



## Education Council

Ensuring that our students are provided with quality educational experiences



# Agenda

Monday, October 15, 2012

4:00 – 6:00

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.)	Carly Hall
4:01	<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>	Carly Hall
4:02	Round-Table Check-In (3 min.)	Carly Hall
4:05	Acceptance of Agenda (2 min.)	Carly Hall
4:07	Minutes for approval (2 min.)	Carly Hall
4:09	Reports (6 min.)	
	1. Education Council Chair (2 min.)	Carly Hall
	2. VP Education (2 min.)	John Boraas
	3. Board Member (2 min.)	Carly Hall
4:15	Committee Reports (10 min.)	
	1. Awards (nil)	Joanne Cumberland
	2. Education By-Laws (5 min.)	John Boraas
	3. Alternatives & Electives (5 min.)	Kathy Tarnai-Lokhorst
	4. Education Council Steering Committee – Ed Approvals Review & Renewal (nil)	Co-Chaired: TBD
	5. Education Council Governance/Accountability – Ed Approvals Review & Renewal (nil)	Cynthia Wrate
4:25	Curriculum Presentations and College Curriculum Committee Report (20 min.)	

TIME	ITEM	PRESENTER
	1. <b>Curriculum Items – College Curriculum Report (20min.)</b> See attached in CCC Report	Nicole Greengoe
<b>4:45</b>	<b>Presentations and/or Discussions (70 min.)</b>	
	1. <b>Applied Communication Cancellation (70 min.)</b> Request for Advice (see attached documents)	John Boraas
<b>TBD</b>	<b>Governance Items Arising from Curriculum (TBD)</b> – <i>may be deferred to following meeting due to timing issues.</i>	Carly Hall
	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>	Carly Hall
	<b>Next Meetings:</b>	Carly Hall
	<b>Regular Meeting</b> Monday, Nov 19, 2012 4:00-6:00 pm CC 321, Interurban	

#### Members (Quorum = 9)

##### Voting Council Members

Barbara Herringer, Administration  
 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 Jiang, Student  
 Nancy Sly, Faculty  
 Nicole Greengoe, Administration

Patricia Gaudreault, Faculty  
 Paul Brady, Faculty  
 Thea Todd, Faculty

##### Non-Voting Council Members

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

##### Observer

Nathaniel Goyet-Lamoureux, Student (Official CCSS Student Observer)

#### Guests

#### For Information:

##### Education Council Executive:

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

If you cannot attend please inform Shelley Butler @ 370-4690 or [butler@camosun.bc.ca](mailto:butler@camosun.bc.ca)

**Vice-Chair:** Cynthia Wrate, Business, Interurban, 370-4134, [wratec@camosun.bc.ca](mailto:wratec@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:**

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

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

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

**Curriculum Documents (detailed):**

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



## Education Council

Ensuring that our students are provided with quality educational experiences



Ex-250-002-002

# Minutes

Monday, September 24, 2012

4:00 – 6:00

CC 321, Interurban

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### Present

Barbara Herringer (Administration)  
 Carly Hall (Faculty), Chair  
 Cynthia Wrate (Faculty), Vice-Chair  
 Gail Baxter (Support Staff)  
 Karin Kaercher (Faculty)  
 Kathy Tarnai-Lokhorst (Faculty)  
 Nancy Sly (Faculty)

Nicole Greengoe (Administration)  
 Mindy Cui Yu Jiang (Student)  
 Patricia Gaudreault (Faculty)  
 Paul Brady (Faculty)  
 Thea Todd (Faculty)  
 Shelley Butler (Permanent Secretary)

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### Regrets/Absent

Joanne Cumberland (Support Staff)  
 John Boraas (Administration)

John Gordon (Faculty)  
 Kathryn Laurin (President)

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### Guests

Peggy Tilley, Arts and Science

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## Meeting

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

The Regular Meeting was called to order at 4:14 by Carly Hall, Education Council Chair.

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### B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY

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

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### C. INTRODUCTIONS

Carly welcomed everyone. She requested everyone introduce themselves to the newest member Mindy Cui Yu Jiang via a round table of introductions. Mindy then introduced herself.

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### D. ACCEPTANCE OF AGENDA

The Sept 24, 2012 agenda was accepted via unanimous consent.

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**E. APPROVED MINUTES**

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The June 18, 2012 minute were approved via unanimous consent with one correction. The Education Approvals Review and Renewal Committee report by Nancy Sly should state that Nancy briefly reported that the proposed new Education Approvals model would be presented fully for review and discussion at the Education Council retreat in August 2012.

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**F. REPORTS**

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**1. EDUCATION COUNCIL CHAIR – CARLY HALL**

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Carly reported that she attended her first Board Meeting as Education Council Chair in September. She received a general College update at the meeting, including some good news regarding an increase in International Education students at the College.

**2. VP EDUCATION – JOHN BORAAS**

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John was unable to give a report as he was attending the Board Executive Meeting during the Education Council meeting.

**3. BOARD – N/A**

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Currently, Education Council does not have a Board Member. A Board Member will be appointed shortly by the Board to sit on Education Council.

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**G. COMMITTEE REPORTS**

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**1. AWARD'S COMMITTEE – JOANNE CUMBERLAND**

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Nil

**2. EDUCATION COUNCIL BY-LAWS – JOHN BORAAS**

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Nil

**3. EDUCATION APPROVALS REVIEW AND RENEWALS – NANCY SLY**

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Nancy reported that the focus of the August retreat as noted earlier was on the review and discussion of the proposed new model for the Education Approvals process. Nancy noted that there were a number of next steps identified as noted in the Retreat notes. This included the dissolution of the Education Council Review and Renewals Committee and the creation of some new committees to begin work on implementation steps for the new Education Approvals process. Nancy thanked all members that were on the Ed Approvals Review and Renewal Committee – Patricia Gaudreault, John Gordon, Kathy Tarnai-Lokhorst, Nicole Greengoe, Stephen Bishop, and Shelley Butler.

**4. ALTERNATES AND ELECTIVES - KATHY TARNAI-LOKHORST**

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Kathy presented the DRAFT Electives Standard. She gave a notice of motion to the council. She intends to bring the DRAFT Electives Standard forward to the October 15 Education Council meeting for a motion to approve. She requested feedback. The only feedback received in the meeting was to consider changing "Camosun credential" to "Camosun program" to be more inclusive. She advised Education Council members to send any additional feedback in writing for review by the Electives Committee.

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

### 1. Certificate in Engineering Transfer (new program)

Peggy Tilley presented the Certificate in Engineering Transfer (see appendix). This full-time 10 month program provides a solid foundation in first year science and English and an introduction to engineering mechanics and project design. This program prepares students for entry into either the second year Bachelor of Engineering (BEng) or Bachelor of Software Engineering (BSEng) at the University of Victoria (UVic). Students may also apply for course-to-course transfer to other post secondary institutions. Part-time students are welcome but should note that not all courses are offered each semester.

UVic Engineering encouraged Camosun to put together a full first year engineering transfer program that would provide guaranteed and seamless transfer into 2<sup>nd</sup> year engineering at UVic. UVic reports that currently about 15 Camosun science students are transferring to UVic engineering each year with partial credit for first year. This new Engineering Transfer Certificate was listed as a priority program in the new Education Plan (Appendix B – page 23).

Students wishing to enter engineering at another postsecondary institution may obtain partial credit for first year engineering using course-to-course transfer. With the adoption of this program, Camosun will now have two seamless routes into engineering: this 10-month academic route which includes two applied engineering courses will provide a path into 2<sup>nd</sup> year engineering at UVic and our popular two year technology programs followed by intensive 6 month academic studies bridging programs provides transfer into 3<sup>rd</sup> year engineering at UVic and UBC. Delivering these different options for students will further enhance our already strong Engineering profile at Camosun.

Questions and discussion followed. Discussion included but was not limited to:

- *Encouraging a second year elective from social science if the student's schedule allows.*
- *Encouraging clear marketing to students regarding the differences between the Engineering Transfer program and the Engineering Technology program.*

#### Motion

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

<b>Engineering Transfer (Certificate in) (Substantive/Major Addition (New)) -</b>	New Program/Credential	(ID 61473)
<b>ENGR 195 Intro to Engineering Design (Substantive/Major Addition (New)) -</b>	New Course	(ID 61472)
<b>MECH 210 Statics and Dynamics (Substantive/Major Revision) -</b>	Course (Activity) & Hours, Course Calendar Description, Course Credits, Course Pre/Co- Requisite (replacement)	(ID 61471)
<b>MATH 125 Introduction to Linear Algebra (Substantive/Major Addition (New)) -</b>	New Course	(ID 61470)

**Motion Carried**

**2. ENGL 142 (new), ENGL 140 (cancellation), and all cascading changes**

The Department of English wishes to **cancel** *English 140: Technical and Professional English*, and **replace** it with a new course, ***English 142: Academic/Professional English***.

While English 140 has served Business and Sports Access students for the last six years (and prior), its course description, outcomes, and curriculum needed a thorough review and update.

An English 140 Review Committee recommends the revisions/changes to the course, deemed sufficiently substantial to justify its re-articulation into a new course (*ENGL 142: Academic/Professional English*). The changes/revisions do the following: maintain an alignment with curriculum and classroom practices; increase career relevancy for its academic areas; emphasize essential skills for academic and workplace writing; adjust lecture/lab hours appropriately; stay current to academic/professional skills needed in the workplace; and target student needs required in Access programs, including Business and Sports.

Informational literacy, presentation skills, indigenized and team-based writing outcomes also need to be included in this course based on feedback from Business and Sports programs during the first year English course review process.

English 142 prepares Camosun Access students for the language demands of career-directed programs. The intent is to seek ABE Articulation for the course to English 12 (i.e. equivalency), and to allow it as an alternate to ENGL 140 for purpose of credentialing.

These changes uphold the Strategic Plan's Pillar II (Culture of Excellence), Strategy 4 – "Achieve excellence through continuous improvement and flawless execution."

As ENGL 140 is equivalent to English 12, and ENGL 142 will be seeking articulation the ABE articulation grid for equivalency to English 12 this results in a college-wide cascading curriculum change. In addition, as ENGL 142 is an alternate replacement to ENGL 140 this will result in a handful of program content changes where ENGL 140 appeared. As such, there are approx. 60 program and 162 course cascading changes.

In addition to the ENGL 142 and 140 submission, the English Department included an "English Upgrading English/EFP 12 Alternatives Road Map.

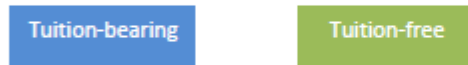
Questions and discussion followed. Discussion and comments, mainly focused on the English Road Map, included but were not limited to:

- *Education Council should be very thoughtful regarding decisions related to this.*
- *A complex situation*
- *The road map is not so confusing "on the ground". Clear at the program level.*
- *What about students that are uncertain of their (program) pathway?*
- *Are there 7 equivalents to "Grade 12"?*
- *Why all the variations?*
- *Is there not a common prep point that students must have?*
- *We should review the bigger picture here.*
- *We should bring forward for further discussion at another meeting.*

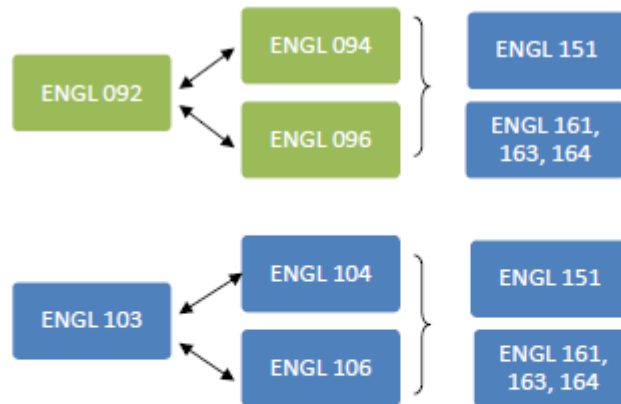
**Camosun College - English Upgrading  
English/EFP 12 Alternatives Road Map**

Submitted by: Maureen Niwa

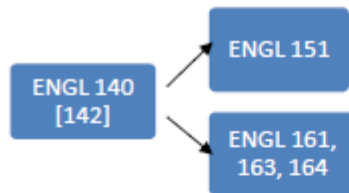
Camosun College School of Access offers three (3) pathways to first-year English courses, depending on a student's choice of program or UT option. One pathway maintains tuition-free courses; the other three cost tuition.



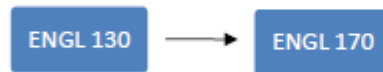
**1. General studies/University transfer**



**2. Access to Business/Sports programming**



**3. Access to T&T programming**



Note: ENGL 140 [142] omits language arts, so it is an access to programs, rather than an English 12 alternative, per se.

**Motion**

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

<b>ENGL 142 Academic/Professional English (Minor Addition (Replacement)) -</b>	New Course	(ID 61475)
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<b>ENGL 140 Technical Professional English (Substantive/Major Cancellation (No Replacement)) -</b>	Cancel Course	(ID 61474)
<b>Business Access (Certificate in) (Substantive/Major Revision) -</b>	Program Content	(ID 61502)
<b>Exercise and Wellness Access (Certificate in) (Substantive/Major Revision) -</b>	Program Content	(ID 61477)
<b>Sport Management Access (Certificate in) (Substantive/Major Revision) -</b>	Program Content	(ID 61476)
<b>All cascading changes as a result of the cancellation of ENGL 140 and the replacement with ENGL 142.</b>	(i.e. pre-requisites, pre/co-requisites, admission requirements – replace ENGL 140 with 142)	
<b>Motion Carried</b> <i>6 yes, 2 no (Karin, and another), 1 abstention</i>		

### 3. ABES 051 (new)

Olaf Neilson, Trades Training and Development Coordinator, conferred with the Academic and Career Foundations Department and suggested the department develop an Essential Skills support course for students preparing to work in the Ship Building Industry or related emergent or existing trades training.

A similar support course was piloted by the ACF Department for students in the Residential Building Maintenance Worker Program, level 1, in winter 2012 sponsored by Dean's funds. That pilot was initiated in response to the School of Trades and Technology identifying that a sizeable portion of learners in the RBMWP would benefit from training in the Essential Skills of numeracy, reading text and document use given that the RBMWP program has no formal math or English prerequisites. The pilot was taught concurrently with the RBMWP.

This proposed Essential Skills course could be scheduled in advance or concurrent with the targeted trades training and is intended to develop learners' proficiency in reading comprehension, numeracy and document use related to the trade. As much as possible, curriculum from the trade would be used to teach the Essential Skills concepts.

This course does not replace math and/or English upgrading to meet trades prerequisites; instead this Essential Skills course is intended for trades programs that have no formal math and/or English prerequisites. This Essential Skills course aligns with the Education Plan 2012-2014, Pillar 2, Teaching Excellence: We achieve excellence by focusing on student success; [and] making interdisciplinary connections.

Question followed.

#### **Motion**

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

<b>ABES 051 Essential Skills (Substantive/Major Addition (New)) -</b>	New Course	(ID 61483)
<b>Motion Carried</b>		

### 4. Associate Degree – Creative Writing

To capture other courses that may be developed or transferred from other institution, the English Dept proposes to generalize the listing for first-year Creative Writing courses. The revision also includes some wordsmiths to update the program outline.

Question followed.

**Motion**

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

<b>Creative Writing (Associate Degree of Arts) (Substantive/Major Revision) -</b>	Program Admission Requirements, Program Content, Program Description, Program Participation Requirements	(ID 61484)
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**Motion Carried****5. MATH 109, 112, 113, 126, 174B, 185, 187, 189, 222, 225**

MATH 109, 112, 113: relax pre-requisites to them to bring the courses in alignment with other institutions, and anecdotal evidence suggests students will be successful with them.

MATH 126, 174B, 185, 187, 189, 225: update of titles, short descriptions, pre-requisites, and learning outcomes as the outcome of a course review and renewal process.

MATH 222: cancel course. The course was part of two technology programs, which no longer require this course.

**Motion**

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

<b>MATH 109 Finite Mathematics (Substantive/Major Revision) -</b>	Course Pre-Requisite (alternate)	(ID 61486)
<b>MATH 112 Fundamentals of Math 1 (Substantive/Major Revision) -</b>	Course Pre-Requisite (alternate)	(ID 61487)
<b>MATH 113 Fundamentals of Math 2 (Substantive/Major Revision) -</b>	Course Pre-Requisite (alternate)	(ID 61488)
<b>MATH 126 Basic Discrete Mathematics (Substantive/Major Revision) -</b>	Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 61489)
<b>MATH 174B Mathematics for Electronics 2 (Substantive/Major Revision) -</b>	Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 61490)
<b>MATH 185 Technical Math 1 (Substantive/Major Revision) -</b>	Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 61491)
<b>MATH 187 Technical Math 2 (Substantive/Major Revision) -</b>	Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 61492)
<b>MATH 189 Technical Math 3 (Substantive/Major Revision) -</b>	Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 61493)
<b>MATH 222 Probability and Statistics (Substantive/Major Cancellation (No Replacement)) -</b>	Cancel Course	(ID 61494)
<b>MATH 225 Differential Equations (Substantive/Major Revision) -</b>	Course Calendar Description, Course Pre/Co-Requisite (relax), Learning Outcomes	(ID 61495)

**Motion Carried**

**6. Engineering Bridges – Mechanical to UVic, Elect & Comp Eng, and Mining Eng.**

The Engineering Bridge programs are a partnership between Camosun College and UVic or UBC. UVic has requested we follow the grading policy for the Mech and the Elect/Comp Eng Bridge program that are required for bridges to UBC. In addition, the Mining Bridge to UBC also needs to be updated to the same grading policy. As such, for students to be accepted into the technology programs at UVic or UBC via the bridge programs the student must have completed their courses with a grade of C or better. If the student has received a D or F in a course and retakes it, they must obtain a C+ or better grade when it is retaken.

**Motion**

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

<b>Electrical and Computer Engineering Bridge (Advanced Diploma) (Substantive/Major Revision) -</b>	Other:	(ID 61497)
<b>Mechanical Engineering Bridge to the University of Victoria (Advanced Diploma) (Substantive/Major Revision) -</b>	Other:	(ID 61496)
<b>Mining Engineering Bridge (Advanced Diploma) (Substantive/Major Revision) -</b>	Other:	(ID 61498)

**Motion Carried****7. NURS 143 and 181 (revisions)**

Move 1 hour from NURS 181 (practical course) to NURS 143 (lab course) to enable students more opportunities to develop basic nursing personal care skills. Learning outcomes have been adjusted to reflect this. Also, a change to requisites to ensure students are taking the practical and lab course together.

**Motion**

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

<b>NURS 143 Health Workshop 2 (Substantive/Major Revision) -</b>	Course Calendar Description, Course Co-Requisite (increase), Course Pre/Co-Requisite (relax)	(ID 61504)
<b>NURS 181 Nursing Practice 2 (Substantive/Major Revision) -</b>	Course (Activity) & Hours, Course Calendar Description, Learning Outcomes	(ID 61505)

**Motion Carried****8. CMNS 100 and 130 (new courses)**

CMNS 100: An introduction to communication course is a core, foundational course for all communication studies. Students will benefit from an understanding of how to communicate effectively interpersonally and in groups in a variety of communication contexts. A knowledge of how we communicate culturally, interculturally and socially, along with listening and presentation skills, is important for all students as they continue their studies at Camosun, and as they engage with their communities.

This course differs from the existing COMM 105 and the proposed CMNS 130 in its emphasis on interpersonal communication theories and knowledge, including social media; and the development of persuasive messages. This course will have value as an elective to a variety of disciplines at Camosun. Additionally, it is anticipated this course will have transferability to UVic, UFV (MACS 110), Kwantlen (CMNS 1130), SFU (CMNS 110), and Okanagan College (CMNS 100). As UVic doesn't specifically offer communication courses, Camosun will be filling a void in local post-secondary offerings.

CMNS 130: An understanding of how mass media (traditional and emerging digital forms) affect us individually, culturally and as a society is essential in this information age. Students will benefit by being informed citizens and consumers; knowing how mass media work will benefit the communities students are engaged in.

This course differs from the existing COMM 105 and the proposed CMNS 100 in its emphasis on Canadian mass media (particularly journalism) and the examination of media effects on audiences. This course will have value as an elective to a variety of disciplines at Camosun, and it is one of a suite of courses students can take to complete the first year of Media Studies at VIU, allowing transfer into second year. Additionally, it is anticipated this course will have transferability to UVic, UFV (MACS 130), Kwantlen (CMNS 1130), SFU (CMNS 130), and Okanagan College (CMNS 110). As UVic doesn't specifically offer communication courses, Camosun will be filling a void in local post-secondary offerings.

Questions and discussion followed. Discussion and comments included but were not limited to

#### **Motion**

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

<b>CMNS 100 Introduction to Communication (Substantive/Major Addition (New)) -</b>	New Course	(ID 61499)
<b>CMNS 130 Mass Media Communication (Substantive/Major Addition (New)) -</b>	New Course	(ID 61500)

**Motion Carried**

1 - no

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**I. PRESENTATIONS AND/OR DISCUSSIONS**

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**1. EDUCATION COUNCIL RETREAT**

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Karin presented the Developmental/Educational Approach to Curriculum Development and Education Approvals (Sept 2012) model (see appendix). Questions and discussion followed. One suggestion included adding the “approvals ready curriculum” box to the other page to draw the link between the two sides of the page.

It was determined at the August retreat that 2 committees would be formed. Carly requested volunteers from Education Council members to sit on the two committees:

1. Education Council will strike a Steering Committee composed of volunteers from Ed Co and other stakeholder groups; this Committee will determine the scope, working groups or sub-committees, and develop timelines for implementation of the new approvals process.
  - Co-Chaired: EdCo member and an Admin group rep in Ed Division
  - Members: Patricia Gaudreault., Karin Kaercher., Gail Baxter., Shelley, someone from Student Services
2. Education Council will strike a new sub-committee of Ed Co to further develop the role of Education Council, describing and defining its’ governance role and accountabilities
  - Chair: Cynthia Wrate
  - Members: Kathy,



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**J. NEXT MEETING**

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**Regular Meeting**

Monday, November 19, 4:00-6:00, CC 321, Interurban

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**K. ADJOURNMENT**

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The meeting adjourned at 6:10 pm.

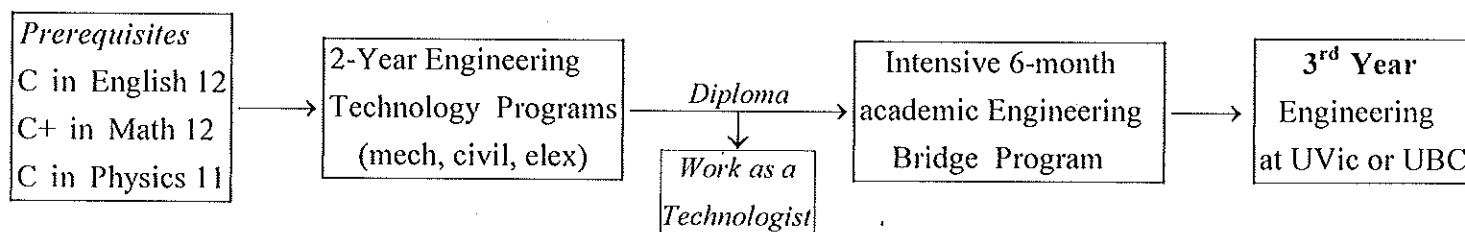
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**L. APPENDICES**

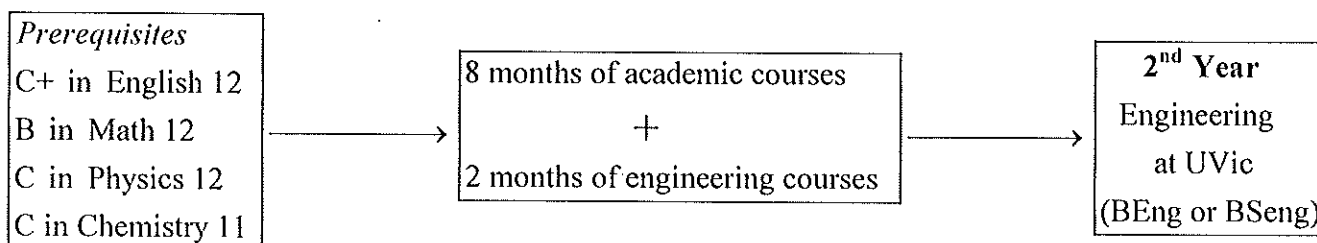
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## Want to be an Engineer?

**Pathway 1** Current programs offered through Trades and Technology. The 2-Year Technology programs are all well subscribed with waitlists.



**Pathway 2** New Proposed Engineering Transfer Program offered through Arts and Science. Start date: Sept 2013



## Highlights of Pathway 2 Engineering Transfer Program

- UVic has requested a second pathway, the Engineering Transfer program, in addition to our first well established pathway. There is sufficient student demand to support both pathways.
- This new Engineering Transfer program provides block transfer and guaranteed entrance into 2<sup>nd</sup> year engineering at UVic. UVic has competitive entry into some second year engineering options (e.g. mechanical). For options where space is limited, UVic students and transfer students are evaluated equally and seats are offered based on GPA.
- Fall and winter courses for this new Engineering Transfer program will be at the Lansdowne campus. These are standard courses for science students and can be backfilled with general UT students if necessary. Spring semester will be at Interurban campus so that students can use the technology labs for one of the engineering courses.

## Program Learning Outcomes Engineering Transfer Program

At the completion of the Engineering Transfer program, students will be able to

- Apply a foundational knowledge of mathematics, computer programming, chemistry and physics to 2nd year engineering studies.
- Write effectively for purpose and audience, apply research skills to produce academic and technical documents, and prepare and deliver professional presentations using appropriate visual aids.
- Solve basic engineering mechanics problems involving distributed loads, equilibrium and analysis of statically-determinate structures including beams and simple trusses.
- Follow a structured process to design a system comprised of electrical, mechanical, computer and software subsystems.
- Work effectively in a team to successfully accomplish a design project.

## Detailed Program Content

Academic Term 1 Fall Semester (14 weeks)		
Course	Credits	Hr/wk
COMP 132 Programming Using Java	4.0	5.0
ENGL 151 Academic Writing Strategies	3.0	3.0
MATH 100 Calculus 1	4.0	5.0
PHYS 114 Fundamentals of Physics 1	4.0	6.0
<b>Totals</b>	<b>15 credits</b>	<b>19 hr/wk</b>
<sup>1</sup> CHEM 110 General College Chemistry 1	4.0	6.0

<sup>1</sup>Students who are targeting BEng at UVic and do not have a "C" or higher in Chemistry 12 or CHEM 110, must also take CHEM 110 in Academic Term 1 to prepare for CHEM 120 in Academic Term 2. Students targeting BSEng are not required to have Chemistry 12 although it is recommended.

Academic Term 2 Winter Semester (14 weeks)		
Course	Credits	Hr/wk
<sup>2</sup> CHEM 120 College Chemistry 1 or COMP 139 Applied Computer Programming	4.0 or 4.0	6.0 or 5.0
ENGL 251 Advanced Communications	3.0	3.0
MATH 101 Calculus 2	4.0	5.0
MATH 125 Introduction to Linear Algebra	4.0	5.0
PHYS 115 Fundamentals of Physics 2	4.0	6.0
<b>Totals</b>	<b>19 credits</b>	<b>24 or 25 hr/wk</b>

<sup>2</sup>Students targeting the BSEng at UVic take COMP 139 and students targeting the BEng at UVic take CHEM 120.

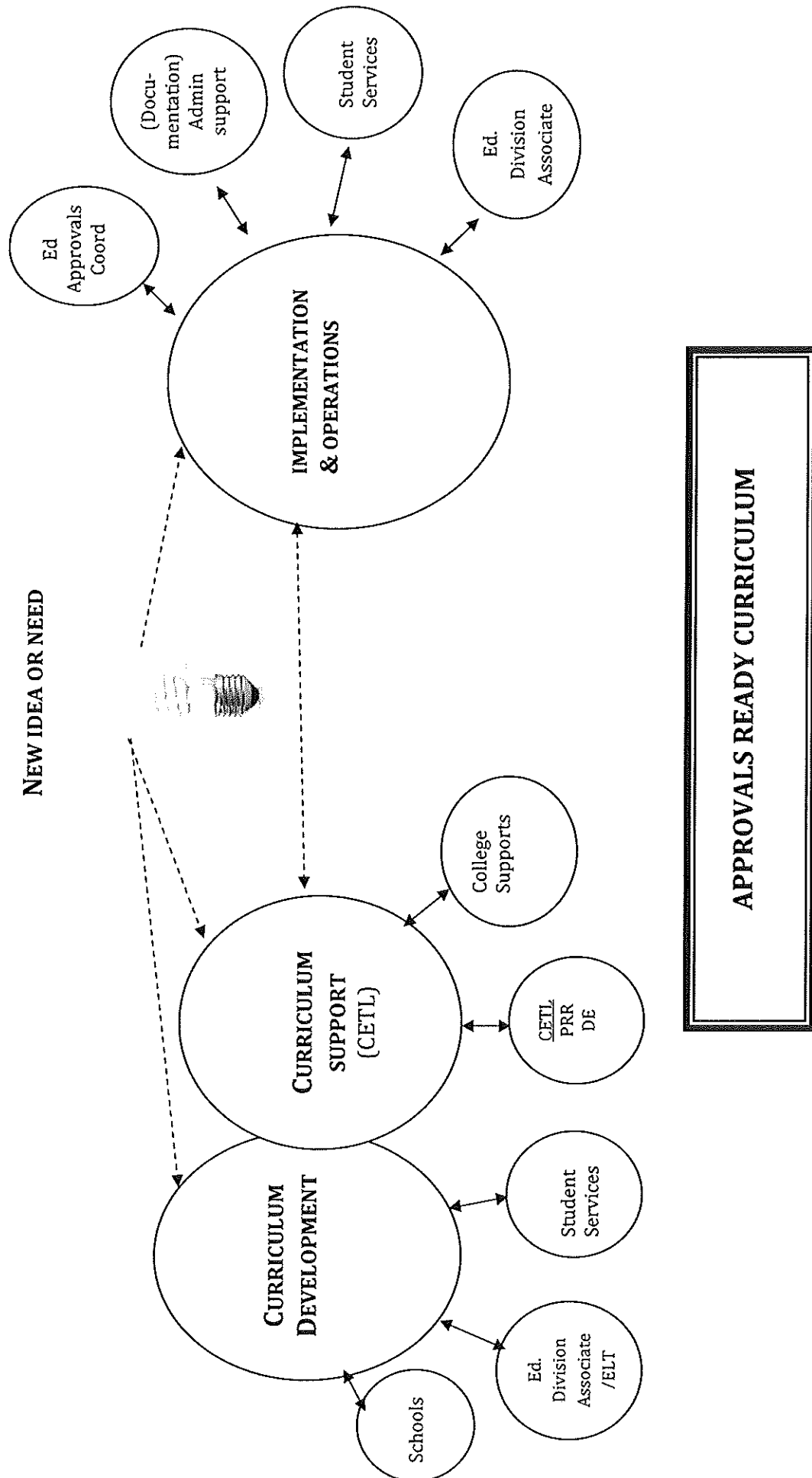
Academic Term 3 Spring Term (7 weeks)		
Course	Credits	Hr/wk
ENGR 195 Introduction to Engineering Design	4.0	12.0
MECH 210 Statics and Dynamics	3.0	8.0
<b>Totals</b>	<b>7 credits</b>	<b>20 hr/wk</b>

## Program Completion Requirements

Students must pass all program courses and achieve an overall GPA of at least 3.0 to qualify for a Certificate in Engineering Transfer. (CHEM 110, an alternate for Chemistry 12, is not included in the program GPA calculation.)

## Credential Awarded

Certificate in Engineering Transfer





**NEW OR REVISED CURRICULUM**

New/revised Curriculum is thoroughly developed by the Curriculum Developer (typically faculty) and implementation operations and educational principles are addressed prior to submission of an approvals ready curriculum document to the Integrated Curriculum Committee.

Curriculum developers communicate/consult with School leadership, Education Division Associate/ELT, Student Services, Education Approvals Coordinator, the Center of Excellence for Teaching & Learning & others prior to presentation to the Integrated Curriculum Committee.



**INTEGRATED CURRICULUM COMMITTEE**

(A SUB-COMMITTEE OF EDUCATION COUNCIL)

**MEMBERSHIP:**

- FACULTY WITH CURRICULUM EXPERTISE (CHAIR)
- FACULTY REPS FROM EACH SCHOOL/DEPT
- FACULTY – INTERCULTURAL/INDIGENIZATION
- ED APPROVALS COORDINATOR
- EDUCATION DIVISION ASSOCIATE
- STUDENT SERVICES – REGISTRAR OR DESIGNATE

- ✓ Review new or revised curriculum submissions to ensure that Institutional & Educational Goals and Standards have been met
- ✓ Discussion/recommendations guided by Curriculum document (purpose, philosophy, learning outcomes, assessment) and informed by educational principles, standards, leading Practices in Curriculum.
- ✓ Confirmation that development, implementation & operational considerations have been addressed
- ✓ Recommend for approval to Education Council



**EDUCATION COUNCIL**

A GOVERNANCE BODY

EDUCATIONAL STANDARDS & GUIDELINES

- ✓ APPROVE CURRICULUM BASED UPON ICC RECOMMENDATION
- ✓ CONSIDER INTERNAL AND EXTERNAL FACTORS IN CURRICULUM APPROVALS
- ✓ PROVIDE GUIDANCE & DIRECTION TO THE COLLEGE COMMUNITY IN MATTERS OF EDUCATIONAL STANDARDS AND PRINCIPLES
- ✓ SET AND AFFIRM EDUCATIONAL STANDARDS AND GUIDELINES



## Education Council Briefing Notes

**Submitted by:**

**Education Council By-Laws Ad-Hoc Committee**

*John Boraas (Chair), Kathy Tarnai-Lokhorst, Carly Hall, Cynthia Wrate, Nicole Greengoe, Matthew Martin (Student), Shelley Butler*

**Date:**

**Oct 15, 2012**

**Topic:**

**Education Council By-Laws Review and Refresh**

**Background:**

The by-laws are to be reviewed every three years, as per the Education Council By-Laws. The by-laws were last reviewed and amended in Oct 2007. Consequently, a review of the by-laws began in the summer of 2011.

The process to date:

- July 2011 – Preliminary review and update (Office of VP Education)
- Sept 2011 – EdCo Ad-Hoc Committee formed.
- Oct 2011 - By-Laws Review put on hold as result of leadership change.
- Mar 2012 – Review and update (Office of VP Education)
- April 2012 – Review and update (VP Ed, EdCo Chair, and EdCo Vice-Chair).
- May 2012 – Reconfirm ad-hoc committee membership.
- June 2012 – Review and update (Ad-Hoc Committee)

Revisions included the following:

- Add a rule for when the Chair and Vice-Chair are unable to attend the meeting.
- Revise the Election of Ed Council Officers section to bring the rules in alignment with the elections as run by Student Services and the Board of Governors.
- Extend the period between the election of EdCo Members and the election of the Chair and Vice-Chair to allow for a notice of motion for the election.

- Add a rule regarding attendance to ensure we can conduct the business of EdCo.
- Revise the setting of the regular meeting schedule section to ensure an appropriate timeline for notification for the academic year.
- Add “The Executive Committee”. In the current by-laws this was referred to as the Agenda Setting Committee, but the scope of the committee is broader.
- Wordsmith to improve clarity, update terminology, or remove redundancy.
- Add Links section, including a yet to be developed guidelines document to capture the administrative details of the council.

***Decision Being Sought (for information only, for decision, etc.):***

Motion to approve at the Nov 19, 2012 Education Council Meeting.



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*.

Comment [n1]: The Act is Amended regularly so this date should be removed.

### 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 **begin August 1 and end July 31** are those and the **term lengths** are 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.~~
4. **Should a member no longer be able to sit on the Council they should resign by notifying the Chair in writing within 30 days of no longer being able to sit on the Council.**
5. 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"; and 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.~~

Comment [n2]: WORDSMITH for clarity. Combine these two together .

Comment [n3]: Redundant as noted in #2 above. Also this statement is **WRONG** as student terms are actually only 1 year in length.

### C. CONFLICT OF INTEREST

1. Members of the Education Council shall act in accordance with the ~~article~~ **by-laws** 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.

Comment [n4]: Redundant

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 **in accordance with Section D.4.**
- b) The Vice-Chair will be elected each year by and from the voting members of the Council **in accordance with Section D.4**
- 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, **and in their absence will be covered as per Section D.3.**
- 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. **In the absence of the Chair and Vice-Chair for a meeting another member of Council will be appointed by the Executive Committee to temporarily fulfill the duties of the Chair.**

##### 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>.~~

**Comment [n5]: NOT HOW WE DO THINGS ANYMORE.** Now covered by the Executive Committee. Section H.1.

**Comment [n6]:** This is a suggested addition. We don't have a process for this situation. We should have something for this situation.

- 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.~~
- e) ~~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.~~

- a) Elections will be conducted to fill the position of Education Council Chair and Education Council Vice-Chair.
- b) Any voting member is eligible to be elected to office for a one-year term. The term is from Aug 1 to July 31.
- c) Vacant positions will be filled through a by-election as needed.
- d) Elections will be held within thirty ~~thirty~~ sixty days of the annual election of Council members, which is normally held in April. A notice of motion for the election of the Chair and Vice-Chair will be given 30 days prior to the special election meeting.
- e) The election 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 election.
- f) Nominations for the position of Chair and Vice-Chair will be called from the floor.
- g) If only one Chair or Vice-Chair is nominated they will be acclaimed into the position. If more than one Chair or Vice-Chair is nominated 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.~~

Education Council members are charged with ensuring that College curricula meet the College's standards to ensure academic excellence. As the body with ultimate authority over college curricula, Council 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 be expected to:

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

Comment [n7]: These follow the structure set out for the election of members to EdCo. This is to provide consistency in "good" practice.

Comment [n8]: Eligibility is in line with Board practice of defining eligibility.

Comment [n9]: Term was never officially stated. It did leave it open to interpretation.

Comment [n10]: No statement re. a Chair/Vice-Chair who no longer serves.

Comment [n11]: Need to extend this so notice of motion can be given and a nomination period can be held.

Comment [n12]: Redundant

Comment [n13]: This section was rewritten below to remove redundancy.

- b) Serve on Council committees.
- c) Inform office of the permanent secretary prior to the meeting when attendance is not possible. When a member of the Council has not attended three (3) consecutive regular meetings, his/her seat will be treated as a vacancy, unless excused by a resolution of the Council. It is the member's responsibility to request that a "motion for excusal of their absence" be added to the meeting agenda.

#### 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.~~ A schedule will be established by permanent secretary in consultation with the Executive Committee by May 31<sup>st</sup> for the fall and winter term, and adjusted thereafter only in consultation with the Executive Committee.
- 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~~ teleconferencing 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 for 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.

Comment [n14]: Too late. This needs to happen months before.

##### 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 SPECIAL GUESTS, OBSERVERS AND GUESTS

1. Education Council and standing committee meetings are open to special guests, observers, and guests of the College community, ~~and members of the~~ or public. **The Chair may call upon them to comment during any portion of the meeting.**
2. 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.
3. Special 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.
4. **Observers are officially sent by another body to observe and are often required to report on the meeting to their constituency.**
4. ~~Observers are welcome to attend Education Council meetings and may be called upon by the Chair to comment.~~
5. **Guests attend the meeting, but in no official capacity or role.**

## H. COMMITTEES

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

### 1. **The Executive Committee**

- a) **The Executive Committee consists of the Education Council Chair, Education Council Vice-Chair, College Curriculum Chair, the VP Education, and the Permanent Secretary.**
- b) **The Executive Committee sets the Education Council meeting agendas and reviews and provides advice and direction regarding emerging issues related to the mandate of the council. The Executive Committee does not make decisions on Education Councils behalf but aims to ensure issues are fully developed and considered before coming forward to Education Council for discussion and decision.**

**Comment [n15]:** Originally the Agenda setting committee. However the scope of that committee was limiting. This committee is more appropriate to the needs of EdCo. The aim of the committee really is to ensure the discussion, issues, etc. that come forward to EdCo are at full readiness so as to make the most productive use of everyone's time.

### 2. **~~Sub-Committees- Standing Committees~~**

**~~Sub-Standing~~ 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-Standing~~ Committees are meant to be long standing, cyclical in nature, and can be dissolved only by Education Council.**

- a) **~~Sub Standing~~ committees shall be responsible to the Council. They will work with and provide regular reports on their activities to the Council.**
- b) **Each ~~sub standing~~ committee will operate under a terms of reference approved by the Education Council.**
- c) **~~Sub Standing~~ 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.**

**Comment [n16]:** These committees are almost always referred to by everyone as standing committees. In addition, sub-committees generally are made up of a sub-set of regular committee members, which our current standing/sub committees aren't. Standing Committee is a more appropriate term.



- d) The Chair of each **sub standing** committee will be appointed by the Council Chair in consultation with Council and/or committee members.

### 3. 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)]

#### J. Links

**[Education Council Guidelines \(DRAFT – Under Development\)](#)**

[College and Institute Act](#) (search by Law)

Comment [n17]: New section.



## Education Council Briefing Notes

**Submitted by:**

**Electives and Alternates Education Council Sub-Committee**

*Kathy Tarnai-Lokhorst (Chair), Joanne Cumberland, Lynda Warren, Gloria Darroch, Ian Humphries, Agatha Thalheimer*

**Date:**

**October 15, 2012**

**Topic:**

**Electives Standard & Guideline**

**Background:**

Community Colleges are complex in that their program and course offerings are vast and varied. With the introduction of applied degree programming this mix has become increasingly more complex, requiring some specific definition with respect to electives.

While some informal definitions exist, through the efforts of Academic Advising to help support students and program areas (i.e. "Academic Electives"), these definitions have not been endorsed at the appropriate level within the organization nor are they universally understood or accepted. Differences of opinion are emerging with respect to the legitimacy of these definitions. This is resulting in confusion, frustration and challenges at the curriculum, change, development and approval level.

While this issue has arisen primarily as it relates to curriculum development within the applied degrees, it points to the fact that Camosun does not have a universal set of standards and principles with respect to the appropriate choice of electives suitable for credential completion, transfer/articulation requirements.

The purpose of the sub-committee was to determine appropriate elective definitions based on the nature and level of programs at Camosun College.

The sub-committee has met five times over four months, reviewed the use of electives in a number of post-secondary institutions nationwide, and developed principles and terminology to guide the setting of electives.

The sub-committee has chosen to focus on distilling the terminology related to electives down to two categories: "Electives" (broad term) and "Approved Electives" (limiting

term). While the sub-committee believes electives should be open and broad as possible they recognize the need for some programs to limit them to meet individual program requirements (i.e. accreditation requirements, licensing requirements, transfer/articulation requirements, professional designation requirements, etc.)

**Note** – with the approval and implementation of the Electives Standard, the following terms will no longer be in use in curriculum approved by Education Council:

- “Academic Electives”
- “Required Electives”
- “Restricted Electives”
- “Options”
- “Open”
- etc

These terms and all other permutations and combinations of these terms are replaced by the following possible three terms that are defined in the standard:


- “Electives” – as open and broad as possible
- “Approved Electives” – electives limited to a smaller subset
- “Excluded Courses” – electives as open and broad as possible with few limitations

**Note** – this briefing and standard was shared with Education Council on June 18, 2012. Feedback regarding the standard was requested to be in writing. This briefing and standard was shared a second time with Education Council on September 24, 2012, and both verbal and written feedback were subsequently received.

Recommendations made by Education Council were considered by the committee and have been incorporated in some form into the updated document.

**Motion:**

With the endorsement of the Electives and Alternates Committee, I move that Education Council approves the Electives Standard, EX 260-001-004, as updated and presented on October 15, 2012, for immediate use and implementation.

 <p><b>Educational Standards &amp; Guidelines</b></p>	<b>Educational Standard:</b>	EX 260-001-004
	<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.

## Electives

### Purpose/Rationale:

To guide the School Curriculum Committee, College Curriculum Committee, and Education Council in the review and approval of elective course content offered in Camosun College credentials (credentialed programs).

### Scope/Limits:

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

### Principles:

1. Electives are as open and broad as possible to allow for students to explore their own breadth and/or depth of study.
2. Electives are recognized as a valuable component of the student learning experience.
3. Electives are identified in a manner that is sustainable by balancing the interests of students, pedagogy, and the institution.
4. Electives are credit bearing courses that contribute to the achievement of program learning outcomes.

### Terminology:

#### Elective

Any course that may be applied towards an identified Camosun College credential that is chosen or selected by the student.

#### Approved Electives

Electives that are "limited" due to the requirements of a specific credential.

- Specified by level, subject, discipline, school, etc. (e.g. "may select any 200 or higher BIOL or PHYS courses", "may select any 300 or higher business courses", etc.).
- Courses with special transferability notations, as determined by BCCAT:
- “UT”, indicating a course that is transferable to one of the BC “research institutions”
- “T”, indicating a course that is transferable to at least one BC receiving institution.
- Choices within required curriculum (e.g. "choose 1 of 3" of the following courses", "choose 5 of 7 of the following courses", etc.). Generally used to achieve a desired program level learning outcomes.
- Specific list of courses (e.g. "may choose from the following list of courses only")

#### Excluded Courses

Specific courses that may not be applied toward an identified Camosun credential for a specified reason (e.g. duplicate content, no credits, etc.)

Joanne

Gloria

Shelley

Lynda

Ian

Agatha

Kathy

Camosun has programs that do not necessarily lead to credentials such as University Transfer or Prep. Since these programs are composed entirely of electives, a discussion of electives is somewhat redundant for non-credential programs. However, having said that, I don't think it really matters if we say program instead of credential. If it lessens confusion, I am fine with the change.

change of wording from credential to program  
Re: Karen's suggested changes to wording.

I'm neutral on this.

My only thoughts and I expressed them at the meeting are that EdCo's scope is defined by the College and Institute Act, which states that EdCo can set curriculum that leads to a credential. As such the term credential is reflective of Edco's scope. However, it the College wants to apply the standard beyond EdCo's scope into generic "programs" I suppose I am okay with that. I just think we need to make that clear that is what we are doing.

Must be "credential" because the term "program" is more nebulous and confusing and is not synonymous with credential. For example, "UT program" is not a program but is only a "program code" to allow students to be admitted to the college. This is the same with the term "College Prep", "Acad Gen" (general academic studies), "Fund" (fundamental), etc. These are all program codes but are not "programs" in the sense that most of us mean them: leading to a credential like the Mechanical Engineering Technology Program does. Therefore the term "credential" is much more precise and clear.

I understand from talking to Shelley that EDCO's mandate only covers credentials, not all programming. Given the mandate, 'credential' seems to be the way to go.

that settles that.

Agree about requirement for term "credential. However, for clarity will add in brackets (credentialed program) so that it is clear that programs that are credentialed are included (for those who don't understand)

Joanne

Gloria

Shelley

Lynda

Ian

Agatha

Kathy

Principle 1. Karen's version  
The purpose of electives is to enable students to select courses that enhance their studies. Our Draft version Electives are as open and broad as possible to allow for students to explore their own breadth and/or depth of study  
Karen's version  
The ability to choose electives of interest is recognized as a valuable component of the student learning experience. Our draft version Electives are recognized as a valuable component of the student learning experience.

My thoughts: I like the use of the 'breadth and/or depth' as it better conveys our intended meaning.

My thoughts: The change in subject of this point completely changes the meaning. It is not the student's ability that we are recognizing, it is the elective.

I don't have a strong preference but I find Karen's wording here in a way requires her to add more in the next one so why change?

I also prefer the original and shorter version and think we cover the right to some choice in other wording here and elsewhere.

Fine with either

Fine with either.

I like the conciseness of the original

I prefer our draft original version

I do not want to change this principle. As a committee, we discussed and debated long and hard to identify why electives are so important. However, we can change the definition of an elective to emphasize the flexibility as such (I've just switched the phrases):  
"Any course that may be applied towards an identified Camosun College credential that is chosen or selected by the student. "

I recommend we stick with the original wording here, too.

	Joanne	Gloria	Shelley	Lynda	Ian	Agatha	Kathy
Karen's version Electives are credit bearing courses that support or contribute to the achievement of program learning outcomes. Our draft version Electives are credit bearing courses that align with program learning outcomes.	My thoughts: I don't object to this change as it is basically the same meaning and may be more in line with Camosun philosophy/wording. Karen's version could even be shorted to 'electives are credit bearing courses that support and contribute to program learning outcomes'.						
		It's longer and not necessarily better but ultimately I am neutral.			How about: 'electives are credit bearing courses that contribute to the achievement of program learning outcomes'.	I like Ian's suggestion.	Recommend we adopt this wording, too.

Lynda's comments: because of changes to BCCAT – if we want this document to guide us, we need to add clarity:  
 Approved Electives: Electives that are "limited" due to the requirements of a specific credential. Specified by level, subject, discipline, school, UT, etc. (e.g. "may select any 200 or higher BIOL or PHYS courses", "may select any 300 or higher business courses", etc.). Courses with special transferability notations, as determined by BCCAT: "UT", indicating a course that is transferable to one of the BC "research institutions" "T", indicating a course that is transferable to at least one BC receiving institution. Choices within required curriculum (e.g. "choose 1 of 3" of the following courses", "choose 5 of 7 of the following courses", etc.). Generally used to achieve a desired program level learning outcomes. Specific list of courses (e.g. "may choose from the following list of courses only") Lynda also recommended we add definitions of "Duplicate Courses" but I talked her out of including that in this document at this time.  
 ---note: I added this into the document -Kathy

Terminology section,

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# CAMOSUN COLLEGE CURRICULUM COMMITTEE REPORT

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**Sept 24, 2012, 12:30 – 2:30, CC 321, Interurban**

**Present:** Nicole Greengoe (Chair), Peggy Tilley, Carl Everitt, Elizabeth West, Ian Humphries, Shelley Butler, Shohreh Hadian, Kristal Anderson, Marlene Welsh

**Regrets/Absent:** Lynda Warren,

**Guests:** nil

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## CURRICULUM REPORT

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### 1. APMC 500V, 501V, 502V, 503V, 504V, and 505V

#### Summary/Purpose

Change the course grading system from the Competency Based grading system to the Letter Grades grading system. When the Applied Project Management Certificate was created there was an error in how the students would be graded out. It was originally thought that a competency model approach would be used, however, as the 6 courses of the program each have individual assessments and a specific grade attached, it is more appropriate to use the letter grading scheme.

Students must attain a passing grade of C in each of the course modules to move on to the next course in the series (sequence) so the integrity of the program remains intact. Many students use these courses for credit towards a PMP designation with the Project Management Institute (PMI). This organization requires individual grades to grant credit. I feel that it would be in the students' best interest to enter these (letter) grades into our system so they could generate a record for their entire program.

#### CCC Concerns/Questions/Comments

1. The CCC requested further clarification why letter grades are more desirable than the competency based system. The department clarified that students that go on to pursue a PMP designation will require individual grades to gain credit.
2. The CCC requested clarification on the possibility that these courses may move into the credit realm. The department has clarified that they are not aware of any such move.
3. The CCC requested a couple of wordsmiths to improve clarity. The department has completed.

#### 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:

APMC 500V Project Initiation and Charte (Substantive/Major Revision) -	Course Grading System	(ID 61514)
APMC 501V Project Planning, Scheduling a	Course Grading System	(ID 61515)



(Substantive/Major Revision) -		
APMC 502V Project Execution and Control (Substantive/Major Revision) -	Course Grading System	(ID 61516)
APMC 503V Project Leadership & Communica (Substantive/Major Revision) -	Course Grading System	(ID 61517)
APMC 504V Project Closing & Continuous (Substantive/Major Revision) -	Course Grading System	(ID 61518)
APMC 505V Applied Program Management Int (Substantive/Major Revision) -	Course Grading System	(ID 61519)

## 2. ENGL 104 and ENGL 106

### Summary/Purpose

The Department of English wishes to add ENGL 092, ELD 092 and ENGL 142 as alternate pre-requisites to ENGL 104 and ENGL 106, in order give upgrading students the widest range of possible courses to fulfill the pre-requisite, and based on input from Advising in the spring, the greatest number of course combinations to get into 104 and 106.

English faculty believe that academic preparation in 092 and 142 will be adequate for student success in English 104/106.

### CCC Concerns/Questions/Comments

1. The original submission to the CCC did not include the courses ELD 092 or ENGL 142 in the list of acceptable alternate pre-requisites. The CCC requested clarification on why the department chose to exclude these alternates. The department as has clarified that the exclusion was an oversight. As such they are amenable to include them in the list of accepted alternates.
2. The CCC requested a couple of wordsmiths to the document to improve clarity. The department has done.

### Full Recommendation

CCC has reviewed the curriculum, and any subsequent revisions and/or responses and is prepared to recommend for approval. Note the concern expressed is related to point #5 above.

### Motion

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

ENGL 104 Preparatory English Lit (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 61520)
ENGL 106 Preparatory Indigenous Literat (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 61521)

## 3. BUS 130, BUS 280, and BUS 325

### Summary/Purpose

After a course review and renewal it was decided to update the following three BUS courses: BUS 130, 280, and 325.

### CCC Concerns/Questions/Comments

1. BUS 130 and 280: The CCC requested a number of wordsmiths to improve clarity. The Department has done.
2. BUS 325: The CCC requested a clarification on why the “blended-learning” delivery option was crossed out and why “Other” was chosen for the listing of the course activity hours. The department clarified that the “blended-learning” option should not have been crossed off (that was an error), and the choice of “other” was chosen as the course is offered by distance education or classroom.

### 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>BUS 130 Business Communication (Substantive/Major Revision) -</b>	Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes	(ID 61513)
<b>BUS 280 Entrepreneurship (Substantive/Major Revision) -</b>	Course Pre-requisite (replacement), Learning Outcomes	(ID 61512)
<b>BUS 325 Human Resources Mgmt System (Substantive/Major Revision) -</b>	Course (Activity) & Hours, Course Calendar Description, Course Type (Mode of Delivery)	(ID 61511)

## 4. Post Degree Diploma in Business Administration (Coop Appendices)

### Summary/Purpose

The 3 Post Degree Diplomas in Business Administration (Accounting, Human Resource Management & Leadership, and Marketing) were approved by Education Council in April/May 2012. All three programs were approved with the intent to offer students an optional Internship work experience. However, at the time the paperwork was not submitted for the Internship experience via the “Cooperative Education or Internship Designation Appendix”. The school is now submitting at this time.

The appendix for each program notes the eligibility requirements, learning outcomes associated with the experience, the required Internship course, schedule for the credential, the completion requirements, and the credential awarded.

### CCC Concerns/Questions/Comments

1. The CCC requested that the department provide more clarity in the change/rationale section of the change form to note the series of events that led to this submission. As written it was unclear why the appendices were being submitted and how it was connected to the recently approved programs. The department has revised this section as requested.
2. The CCC requested clarification on the number of hours required for an internship designation. The department has clarified that it is 300 hours and has revised the hours to reflect this at they were only listed at 250.

### 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 - Accounting Option (Post-Degree Diploma) (Substantive/Major Revision) -</b>	Other:, Program Credential Awarded	(ID 61510)
<b>Business Admin - HR Management &amp; Leadership (Post-Degree Diploma) (Substantive/Major Revision) -</b>	Other: Add new coop appendix.	(ID 61508)
<b>Business Admin - Marketing Option (Post-Degree Diploma) (Substantive/Major Revision) -</b>	Other: Add new coop appendix.	(ID 61509)

**5. Electronics and Computer Eng Tech Renewal Energy****Summary/Purpose**

To update information on the document:

1. Pre-requisites: Request by the Math dept for clarification of wording for the math Pre requisites.
2. Program Content: Update Math course titles as they are listed in error (cascading change).
3. Special Notes: Update information regarding the eligible Bridging program that a student who qualifies can enter.

**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>Electronics and Computer Engineering Technology - Renewable Energy (Diploma in) (Substantive/Major Revision) -</b>	Other:, Program Admission Requirements, Program Content	(ID 61507)
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**6. Computer Systems Technology and courses – Submission tabled by the CCC.****Summary/Purpose**

The department submitted a number of program and course changes, including but not limited to adding a new “technology symposium” course, and removing the “Cooperative Ed” option (leaving the Internship option).

**CCC Concerns/Questions/Comments**

The CCC reviewed the submission and found a number of small issues, and document errors and inconsistencies. Given the extent of the errors it was suggested that the submission be deferred until the next CCC meeting for review again, once the department has corrected them. The submission will then go forward to the Oct 29<sup>th</sup> CCC Meeting, and is expected to come forward to the November Education Council Meeting.

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

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

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

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

<\\nas2\cecp>

Search by School, Course or Program



## Education Council Briefing Notes

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

**Date:** October 2, 2012

**Topic:** Cancellation of the Applied Communications Program (ACP)

**Background:** *see attached*

**Decision Being Sought** *(for information only, for decision, etc.):*

Request that Education Council provide advice for VP Education to submit to the Board of Governors.



Camosun College Board of Governors  
October 1, 2012

### Program Cancellation Framework

As the board is aware, during the college's 2012 budget process, the Applied Communications (ACP) Diploma Program was identified for suspension. As such, no intake for the program was taken in September 2012. The program was targeted through a school based process for this reduction, as part of our efforts to present a balanced budget. At Camosun College, suspension generally precedes cancellation. Suspension has occurred, and as such, it is appropriate to lay-out and clarify the process to move from suspension to cancellation of the ACP program, consistent with both the college's policy on Suspension and Cancellation and the articles from the College and Institute Act, pertaining to joint responsibility between Education Council and the Board for program cancellation.

College Suspension and Cancellation Policy (Attached)

College and Institute Act (Relevant articles attached)

The college's policy, as approved by the Board of Governors, in 2009, identifies a process for both suspension and cancellation.

**Policy:** In times of severe financial constraint or financial exigency in which timelines and decisions are pressing, the consultation process may be abridged or expedited depending on the nature of the circumstances.

**Legislation:** College and Institute Act Section 19(1) Powers of the Board

**19(1) Subject to this Act, a board may do the following: d) determine courses or programs to be offered or cancelled at the institution.**

**Legislation:** College and Institute Act Section 23 Advisory Role of Education Council

**23(1) An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:**

**e) Cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution;**

**23(3) The board must seek advice on a matter under subsection (1) by giving the education council, at least 10 working days before the board will deal with the matter, the following:**

- (a) The agenda items concerning the matter for the meeting of the board at which the matter will be discussed;**
- (b) The date by which a statement setting out the advice of the education council must be given to the chair of the board.**

### **Responses to Policy and Legislation**

Policy Response: The suspension of Applied Communications was identified from the Dean, Arts and Science, for reduction during the 2010/2011 budget process. This recommendation was accepted during the 2011/2012 budget process. (Program suspension paperwork is attached).

Policy Response: College Administration is moving to cancel the Applied Communications Program. Financial issues continue to be the primary driving force for the cancellation. The college has several responsibilities in the Cancellation Process, and although the reality of financial exigencies continues to be a primary driver, the college must under legislation do the following:

Request and Consider input from the Education Council.

Must provide Education Council with 10 days notice of the request for advice.

### **Response to requirements under College and Institute Act**

The board has authority to cancel programs, but it is required to seek the advice of the Education Council prior to making the decision. The college has the right to recommend cancellation, but it must consult with stakeholders as part of the recommendation to cancel. The college administration is laying out a framework for the board that includes the opportunity for Education Council as well as stakeholders - the ACP Diploma Program Advisory Committee, ACP students, the ACPs' department members, the Arts and Science Chairs' group and the service departments in the School of Business, to provide advice regarding the identified cancellation. This advice will be brought forward to the board.

### **Timelines**

The board will receive the framework on October 1<sup>st</sup>, 2012.

With support of the board, the wording for the motion for cancellation of the ACP program will be communicated to the Chair of the Education Council on October 2, 2012. This will initiate the request for advice from Education Council.

At this time, broader consultation to department members, ACP students, ACP Advisory Committee, Chair's Group in Arts and Science, and impacted School of Business departments will occur.

Education Council meets on October 15, 2012. The VP Education will attend to hear advice and identify this clearly as an opportunity to provide advice that will move to the Board of Governors meeting of November 5, 2012.

Results of consultation will be provided to the board for the November 5, 2012 Board meeting.

**Motion for Consideration by the Board**

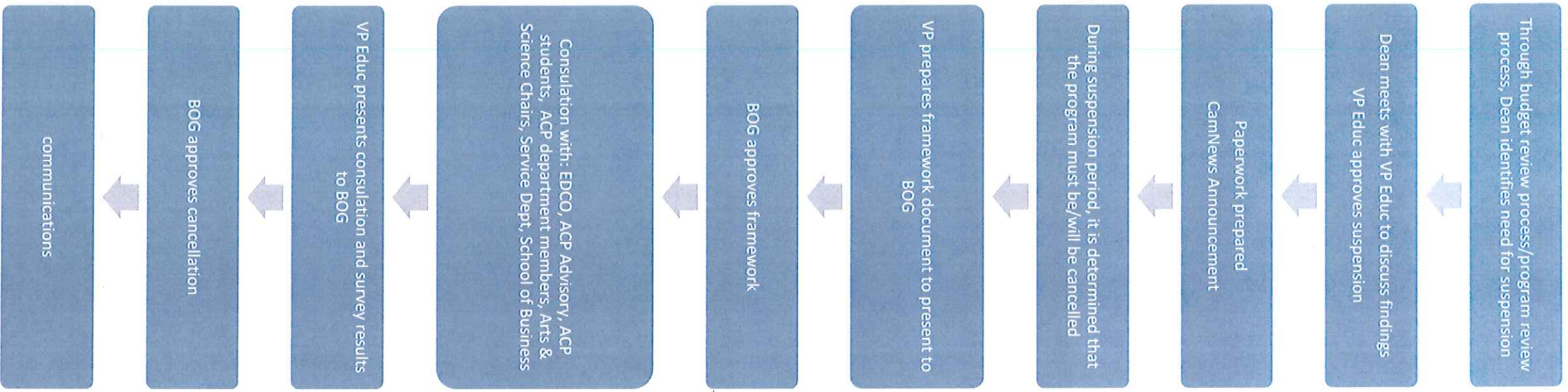
The Camosun College Board of Governors moves to cancel Camosun College's Applied Communications Diploma Program, effective immediately.

**Questions for Consultation**

Preamble: Camosun College has suspended the Applied Communication program as part of the previous year's budget process. While the program is recognized for many strengths, it was not sustainable. In its future planning, Camosun College will determine its programming mix and is seeking input as to how best to respond to the gap left by the suspension and proposed cancellation.

1. What is your primary role with respect to the Applied Communications Program?
2. How should Camosun respond to the training needs of industry and business on Southern Vancouver Island that were served by the Applied Communications program?
3. What would you say were some of needs best served by the program?
4. What needs were not well served?
5. What are the opportunities today in Media Careers on Vancouver Island?
6. Was the Applied Communications Program meeting those opportunities? Can you give examples?
7. Please describe other pathways that could serve the needs of those wishing to enter careers in the media sector?
8. What external programs and services could serve the needs of this student population?
9. Media Studies and Applied Media programs are in a state of significant change. Given the changes in this sector, what skills are critical for someone entering a media career?





## College and Institute Act excerpt:

**19** (1) Subject to this Act, a board may do the following:

(a) make bylaws for the orderly conduct of its affairs;

(b) manage, administer and control the property, revenue, expenditures, business and affairs of the institution;

(b.1) regulate, prohibit and impose requirements in relation to the use of real property, buildings, structures and personal property of the institution, including in respect of

(i) activities and events,

(ii) vehicle traffic and parking, including bicycles and other conveyances, and

(iii) pedestrian traffic;

(b.2) regulate, prohibit and impose requirements in relation to noise on or in real property, buildings and structures of the institution;

(b.3) for the purposes of paragraphs (b.1) and (b.2), provide for the removal, immobilization or impounding, and recovery, of any property associated with a contravention of a bylaw or other instrument made in the exercise of a power under this section;

(b.4) set, determine and collect fees for the purposes of paragraphs (b.1) to (b.3), including in relation to approvals, permits, security, storage and administration, and expenses related to any of these;

(b.5) regulate, prohibit and impose requirements in relation to nuisance on or in real property, buildings and structures of the institution, including providing for remediation of a nuisance and recovery of the costs of remediation;

(c) establish committees it considers necessary and advisable;

**(d) determine courses or programs to be offered or cancelled at the institution;**

(e) manage and promote the educational or training programs offered at the institution, subject to sections 24 and 25;

(f) determine all questions relating to the qualifications for admission, subject to section 24;

## College and Institute Act excerpt

### Advisory role of the education council

**23** (1) An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:

- (a) the mission statement and the educational goals, objectives, strategies and priorities of the institution;
- (b) proposals about implementation of courses or programs leading to certificates, diplomas or degrees, including the length of or hours for courses or programs;
- (c) reports after implementation by the institution without prior review by the education council of
  - (i) new non-credit programs, or
  - (ii) programs offered under service contract;
- (d) priorities for implementation of new programs and courses leading to certificates, diplomas or degrees;
- (e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution;
- (f) evaluation of programs and educational services;
- (g) policies concerning library and resource centres;
- (h) setting of the academic schedule;
- (i) policies on faculty member qualifications;
- (j) adjudication procedure for appealable matters of student discipline;
- (k) terms for affiliation with other post secondary bodies;
- (l) consultation with community and program advisory groups concerning the institution's educational programs;
- (m) qualifications for admission policies;
- (n) criteria for awarding certificates, diplomas and degrees;

(o) other matters specified by the board.

(2) Advice given under subsection (1) must not conflict with policy or directives established under section 2 (1) (a).

(3) The board must request advice on a matter under subsection (1) by giving the education council, at least 10 working days before the board will deal with the matter, the following:

(a) the agenda items concerning the matter for the meeting of the board at which the matter will be discussed;

(b) the date by which a statement setting out the advice of the education council must be given to the chair of the board.

(4) Despite subsection (3), if the board must deal with a matter under subsection (1) and there are substantial reasons why 10 working days' notice under subsection (3) cannot be given, the board must advise the education council, as soon as practicable, concerning

(a) the matter,

(b) the reason why notice could not be given under subsection (3),  
and

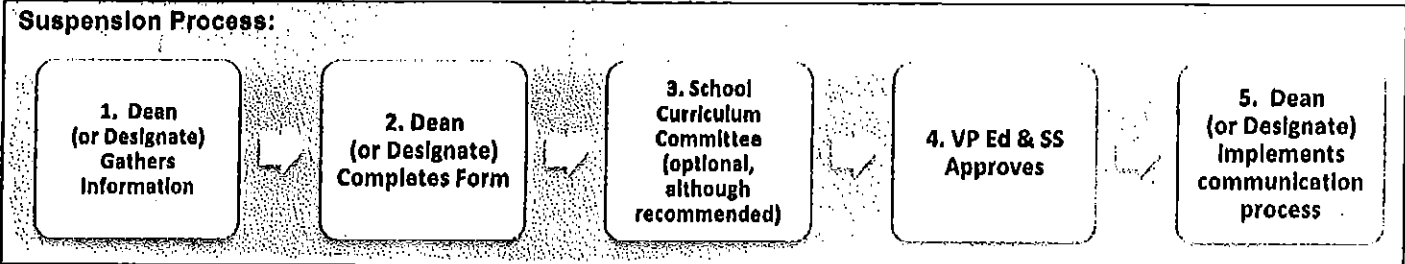
(c) the decision taken on the matter.

for office use only:

ID 61408

# Program Suspension Form (Minor Change)

The suspension of a program occurs when a program is not offered for 1 or more intake(s) and is intended to be a temporary measure. Suspension of a program does not necessarily lead to cancellation. Within 2 years after suspension a review will be conducted to determine if the program should be cancelled or not. Refer to the Program Suspension and Cancellation Policy - E-1.11 for more info.



Credential Name(s): Diploma In Applied Communication

School: Arts and Science Dept: Applied Communication

Last Intake of Students In this Credential prior to Suspension:  
 Sept  Jan  May  July  2010  2011  2012  2013  Other:

Clip the most recent copy (single-sided) of the Program Outline to this form (single-sided).  
 Complete the Questions below - Attach supporting documents if available.

1. When (i.e. date) was the suspended credential(s) first offered?	1972
2. Has this credential been replace/restructured into another credential? (yes/no)	No
3. Is this decision based on program performance measures? <i>Note any measures such as low student enrolment, declining employment opportunities for graduates, or budgetary considerations. Attach supporting documents if available</i>	As a result of 2012-2013 budget cuts (see attached)  RECEIVED MAY 25 2012
4. Is there at least 4 months before the usual start date of the program prior to suspension? <i>(yes/no, if no please explain)</i>	Yes
5. Transition & Communication Plan <i>Articulate a plan for any students impacted by the suspension. Attach supporting documents if available.</i>	All students in the second year will be served. There has been a Communications Plan that includes messaging to students as well and internal mail to college employees.
6. Will there be an action plan to remedy the circumstances which have led to the suspension? <i>Please explain and attach the plan if available.</i>	Yes. All financial options will continue to be explored.
7. Please provide a list of courses that should be marked with a "TBA"(for the academic term offering) on the web/calendar as a result of this program suspension. <i>(Note - we are no longer suspending courses. Therefore, no paperwork related course suspensions needs to come forward at this time. If the program is cancelled at a future date, course cancellations should come forward at that time.)</i>	All COMM courses should continue to be listed as they will be offered to students.

NAMES	SIGNATURES	DATE
VP Ed: John Boraas	<i>John Boraas</i>	MAY 25 2012

**APPROVED**  
 minor change  
*May 25/12*  
 signature date

**Shelley Butler**

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**From:** CamNews Manager  
**Sent:** Thursday, April 05, 2012 1:56 PM  
**To:** CDL1.CamNews; CDL2.CamNews  
**Cc:** CamNews Manager  
**Subject:** Special Camnews re: 2012-13 Budget

**Importance:** Low

Written by Kathryn Laurin, President, Camosun College

April 5, 2012

Dear Members of the College community,

The past few days have presented significant challenges to our college community as we roll out the 2012-2013 budget and its related implications. This is a difficult time in Camosun's history and I know that we all feel very deeply for our colleagues who will be impacted by the difficult decisions that have been made to balance the budget. For me, what has been remarkable is the respectful and compassionate manner in which people have responded, given these trying circumstances, and I wish to acknowledge and thank you all for this. Faculty, staff, union representatives, Deans, and Directors and Vice Presidents have been placed in extraordinary situations and have responded with courage and humanity.

At this particular juncture and related to my earlier CamNews on Tuesday, I will now provide you with further information related to the 2012-2013 budget and the specific programs and services that will be impacted.

As I proceed with the information I would like to emphasize that, first and foremost, we value all programs and services across the College and they are all serving a community need. This makes the decision making doubly hard, and so College Executive has followed a set of criteria which have included:

- The need to keep the strategic plan in sharp focus
- The need to minimize the direct impact on students and on education programs as much as possible
- An eye on future sustainability which includes a reflection of Camosun values; a targeted approach rather than continued "nickling and diming" of programs; the ability to maintain future capacity or even grow; and the ability to maximize student numbers.
- Decisions were also data driven, looking at historical and current figures to assess both current and future viability.

Faculty, staff and managers impacted directly were informed yesterday and now that departmental meetings have happened, we can share this information more widely with the College community:

- The Applied Communications Program will be suspended, with no new student intake.
- Our radio station, CKMO, will be closed.

- In Student Services, the Learning Skills program will be cut. Other options for delivering some elements of this service are being considered. In addition, a re-organization of Student Services will result in reductions.
- The English Language Development program will be reduced.
- Computing Science as a stand alone program will be cut. Computing classes offered to other programs will continue.
- The Network Electronics program will be suspended.
- 6.6. management positions will be cut, including Associate Deans.
- Information Technology will have positions removed in both management and support staff.
- Continuing Education / Contract Training areas that operate below cost recovery will be suspended.
- Due to changes in its business model, Camosun International will lose positions.
- Non-government funded areas such as Co-op and Ancillary services will also lose positions.
- Other departments are also having FTE reductions

***Labour Adjustment:***

The Human Resources department is working with individuals impacted and the Union leadership to look at what options are available within the College. Based on previous years, we know that labour adjustment solutions have meant that many individuals facing loss of positions were accommodated in other jobs or through other processes. As an example, labour adjustments have been worked out through not filling vacant positions, not replacing retirees, or by voluntary severance. All of these and other options will be pursued and we expect that, as a result, the 46.1 positions highlighted above will drop, with actual losses nearer to impacting 15 - 20 people.

However, we acknowledge that this process does take time and is understandably not the preferred option for many affected individuals who would prefer a quicker resolution to this process. But it does represent a process that explores options and mitigates job loss as much as we are able, given the circumstances. I'd like to acknowledge the very hard work that has already begun here by union shop stewards and leadership, and by staff in Human Resources.

***Impact of reductions:***

There are many impacts here, including the loss of programs and services and the emotional stress of job loss. Clearly, another major outcome of losing positions in the College is that we will need to re-think and refine how we do some of our work. Reductions in positions may equate with reductions in service and we will need to plan to either no longer provide some services or to offer it at a reduced capacity.

We are also incorporating a business process review that looks carefully at both what we do and how we do things to see if there may be more effective ways of doing business. Both of these will require some patience as we adjust our expectations of how we work with colleagues in impacted departments.

***Next year:***

If you followed the discussions around the provincial budget, you will have heard that proposed reductions to the post secondary system will continue over the next two years. At this point we do not know yet what the implications of this will be for the College, but we do know that we need to continue to act strategically to ensure we are viable and sustainable. So, in order to keep future reductions to a minimum, we now have to also be both strategic and focused on pursuing revenue potential outside of government funding and tuition. Our International activities can provide us with much needed revenue, along with other College entrepreneurial opportunities. We need to earnestly look at removing barriers within our system and operations that prevent some of these opportunities from bearing the fruit we need. Therefore, our focus will be on aggressively pursuing this mandate and bringing more of us into this important conversation. In other words, we all have to determine how to ultimately sustain academic excellence by being entrepreneurial at the same time. For example, how we both welcome and support International students, so that we will be recognized for academic qualities on a global stage, can maximise our opportunities. Other institutes are now finding that pursuing this strategy has safeguarded much of their core, and it is a model we are serious about.

*To conclude*, I know this has been an exceptionally challenging week for all of us and I would like to again extend my thanks for your patience and understanding as we have moved through this difficult process. Many of you have taken the time to indicate to me that you have appreciated the efforts to keep you in the loop and to communicate the impact of this budget as directly as possible-and I am most grateful for those acknowledgements. I in turn am struck by the highly professional way in which you have heard and responded to this news. Many have also acknowledged the difficult environment we are now in. For those of you in departments facing reductions please let me recognize the professionalism and collegiality that you have all exhibited as we have begun the labour adjustment process. We will endeavour to keep you all as informed as possible and to provide support and assistance through this transition period.

Camosun is in an extraordinary place; but we are a community of extraordinary people.

Kind regards,  
Kathryn





School of Arts & Science  
**PROGRAM OUTLINE**  
 Applied Communication

<b>APPROVED</b>	
minor change	
signature	date
<i>May 25/12</i>	<i>May 25/12</i>

Education Council: June/03, Mar/05, Sep 19/05, Feb 16/09, Jan 2011, Jun 2011

**1. Program Name: Program Code: (Set by Registrar's Office)**

Applied Communication ACP1 (First year) ACP2 (Second year)

**2. Program Description:**

*(Including program length, general description, intended population, career opportunities, further studies, etc)*

Applied Communication is a hands-on, generalist approach to mass communication and the media. The program combines the study of communication theory and concepts with practical assignments in radio, publishing, graphics, video production, writing, and photography. The emphasis is on providing students with a wide range of media skills, as well as the background to make intelligent production decisions. Prospective students must have a sincere desire to pursue a media career and a willingness to be involved in all parts of the program.

Former Applied Communication students are currently employed by newspapers, radio and television stations, video production firms, print shops, internet publishing firms, photographic labs, advertising agencies, educational institutions, hospitals, and various government departments. Upon completion of the Applied Communication program, Athabasca University will grant 60 hours credit towards the completion of their Bachelor of Professional Arts program (120 hours total). Graduates can also apply for entry into Year 3 of the Bachelor of Journalism program at Thompson Rivers University, the Bachelor of Applied Journalism at Kwantlen University College and the Bachelor of Arts in Applied Communication at Royal Roads University.

In addition to the program outline below COMM 290 – Independent Studies is offered for additional study (see course descriptions).

Work term experience is a mandatory component of this program. In order to graduate, students must successfully complete a minimum of one Internship work term or alternately, with permission of the Co-op Exceptions Committee, one workplace experience term. Students may be required to complete their Internship or workplace experience outside of Victoria.

**3. Program Admission Requirements:**

*(Requirements that must be met to qualify to be admitted into the program. Monitored by the Registrar's Office.)*

- Submit proof of successful completion of a written English Competency test\* administered by Camosun College (English 12 is recommended to complete the test);
- Submit a program questionnaire provided by Camosun College.
- Submit the results of a keyboarding test showing a minimum of 30 words per minute, net, completed within the last two years;
- Successful completion of a computer skills assessment test which will demonstrate basic computer skills including file management and word processing in a Windows® environment (Camosun's COMP 156 or BUS 140 will meet this requirement);

\*Applicants with a minimum grade of B in a university level English course will be exempted from the competency test. Transcripts and transfer credit evaluation fees (if applicable) must be submitted.

**PROGRAM OUTLINE**  
(continued)

**4. Program Participation Requirements:**

*(Requirements that must be met throughout the program. Monitored by the Program.)  
(Examples: lap tops, immunization, practicum requirements, licenses/qualifications, etc...)*

All students must attend a scheduled program information session prior to beginning class.

**5. Program Learning Outcomes:**

At successful completion of the program, the student will be able to:

1. Demonstrate attitudes, skills and knowledge necessary for entry-level employment in communications-related jobs.
2. Produce effective communication in a wide range of media by combining conceptual with practical approaches.
3. Apply program learning to employment, further studies and personal life.

**6. Program Content:**

*(List of courses required in the suggested order to complete the program)*

<u>Academic Term 1 (Fall)</u>		<u>Credits</u>
COMM 100	Communication Process 1	3.0
COMM 110	Publishing 1	3.0
COMM 120	Radio 1	3.0
COMM 130	Video 1	3.0
COMM 140	Photography	3.0
COMM 150	Writing 1	2.0
COOP WEP	Workplace Education Prep	0.0
Total Credits		17.0

<u>Academic Term 2 (Winter)</u>		<u>Credits</u>
COMM 111	Publishing 2	4.0
COMM 121	Radio 2	4.0
COMM 131	Video 2	4.0
COMM 151	Writing 2	2.0
COMM 161	Seminar 1	1.0
COMM 200	Communication Process 2	3.0
Total Credits		18.0

<u>Work Term 1 (Spring/Summer)</u>		<u>Credits</u>
COMM 101	Internship 1	3.0
Total Credits		3.0

<u>Academic Term 3 (Fall)</u>		<u>Credits</u>
BUS 280	Entrepreneurship	3.0
COMM 210	Publishing 3	5.0
COMM 220	Radio 3	5.0
COMM 230	Video 3	5.0
Total Credits		18.0

<u>Academic Term 4 (Winter)</u>		<u>Credits</u>
COMM 211*	Publishing 4	5.0
COMM 221*	Radio 4	5.0
COMM 231*	Video 4	5.0
COMM 261	Seminar 2	1.0
COMM 270	Major Portfolio Project	4.0
Total Credits		15.0

\* The student is only required to take two of these three Advanced Media Production courses. The total credits reflect these options.

**PROGRAM OUTLINE**  
(continued)

<u>Work Term 2 (Spring/Summer) Optional</u>	<u>Credits</u>
COMM 201 Internship 2	3.0
Total Credits	3.0

**7. Delivery Arrangements:**

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

Lansdowne Campus & Off-Campus (Internship)  
Full-time semesters  
Classroom, lab activities, worksite.

**8. Is a (Co-operative/Internship) Work Experience Designation available for this program?**

*(Contact the Cooperative Education Department for more information on this option)*

(2 work terms) - Cooperative Education Designation (yes/no): No  
(1 work term) - Internship Designation (yes/no): YES

If yes to one or more above, please include a completed "**Cooperative Education Appendix**" (available at [http://intranet/ed\\_prov/index.php](http://intranet/ed_prov/index.php)) with this Program Outline.

**9. Program Completion Requirements/Credential Awarded:**

*(Requirements that must be met before the credential will be awarded. Examples: GPA, total credits required, etc...)*

Work Term experience is a mandatory component of this program. In addition to academic term program courses student must successfully complete a minimum of one work term in order to receive their credential.

**Diploma In Applied Communication, Internship Designation**

Students must successfully complete one work term course (COMM 101 Internship) all other academic term program courses, and achieve an overall cumulative GPA of at least 2.0 in order to qualify for this diploma.

**b. External Licensing Certifications:** *(if applicable)*

**10. Special Notes:** *(Example: Block Transfer Arrangements)*

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



Policy	E-1.11
Approved By:	Board of Governors
Approval Date:	December 7, 2009
Amendment Date:	June 27, 2011
Policy Holder:	VP Education & Student Services

## PROGRAM SUSPENSION AND CANCELLATION

### Purpose / Rationale

All programs are evaluated on an ongoing basis to ensure program relevancy and effectiveness. Where it is identified that a program is no longer sustainable, a recommendation may be made to suspend or cancel a program. The impetus for program suspension or cancellation may come from within a program area, the Dean/Director, the Vice President of Education and Student Services, or the President and the College Executive Team.

### Scope / Limits

This policy will apply to all College programs that lead to a credential, and will not apply to courses and non-credentialed programs.

### Principles

1. Program suspension and cancellation decisions will be made in a respectful, timely, and considered manner.
2. The decision to suspend or cancel a program will be preceded by a process of consultation and information gathering with the stakeholders, and will take into consideration required elements of qualitative and quantitative program performance and evaluation data.
3. Suspension or cancellation must minimize the impact on current students. A transition plan will be developed to allow students in a program to complete their studies.
4. Suspension of programs is approved by the Vice President, Education and Student Services.
5. Cancellation of programs is approved by the Camosun College Board of Governors.
6. Suspension of a program does not necessarily lead to cancellation.
7. Within two years after a program has been suspended, a review will be conducted to determine if the program should be cancelled or not.
8. In times of severe financial constraint or financial exigency in which timelines and decisions are pressing, the consultation process may be abridged or expedited depending on the nature of the circumstances.

### A. DEFINITIONS

#### 1. Program

Institutionally defined and specific set of courses approved by Education Council which lead to a Camosun College credential.

**2. Suspension of a Program**

The suspension of a program occurs when a program is not offered for one or more intake(s) and is intended as a temporary measure.

**3. Cancellation of a Program**

The cancellation of a program occurs when a program is no longer offered by the college and is removed from the list of program offerings.

**B. RESPONSIBILITIES**

**1. Dean/Director**

1. Ensures appropriate information gathering, consultation, transition planning, and communication has occurred.
2. Submits the recommendation and transition plan for the suspension or cancellation to the Vice President of Education and Student Services.
3. Ensures approval process has been followed as per this policy and the Education Approvals policy.

**2. Vice President, Education and Student Services**

1. Approves program suspensions.
2. Reviews proposals for program cancellations from the Dean/Director and makes recommendations for program cancellations to Education Council and the Camosun College Board of Governors.

**C. SUSPENSION OF A PROGRAM**

1. A Dean/Director, in consultation with the necessary stakeholders, may recommend the suspension of a program to the Vice-President, Education and Student Services. The Vice-President, Education and Student Services, in consultation with the necessary stakeholders, may also initiate the process for suspension of a program.
  - a. to conduct a major restructuring of a program; or
  - b. based on program performance measures such as (but not limited to) low student enrolment, declining employment opportunities for graduates, or budgetary considerations.
2. Ideally, the decision to suspend a program will be made at least four months before the usual start date of the program.
3. Once a decision to suspend a program has been made and approved by the Vice President, Education and Student Services, the Dean/Director will advise the stakeholders of the suspension and implement a communication process.
4. Normally, the Dean/Director will submit an action plan to remedy the circumstances which lead to the suspension of the program or recommend the program for cancellation.

**D. CANCELLATION OF A PROGRAM**

1. It is recognized that there may be times when a recommendation for cancellation might be made instead of a suspension.
2. Prior to recommending a program for cancellation, the Dean/Director will undertake a consultation process and review of the program. This will include:
  - a. Consultation and information gathering from interest groups including (but not limited to): students (current and prospective); employers; program advisory committees; Education Council; affected faculty and staff and their respective Unions; and the College service departments and administration.
  - b. A review of program performance measures including (but not limited to): student demand; graduate employment/transfer to further studies; cost effectiveness; student and employer satisfaction levels; availability of alternate program providers; and other relevant program data.
3. Implications of any proposal, including impact on staff, facilities, technology, and other resources, must be clearly identified.
4. The recommendation for cancellation will be brought forward to the Vice President, Education and Student Services by the Dean/Director. With support of EMT and the Executive, a program would be recommended for cancellation to the Board of Governors.
5. Once a decision to cancel a program has been approved by the Board, the Dean/Director will advise the stakeholders and implement a communication process.

**E. LEGISLATED REFERENCES**

*College and Institute Act Section 19 (1) "Powers of the Board":*

19 (1) Subject to this Act, a board may do the following:

(d) determine courses or programs to be offered or cancelled at the institution;

*College and Institute Act Section 23 "Advisory Role of Education Council":*

23 (1) An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:

(e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution;

**F. LINKS TO SUPPORTING DOCUMENTS AND POLICIES**

E.11.1 Communication Process for Program Suspension and Cancellation (under development)

G-1.3 Board Decision Making

E-1.6 Educational Approvals

(Oct 10, 2012) Excerpt from Email sent from Lois Fernyhough to Carly Hall re. ACP Cancellation.

*"I've also attached the questions which make up the ACP cancellation survey, sent out by John Boraas Oct. 2. This document includes answers written by ACP Chair Andy Bryce to each question. This was in response to a request for more information by the A&S Chairs who were sent the survey but did not feel they had sufficient information to answer the questions fully. The proposal for a new program contains many of the answers that the survey purports to ask, so we do wonder why the survey was commissioned, other than to show a form of consultation." – Lois Fernyhough, Acting Chair Applied Communication Program*

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### **How should Camosun respond to the training needs of industry and business on southern Vancouver Island that were served by the Applied Communication Program?**

In October 2011, faculty and staff of ACP presented a proposal for a new Digital Media Program to the Dean of Arts and Sciences. In that proposal we used B.C. Work Futures program statistics to determine a) what those needs are and b) how we could better serve those needs. I further outline the results of that work in my answers to questions 5 and 6. But I want to take this opportunity to tell you that report got lost in the shuffle from our old VP Academic to our new one and our new VP Academic has admitted that he did not have a chance to champion this proposal during budget deliberations

### **What would you say were the needs best served by the program?**

We served a broad spectrum of needs both in traditional media, and non-traditional. As our research shows, we have moved away from traditional media, and teach skills so that graduates can work in communication, graphics production and media production (video and audio) for private businesses of all sizes, and the public sector. Our graduates' employment rate of 70% in their chosen field over a period of ten years shows that we identified and responded to the needs not only of traditional media, but of government and private business.

### **What needs were not well served?**

ACP was an insular, cohort-based program that served a limited number of students. For many years this was an appropriate approach to media training. However, since the digital media revolution has taken hold, almost anybody can learn to operate a video camera, graphic software and webpage production. The insular nature of the program meant that we were not reaching the average student who could make use of these skills in school, and in their personal and professional lives.

Also, we were not providing any academic training in communication issues to the general student population. Both of these were addressed in our Digital Media proposal, when we increased our workload so that we could offer courses to students outside of the program.

**What are the opportunities today in media careers on southern Vancouver Island?**

On page 12 of our proposal for a new digital media program, we used statistics from the B.C. Work Futures program to determine these opportunities. We found that it was predicted 1200 people would be needed to fill public relations roles, 850 would be needed in the creative and performing community, 510 would be needed in photography and graphics production, and 40 announcers would be needed between 2009 and 2019.

**Was the ACP meeting those opportunities? Give examples.**

We sent out surveys to recent graduates of the program. In the last ten years we have graduated an estimated 200 to 250 students. We received 172 replies – a very strong sampling. In that survey we found that fully 25% of our graduates were working in communication (this is a broad field, but it centres around Public Relations). Another 20% of our graduates were in publishing, while another 20% were employed in either radio or TV. In total 120 of the 172 respondents were in one of the fields identified by the BC Work Futures program. That is nearly 70% of the graduates. These statistics show that ACP was graduating students who were employed in their field, at a rate higher than the college's average graduate employment rate of 67%.

**Please describe other pathways that could serve the needs of those wishing to enter careers in the media sector?**

Within our immediate area, there are no pathways beyond some small specialist private programs such as the Victoria Film School. Please be aware that these programs are extremely expensive and the VFS only trains students in film production.

UVic has no media studies program. Royal Roads has a completion degree in communication, but to get into that program a student should have either experience, or training at a college level. A significant number of our grads have taken this option, and that number was growing – serving the needs of two educational institutes in this area.

Of the 35 post-secondary institutes in B.C., only 12 offer any kind of media training. Of those 12 ACP was the only program to offer a generalist, hands-on program. It was perfectly suited to this market, giving graduates a broad range of skills that they could apply in a number of areas – an important approach in a market that has limited openings in the traditional media fields of radio, television and print. You can see a summary of our research on media programs on pages 13 and 14 of our proposal for a new digital media program.



**What external program could serve the needs of this student population?**

It is unfortunate that potential students from the Victoria area will have to travel either to Nanaimo to attend VIU, or to the Lower Mainland to attend one of the colleges there. But neither of these options have the combination of hands-on skills training and academic training that was found in ACP and proposed in the new Digital Media Program. Our program gave our graduates skills that are needed here on lower Vancouver Island. VIU's program has a focus on interactive motion media, animation, game design and web accessibility. Their graphic design program has more in common with Camosun's Visual Arts program, and their Bachelor's is an academic program which does not pretend to serve the needs of business in the same way that ACP did. BCIT's program is meant to serve traditional media, and again ignores the potential of providing media training for those who wish to work outside of traditional media.

**Media studies and the Applied Media Programs are in a state of significant change. Given the changes in this sector, what skills are critical for someone entering a media career?**

In our research for a new Digital Media Program, we surveyed graduates and current students to get a sense of the skills they needed to operate in their milieu. We identified 13 "soft skills", and 13 "hard skills"

**SOFT SKILLS**

1. Effectively collaborate with both clients and team members
2. Resolve conflict using interpersonal communication skills
3. An ability to work with a minimum of supervision
4. A lifelong learning attitude
5. An attitude of excellence and professionalism
6. Utilizing time management skills to meet deadlines
7. Ability to multi-task and prioritize when faced with many projects
8. Flexible and adaptable
9. Creative approach to communication
10. Familiarity with a broad range of skills with expertise in a few
11. Strong visual and aural acuity
12. An ability to quickly and effectively research a problem and apply the findings of that research to determine the best course of action
13. An awareness and understanding of current social and political issues

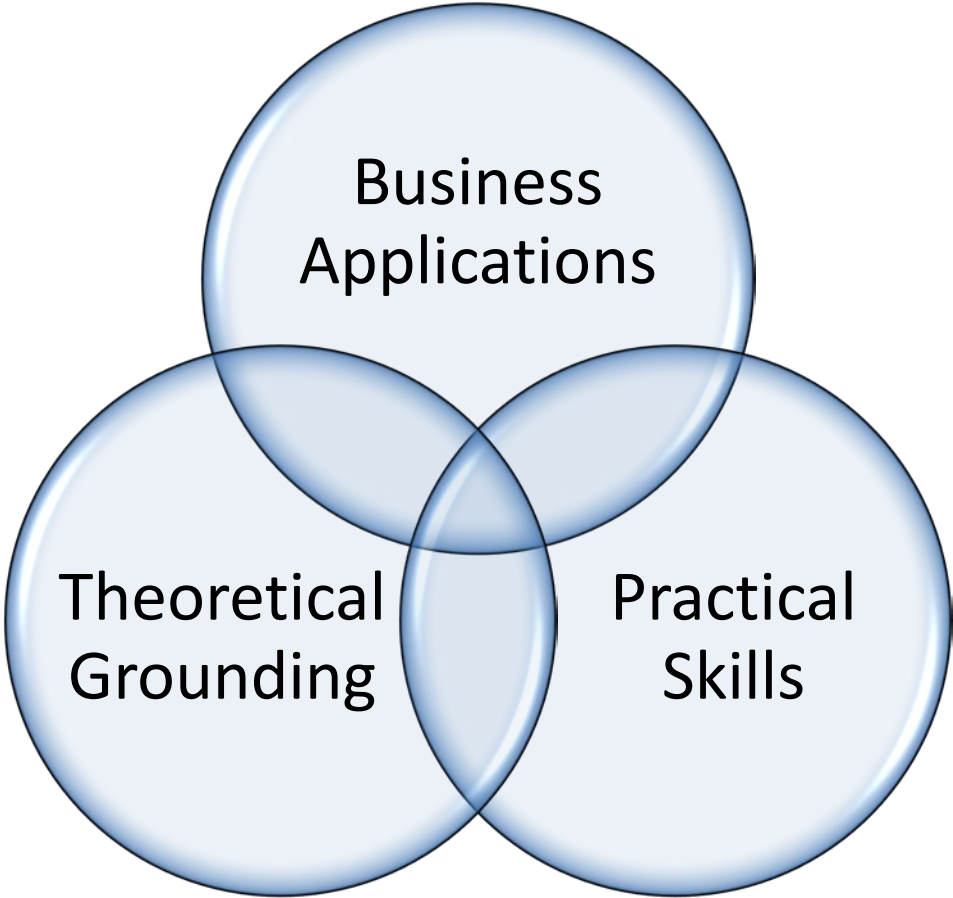
**HARD SKILLS**

1. Capture audio and video of mid-range professional quality
2. Can manipulate audio and video to tell various stories: journalism, documentary, music video, promotional, narrative

3. Write a variety of communication pieces: journalism, p.r., proposals, business plans and reports
4. Perform layout effectively
5. Recognize colour balance and lighting issues
6. Create vector drawings
7. Use fonts and graphics appropriately
8. Creative effective visual composition
9. Create effective web pages for sales, marketing and information purposes
10. Use social media effectively as a marketing, promotional and information dissemination tool
11. Successfully start and manage a small business
12. Work in all forms of media, traditional, online, and new media
13. Manage a project from conception to implementation

***Submitted by Andy Bryce, ACP Chair***

# A New Digital Media Program



## A Vision of a New Digital Media Program

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Communicators have a foot in two worlds— the world of technology and the world of human interaction. Their job is to bring the two together.

A student begins by learning tools and creating an aesthetic. But they must learn quickly in a field which is in constant change and they must adapt to new situations, new processes and new environments. They work closely with other people and discover how communication is central to the world of human relationships. Eventually they bring these two halves together to clearly communicate ideas through the organizing and manipulating of words, sound and pictures.

Graduates of this program approach the field of communication in a broad sense, confident in their ability to do a wide variety of things while specializing in a few. They can work in a variety of settings and have a strong understanding of the media, themselves and the world around them. They see the world in terms of communication and go through not just their careers but their lives in those contrasting worlds of technology and human interactions.

## Major Differences between Current & Proposed Programs

ACP	Proposed Program
Teacher Based – teachers give detailed hands-on instruction in the function of software and equipment	Learner Based – teachers give instruction in fundamental skills, students further their learning through tutorials and recommended resources
Tool-based –most of the instruction is in how to use equipment	Design-based – most of the instruction is in content and design
Scope of program goes from acquiring skills to practical application of those skills	Acquiring and practical application are still taught, but the social, personal and business implications of the form and content are explored

## Skills Inventory

### Soft Skills

1. Effectively collaborate with both clients and team members
2. Resolve conflict using interpersonal communication skills
3. An ability to work with a minimum of supervision
4. A lifelong learning attitude
5. An attitude of excellence and professionalism
6. Utilizing time management skills to meet deadlines
7. Ability to multi-task and prioritize when faced with many projects
8. Flexible and adaptable
9. Creative approach to communication
10. Familiarity with a broad range of skills with expertise in a few
11. Strong visual and aural acuity
12. An ability to quickly and effectively research a problem and apply the findings of that research to determine the best course of action
13. An awareness and understanding of current social and political issues

### Hard Skills

1. Capture audio and video of mid-range professional quality
2. Can manipulate audio and video to tell various stories: journalism, documentaries, music videos, promotional, narrative
3. Write a variety of communication pieces: journalism, p.r., proposals, business plans and reports
4. Perform layout effectively
5. Recognize colour balance and lighting issues
6. Create vector drawings
7. Use fonts and graphics appropriately
8. Create effective visual composition
9. Create effective web pages for sales, marketing and information purposes
10. Use social media effectively as a marketing, promotion, and information dissemination tool
11. Successfully start and manage a small business
12. Work in all forms of media: traditional, online and new media
13. Manage a project from conception to implementation

## Matrix for a Proposed New Digital Media Program

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### Term 1

Title	Description
<b>Digital Production 1</b>	Introducing students to the fundamentals of recording video and audio using automatic settings, as well as manipulation of the audio/video capture through editing programs. At the end of this course, students will be able to produce a short one minute montage of images and upload it to a social media video site.
<b>Graphic Communication 1</b>	Students will learn and apply the basics of digital and online publishing through a series of short lectures and labs. Projects will emphasize good visual design and sound marketing principles. By the end of the course students will have several projects suitable for portfolio.
<b>Writing 1</b>	Using a combination of lectures, in-class assignments and independent assignments, students will learn and apply the basic skills of journalistic writing, CP style, online research skills, and an awareness of how to “publish” online using social media platforms. Students will also learn to conform to legal standards related to libel and defamation.
<b>Social Communication</b>	An examination of how we communicate in face-to-face and virtual space. Inter and intra personal communication, social presence and mediated communication will be discussed.

**Term 2**

<b>Title</b>	<b>Description</b>
<b>Digital Production 2</b>	Students will explore different non-fictional story formats through the use of digital audio and video. Among the forms covered will be news, commercial and short documentary. Students will learn how to use audio and video capture equipment in difficult situations.
<b>Graphic Communication 2</b>	Students will learn and apply intermediate techniques of digital and online publishing through a series of short lectures and labs. Projects will emphasize good visual design and sound marketing principles. By the end of the course students will have several projects suitable for portfolio.
<b>Writing 2</b>	Building on the skills from Writing 1, students will develop online communication strategies (blogs, Twitter, etc.), practice persuasive communication writing (i.e. news releases) and understand the forms of basic business communication.
<b>Media Literacy</b>	An introduction to the role media plays in business and society. Media and communication issues and ethics will be discussed.

**Term 3**

<b>Title</b>	<b>Description</b>
<b>Digital Production 3</b>	Students will work in groups to produce content for various social media applications. Students will learn how to tailor their work to the format of the site and the client involved. Also, through short lectures and exercises, students will become familiar with the basic functions of 2D animation programs.
<b>Graphic Communication 3</b>	Students will learn and apply advanced techniques of digital and online publishing through a series of short lectures and labs. Projects will emphasize good visual design, sound marketing principles and teamwork. By the end of the course students will have several projects suitable for portfolio.
<b>Writing 3</b>	Students will learn how to write professional business documents, from proposals to reports. This course supports the entrepreneurial nature of the communications industry and complements Business Project 1.
<b>Business Project 1</b>	Students will create a small business, either in partnership or in small groups. In conjunction with Writing 3, students will produce a Scan/SWOT, business plan/proposal, marketing strategy and financial reporting infrastructure. Students will be guided through the process of establishing a small business through a series of short lectures and exercises.



**Term 4**

<b>Title</b>	<b>Description</b>
<b>Digital Production 4</b>	Students will refine their ability to use audio and video equipment by producing content for their Business Project 2 course. The teacher becomes a producer giving direction to students.
<b>Graphic Communication 4</b>	Students will learn and apply advanced techniques of digital and online publishing through a series of labs. Projects will emphasize good visual design, sound marketing principles and teamwork. Some projects will also require considerable individual initiative. By the end of the course students will have several projects suitable for portfolio.
<b>Business Project 2</b>	Building on skills gained in Business Project 1, students will complete an entrepreneurial project for a client.

## **The Student Experience in a Proposed Digital Media Program**

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### **First Term**

We assume students have no prior knowledge of media tools or working within a media environment when they begin this program. The first term is an introduction to concepts and tools. In this term students will spend time learning fundamental visual and aural acuity skills while being introduced to media capture and manipulation tools at a basic level. They will also begin using their writing skills in a more directed manner and applying those skills to elements of production. At the same time they will be exploring the elements and issues surrounding communication between individuals and within a group context.

By the end of the term students will go through the production process – planning, implementing and distributing and in that context will bring together the elements of writing, graphic communication and media production in one project.

The learning/teaching style will be oriented toward completing projects in a timely and professional manner. Students will be given basic introductions to media tools with access to supporting material should they need more instruction, or if they want to expand their learning beyond what is being offered.

### **Second Term**

The production process introduced in the last project of first term is brought into clearer focus as students begin to work on more complex pieces. Emphasis is on fitting the product into a clear production and distribution chain. Students learn how the restrictions of production and distribution impact the look and feel of the work.

Students will also study communication in a mass media context and develop an understanding of how the form of a medium impacts the content. Writing will emphasize persuasive writing in the form of news releases and other promotional writing for the web, including social media.

Quality control is a main theme of this term with students refining their visual and aural acuity and applying their increased awareness to their work. Through this process students will also explore more complex tools in their media kit.

Students are encouraged to implement approaches which increase their creativity and apply those approaches to their work. While many of the projects are done individually, they are also part of a greater project which brings together media production and graphic communication.

### **Third Term**

Students begin to work more within a business context. In developing and implementing projects, students are required to track and manage expenses and time. Issues such as finding a niche and leveraging media for business purposes are explored and students are encouraged to apply this knowledge in their projects. Students work more deeply with the different forms of media and explore the strengths and weaknesses of each medium. Writing takes on more of a business focus and proposals, business plans and research are emphasized.

Students develop skills which allow them to create a professional product with limited time and resources. All of their projects have wide distribution and involve their community. Students must learn to work with people outside of the college, developing skills in presentation, analysis and synthesis as they go through the process of defining and meeting a client's needs.

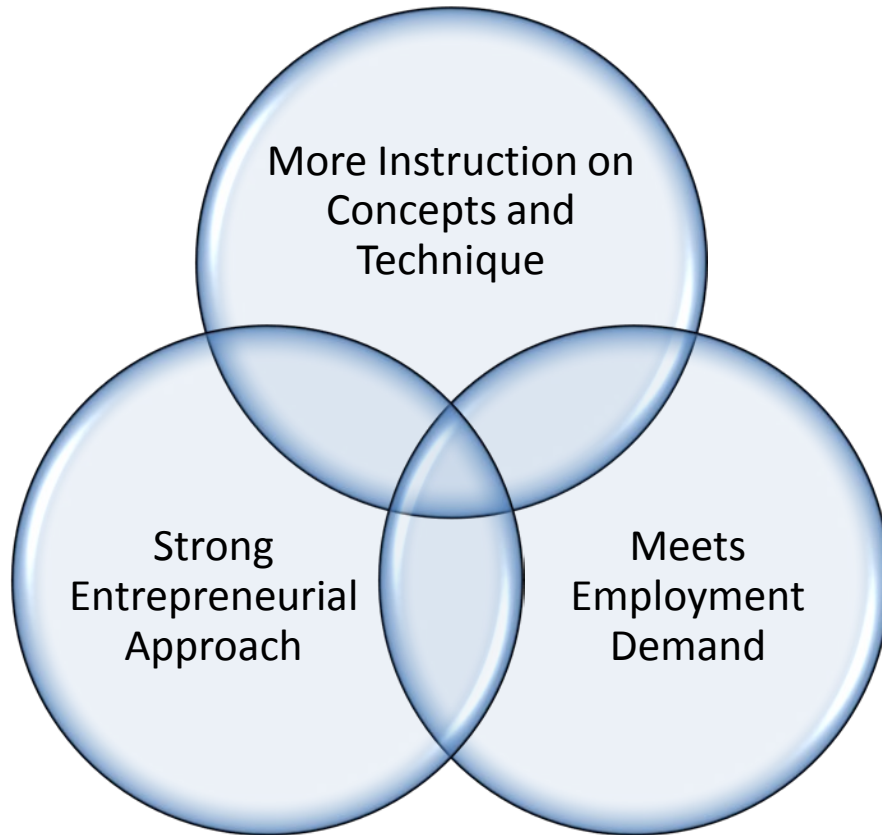
### **Fourth Term**

Students implement the groundwork done in third term. They produce projects for clients in a real world business simulation. They develop marketing material for the business, solicit clients and complete projects which provide benefits to those clients. This experience will provide a strong foundation should students decide to continue their business after school. If they decide to work in a larger organization, the knowledge of cost management, meeting client needs, and using skills in an efficient and professional manner will still pay benefits.

While instructors continue to provide content, they will spend more time acting as producers and mentors to give direction and perspective. Instructors will help students narrow their focus in some cases while broadening their approach in other cases.



# The Pedagogy of a New Digital Media Program



## ACP Grads by Job

<b>JOB/EDUCATION</b>	<b>Number</b>	<b>Percentage</b>
Education RRU	11	6.4
Education Other	13	7.5
Communication <sup>1,3</sup>	44	25.6
Publishing <sup>3</sup>	36	21
Video/TV <sup>2</sup>	22	12.8
Radio <sup>2</sup>	18	10.5
Multimedia <sup>1</sup>	4	2.3
Travel	4	2.3
Other-non ACP	20	11.6
<b>TOTAL</b>	<b>172</b>	<b>100</b>

### B.C. Workforce Predictions

<b>Job Category</b>	<b>Total number needed</b>	<b>% of total</b>	<b>Expansion</b>	<b>Replacement</b>
P.R. Professionals <sup>1</sup>	1200	46.2	380	820
Creative & Performing <sup>2</sup>	850	32.7	40	810
Photography/Gfc <sup>3</sup>	510	19.6	200	310
Announcers <sup>2</sup>	40	1.5	10	30
<b>TOTAL</b>	<b>2600</b>		<b>630</b>	<b>1970</b>

Mixture of Publishing/Video & Audio<sup>1</sup>

Primarily Video & Audio<sup>2</sup>

Primarily Publishing<sup>3</sup>

## Position in British Columbia's Post Secondary Landscape

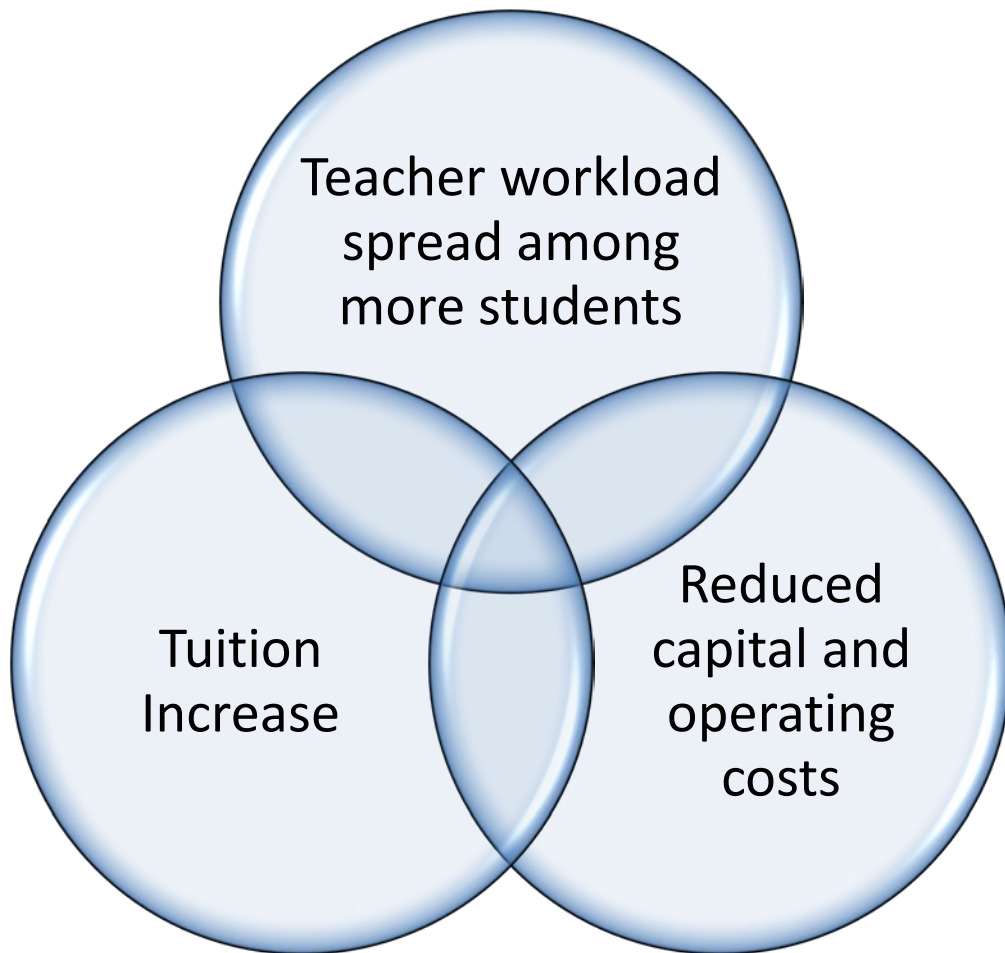
Of the 35 colleges and universities in B.C. and the Yukon, only 12 offer substantial communication programs.

Institute	Credential	Approach	Notes
BCIT	Certificate and Diploma	Hands On	Certificates in Media Design and Business with media focus Diploma programs in TV, Radio and Broadcast Journalism. Primarily serves the Broadcast Industry Students specialize
North Island	Certificate and Diploma	Hands On	Specialize in web design (incl. animation, gaming) or communication design (incl. graphics, digital photography, programming)
Capilano	Certificate Diploma Bachelors	Hands On and Academic	Professional Communication Certificate & Adv. Certif. (Writing) Certificate in Magazine Publishing Diploma in applied illustration (incl. animation) Theory courses for block transfer to SFU (academic) BA in Communication (academic)
Douglas	Certificate and Diploma	Hands On and Academic	Communication Certificate (academic) Print Futures Diploma (writing/editing/print production)
Langara	Certificate and Diploma	Hands On	Certificate and one diploma focus on journalism and writing Publishing Diploma focuses on print, graphic layout, design
UFV	Certificate Associate Degree Bachelors	Hands On and Academic	Professional Communication Essentials Certificate (3 courses) Journalism certificate (4 courses) AD in media/communication (academic) BA with communication minor (academic)

Okanagan College	Certificate and Diploma	Academic	Advanced Certificate in Communication Diploma in Media and Cultural Studies
Selkirk	Diploma	Hands On	Digital Arts and New Media (incl. web authoring, animation, digital production)
Royal Roads	Bachelors Masters	Academic and Research	We have a block transfer agreement with RRU
VIU	Bachelors	Hands On and Academic	Degrees in Digital Media, specializing in interactive motion media, animation, game design, and web accessibility Media Studies – theoretical study of media Graphic Design— more in line with our Visual Arts program
SFU	Bachelors Masters Doctorate	Academic and Research, Some hands on	While hands on skills are part of some programs, this is primarily an academic and research-based school
TRU	Diploma Degree	Hands On	Post-BA diploma in journalism (4 courses) BA in Journalism We have a block transfer agreement with TRU
Camosun (proposed)	Diploma	Hands on and Academic	Focus on both hands on skills and academic training with application for business and government Emphasis on writing and theory not found in other hands on media production courses



# A Financial Picture of A New Digital Media Program



## Proposed Financial Status

Currently		Proposed	Notes:
\$155,000	Program Tuition	\$260,000	This represents a tuition hike of 67%
3 in program	Instructor Workload	4 split between program and service courses	There is some flexibility in this model – an instructor can teach anywhere from 1 to 4 courses in the program, but have to make up the difference in the service courses
\$400,000	Salaries	<\$400,000	Unchanged until we have staff turn over. Anticipate more term instructors
\$42,000	Operating Expenses	\$42,000	This is our current figure for 2011-2012. It may go down
\$287,000	Net Cost	\$182,000	This is a worst case scenario. In future with more term instructors and/or instructors with less seniority our salary costs will decrease. As well our operating expenses may also decline with the use of more reliable digital equipment.

### Notes

This model does not take into account the amount of tuition revenue that will be allocated to us through service courses.

It also does not take into account the possibility of new FTE's coming available to us. If that happens we will bringing new money into the department

Revenue generation through the radio station and TV studio is not accounted for here

## Proposed Workload per Term

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### Current Sections

Faculty	Program	Service	Other	Total
Andy	2	0	1 (Chair)	3
Rick	3	0	0	3
Kim	3	0	0	3
Lois*	0	0	2 (Term Bus)	2
Mitch**	1			1

\* Lois is currently working for A&S part time and Program Assistant part time. Through the school year she also does at least one service course per term for business as well as being somewhere between quarter and half time program assistant.

\*\* Mitch teaches one course sessionally in the fall

### Proposed Sections

Faculty	Program	Service	Other	Total
Andy	2	1	1 (Chair)	4
Rick	3	1	0	4
Kim	2	2	0	4
Lois*	1	1	2 (A&S Co-op)	4
Mitch**	0			0

\* Lois continues working half time for A&S, the rest is made up of service courses or term instruction.

\*\* Unfortunately in this scenario there will be no room for Mitch's position

## Proposed Re-structuring

<b>Communication Department</b>			
New Program	Service Courses	Continuing Education	Revenue Generation
Two year, cohort-based Generalist	School of A&S School of Business	Part Time, non-credit courses Contract Training	Former Radio Station TV Studio

October 11, 2012

Chair and Members of Education Council,

The Chairs of Arts & Science are very concerned with the consultation undertaken by Camosun College administration with respect to the suspension and proposed cancellation of the Applied Communication Program (ACP.)

Under the College and Institute Act, program cancellations must involve consultation and advice by Education Council to the Board of Governors. During the suspension phase from March 2011 until now, the consultation and communication process was inadequate. The Dean of Arts and Science did not implement a communications process and did not recommend cancellation of the program as per Camosun College Policy E-1.11 (Program Suspension and Cancellation.) Detailed information was provided by ACP, in the form of an 18-page proposal for a Digital Media program to replace the Applied Communication Program. This proposal included:

- Job statistics from the BC government;
- Results of a survey sent to students in the last ten ACP graduating classes;
- A detailed overview of similar programs at other BC post secondary institutions, and how they compare to the proposed Digital Media program; and
- Financial projections showing the new program to be significantly less expensive than ACP.

We understand this proposal was not read by administration before suspending ACP.

Now, as formal cancellation of ACP is contemplated, consultation by administration consists of a survey sent to A&S Chairs and some other stakeholders on October 2. This survey was apparently devised by administration without input from the Dean of Arts and Science, nor from Education Council. It solicits opinions and qualitative responses from an unknown set of recipients who may have little access to relevant facts. The survey questions it asks can be addressed by the research in the Digital Media proposal described above.

As per section C. 1.a of Policy E-1.11 (Program Suspension and Cancellation), ACP faculty and staff followed the guidelines and “conduct[ed] a major restructuring” of the program. ACP fulfills virtually all program performance measures (Policy D. 2.b). As demonstrated in the Digital Media proposal, ACP is both popular and relevant, with graduates having higher employment rates than the college average. The new program would decrease costs (cited as the reason for suspension) and make the program even more relevant. In this way circumstances have been remedied as per section C. 4.

It appears that while ACP has upheld its obligations during the program suspension and cancellation process, administration has not. Consultation and communication have been limited at best, have disregarded vital information, and have been unilaterally designed by administration. If Education Council must be consulted, we feel they should also be involved in setting the process for consultation.

Surely a program that has served the needs of students and employers well for 40 years deserves better than this. But perhaps more importantly, due adherence to process and respect for Education Council by College administration are essential to Camosun’s future.

We ask the Council to request evidence of meaningful consultation with all ACP stakeholders, the ACP Chair, the A&S Dean and partners, as well as a written review response to the submitted proposal, before a vote to cancel this program is put on the table.

Signed by the Chairs of the School of Arts & Science,

Judith Price; Nancy Luick; Paula Young; Larry Anthony; Kelli Moorhouse; Steve Gormican; Judy Caldwell; Nasr Khalifa; Blair Surridge; Maureen Niwa; Lois Fernyhough for Andrew Bryce; Chris Ayles; Mary Byrne; Peggy Tilley