical Nursing and PN Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61370)
<b>PNUR 150 Practical Nursing Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61371)
<b>PNUR 151 Practical Nursing and PN Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61372)
<b>PNUR 152 Practical Nursing and PN Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61373)
<b>PNUR 153 Practical Nursing and PN Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61374)
<b>PNUR 160 Practical Nursing Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61375)
<b>PNUR 161 Practical Nursing and PN Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61376)
<b>PNUR 162 Practical Nursing and PN Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61377)
<b>PNUR 163 Practical Nursing and PN Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61378)
<b>PNUR 164 Practical Nursing and PN Access (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61379)

 <b>Educational Standards</b>	<b>Educational Standard:</b>	EX 260-001-004 (05)
	<b>Approved by:</b>	Education Council
	<b>Approval Date:</b>	
	<b>Amendment Date:</b>	
	<b>Office of Primary Responsibility:</b>	VP Education & Student Services

**Educational Standards are intended to guide and support Schools, Departments, and College committees in the development, recommendation and approval of quality curriculum.**

As per the College and Institute Act Sec 24(2c), Education Council has the power to set the criteria for the “academic standards” at the institution. All Educational Standards will be vetted by a group of relevant stakeholders and receive approval by Education Council.

**DRAFT - PROPOSED**

## Selective or Competitive Admission

### Purpose/Rationale:

The purpose of this standard and procedure is to set standards and expectations regarding the review and approvals process for curriculum that leads to a Camosun College credential.

### Scope/Limits:

This standard applies to all curriculum that leads to a Camosun credential.

### Terminology:

Selective or Competitive Admission refers to applications which are assessed using an established selection process that may include ranking GPA's, as well as other criteria. Meeting the minimum requirements for admission does not guarantee admission to a program. *(partially taken from TRU definition)*

### Criteria for Selective or Competitive Admission

The following are a list of criteria that Education Council will use when considering approval of selective or competitive admissions for a particular program. Departments are not required to meet all the criteria listed; and approval is dependent on demonstrating clear benefits to students, the program, and the College through the adoption of selective or competitive admission.

- We are responding to a partnership
- We are addressing the sustainability of the program.
- We are addressing student retention and transition throughout the program.
- The profession requirements are in alignment with this approach.

All applicable criteria should be supported by background information and research and included in an application for competitive entry.

### Process:

Departments must submit an application for selective or competitive admission requirements through the regular Educational Approvals process, including a briefing document and additional documentation (i.e.

background information and research) that outlines the criteria by which they are requesting selective or competitive admission.

DRAFT



May 20, 2012

Members of the Education Council  
Camosun College  
4461 Interurban Road  
Victoria, B.C. V9E 2C1

**RE: Proposed New Admission Process for the Nursing Department**

Dear EDCO Members:

In respect to the new admissions proposal by the nursing department, the Camosun College Student Society does sympathize with the problems caused by the attrition rate but believes that there are better and more equitable ways to increase nursing student retention. The CCSS is particularly concerned by what it sees as a shift away from traditional community college values in a manner that is both inconsistent with Camosun's own Admission Policy and in other respects potentially unfair.

The Admissions Policy states that "Admission to programs will be granted on a first qualified, first served basis" and if moving away from this principal is the price of a new agreement for a joint degree with Uvic, then we should continue with the current transfer partnership. As a partial justification for their proposal, the Nursing Department has pointed out that the Engineering Bridge and the new Medical Radiography Technology program currently use different admission practices. It is clear to us that there are significant structural and historical differences between Nursing and those two small programs. Additionally, moving away from an equitable and fair admission system is certainly not praiseworthy nor a practice that should be emulated by a large Camosun program. Departments should not be permitted to pursue agreements with other institutions as a means of circumventing the equitable values established through the Admissions Policy. Having our logo appear on the graduation parchment is attractive, but this recognition must not be achieved at the cost of forgetting that Camosun is a community college that should be equally accessible to all.

The CCSS has had a long history of helping nursing students resolve concerns that they have had with the nursing department and individual instructors. We feel that the way the nursing program is structured has contributed to the attrition rate. In particular we believe that the nursing department has not fully adapted to the fact that it no longer directly graduates nurses and that the students still have a year and a half of learning before they become fully functioning Registered Nurses. We do agree that attrition is high and that students are not always prepared for what they are about to experience, but the fairest way to deal with that important issue is to increase the admission requirements for everyone who is not currently on the waitlist. This would have the benefit ensuring students are more likely to succeed while preserving Camosun's fair and equitable admission criteria.

In addition when a few of our elected students and CCSS staff read the proposed new process we were actually shocked by item number 2, a “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.”

Considering that process suggestion #5 already speaks to language and math assessments, the interview process/English exam could easily be perceived as not being about raising the quality of applicants but as a way of targeting students for which English is a second language. If I might speak personally for a moment, I cannot help but wonder how my wife would have fared under this new proposed process. Sara graduated with distinction from the nursing program at the University of Victoria about three years ago and is currently employed as a RN by the Government of Canada. Sara’s first language is also Spanish and she has a strong accent. Being an immigrant, her secondary schooling was done in Peru and she therefore upgraded at Camosun before being placed on the waitlist for nursing. I fear that she would not even have made it past the interview stage of this proposed new process if two faculty were so subjectively assessing her spoken/written English Skills and knowledge of nursing.

The Student Society, in the past few years, has observed a pattern of increased complaints coming from ESL students in this department. We recognize there are legitimate concerns around communications; however we have experienced instances of discrimination. For this reason we believe that it would be fundamentally inappropriate to allow nursing faculty to conduct language assessments. There should simply be constant and verifiable spoken/written English competency requirements, by a different department, for all applicants before they are placed on the waitlist. In addition, we question the need and purpose of testing for knowledge of nursing prior to students even being accepted to the program. This college is mandated to instruct students on how to be a nurse; if some of that knowledge is a requisite to entering the program then that requirement clearly exists as a barrier to Non-Canadian students or recent immigrants who are less familiar with current Canadian nursing practices and standards.

The CCSS specifically requests that Education Council preserve the current waitlist practice for nursing but undertake a review of the existing admission requirements for the program to see if they can be tweaked in a manner that would better prepare students for the experience they will face in their nursing studies. The Student Society would be happy to share its experiences with the nursing program in a desire to help develop fair admission criteria for prospective nursing students at Camosun College.

Yours truly,



Michel Turcotte  
Executive Director