



## Education Council

Ensuring that our students are provided with quality educational experiences



# Agenda

Monday, November 19, 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.)	Madeline Keller-MacLeod
4:15	Committee Reports (10 min.)	
	1. Awards (nil)	Joanne Cumberland
	2. Education By-Laws (4 min.) Motion to Approve	John Boraas
	3. Alternatives & Electives (Nil)	Kathy Tarnai-Lokhorst
	4. Education Council Steering Committee – Ed Approvals Review & Renewal (3 min.)	Karin Kaercher
	5. Education Council Governance/Accountability – Ed Approvals Review & Renewal (3 min.)	Cynthia Wrate

TIME	ITEM	PRESENTER
4:25	<b>Curriculum Presentations and College Curriculum Committee Report (30 min.)</b>	
	1. <b>Curriculum Items – College Curriculum Report (30 min.)</b> See attached in CCC Report	Nicole Greengoe
4:55	<b>Presentations and/or Discussions (65 min.)</b>	
	1. <b>Program Suspension - Certificate in Herbal Studies (10 min.)</b> For information	John Boraas
	2. <b>Budget Consult Process 2013-2014 (30 min)</b>	John Boraas
	3. <b>International Opportunities (20 min)</b>	John Boraas
	4. <b>Selective Qualification – Re-Introduce Document (5 min)</b>	Carly Hall
TBD	<b>Governance Items Arising from Curriculum (TBD) – may be deferred to following meeting due to timing issues.</b>	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>Happy Holiday Social</b> <i>Monday, Dec 10, 2012 3:30-4:00 pm CC 321, Interurban</i>	
	<b>Regular Meeting</b> <i>Monday, Dec 10, 2012 4:00-6:00 pm CC 321, Interurban</i>	

**Members** (Quorum = 10)

**Voting Council Members**

Barbara Herringer, Administration  
 Carly Hall, Faculty  
 Corrine Michel, Faculty  
 Cynthia Wrate, Faculty  
 Gail Baxter, Support Staff  
 Insu Kim, Lansdowne Student Rep

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  
Richard Stride, Administration  
Thea Todd, Faculty

**Non-Voting Council Members**

Kathryn Laurin, President  
Shelley Butler, Permanent Secretary  
Madeline Keller-MacLeod, Board of Governor Rep

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**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)

**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 and Cindy Kwok, Office of VP Ed & SS, Interurban, 370-4690, [edapprovals@camosun.bc.ca](mailto:edapprovals@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, October 15, 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)  
 John Boraas (Administration)  
 Karin Kaercher (Faculty)  
 Kathy Tarnai-Lokhorst (Faculty)  
 Kathryn Laurin (President)

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 Gordon (Faculty)

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### Guests

Madeline Keller-Macleod, Student

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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 4:09 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. ACCEPTANCE OF AGENDA

The Oct 15, 2012 agenda was accepted via unanimous consent.

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### D. APPROVED MINUTES

The Sept 24, 2012 minutes were approved via unanimous consent with one correction: add Carly Hall to both new sub-committees as a member.

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**E. REPORTS**

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

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Carly reported that the Ed Approvals Steering Committee and Ed Co Governance Committee will be up and running soon.

**2. VP EDUCATION – JOHN BORAAS**

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John reported on the opening of the Centre of Excellence for Teaching and Learning. He noted there was considerable excitement around the event. He also noted that there will be a training session related to this to be held on Oct 19<sup>th</sup> regarding life-changing learning and leadership. It is intended that this workshop will be brought to Education Council and the Board of Governors in the future. He is also working on a Budget Consultation Process document that will be brought to Education Council at an upcoming meeting.

**3. BOARD – CARLY HALL**

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Carly noted that Madeline Keller-Macleod, a Camosun student who sits on the Board is considering being the Board Liaison for Education Council.

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**F. 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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John reviewed the briefing document. He states that the intent of the By-Laws Committee is to bring forward the revised By-laws at the November Education Council meeting for approval. If members have any feedback regarding the revision they should forward to John via Shelley Butler.

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

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Kathy presented the DRAFT Electives Standard for approval. She briefly reviewed the feedback received by Education Council members and how it was incorporated into the standard.

**Motion**

It was moved by Kathy, with the endorsement of the Electives and Alternates Committee, and seconded by Cynthia, that Education Council approves the Electives Standard EX 260-001-004, as updated and presented on October 15, 2012, for immediate use and implementation.

**Motion Carried**

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**G. COLLEGE CURRICULUM COMMITTEE PRESENTATIONS & REPORT – NICOLE GREENGOE**

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

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.

**Motion**

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

<b>APMC 500V Project Initiation and Charte (Substantive/Major Revision) -</b>	Course Grading System	(ID 61514)
<b>APMC 501V Project Planning, Scheduling a (Substantive/Major Revision) -</b>	Course Grading System	(ID 61515)
<b>APMC 502V Project Execution and Control (Substantive/Major Revision) -</b>	Course Grading System	(ID 61516)
<b>APMC 503V Project Leadership &amp; Communica (Substantive/Major Revision) -</b>	Course Grading System	(ID 61517)
<b>APMC 504V Project Closing &amp; Continuous (Substantive/Major Revision) -</b>	Course Grading System	(ID 61518)
<b>APMC 505V Applied Program Management Int (Substantive/Major Revision) -</b>	Course Grading System	(ID 61519)

**Motion Carried**

**2. ENGL 104 and ENGL 106**

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.

**Motion**

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

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

**Motion Carried**

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

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

**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)
<b>Motion Carried</b>		

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

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.

**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)
<b>Motion Carried</b>		

**5. Electronics and Computer Eng Tech Renewable Energy**

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.

**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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**H. PRESENTATIONS AND/OR DISCUSSIONS**

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**1. APPLIED COMMUNICATIONS CANCELLATION**

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John Boraas walked Education Council through the “Applied Communications” Cancellation agenda package. He reviewed the legislative responsibility of the Board to cancel programs as per the College and Institute Act, the College Program Suspension and Cancellation Policy and the process and consultation process to date regarding the intent to cancel the program. He noted that the recommendation to cancel the program was part of a budget process earlier this year. John noted that he is requesting that Education Council provide advice for the Board of Governors as per the requirement of the College and Institute Act.

To facilitate the discussion, Carly requested Education Council consider three topics:

1. Following the Program Suspension and Cancellation Policy
2. Implications for students
3. Implications for the college and community

Questions and discussion followed. See attached document for the official advice based on the meeting discussion from Education Council to the Board of Governors.

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**I. NEXT MEETING**

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**Happy Holiday’s Social**

Monday, Dec 10, 2012, 3:30-4:00, CC 321, Interurban

**Regular Meeting**

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

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**J. ADJOURNMENT**

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The meeting adjourned at 5:55 pm.

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**K. APPENDICES**

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## 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.~~

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

**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.**

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

**4. Election of Council Officers**

- a) ~~Election of the Chair and Vice Chair will be held within thirty days of the annual election of Council members, which is normally held in April. The Chair and Vice Chair will assume their positions on August 1<sup>st</sup>.~~

- b) ~~The elections may be presided over by a non-voting member of Council or by a non-Council member or by a Council member who has declared that they will not be seeking a position on the executive, as determined by the Chair prior to the election.~~
- 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.

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.

**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.

Comment [n12]: Redundant

~~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.~~

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

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~~

- 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.

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# CAMOSUN COLLEGE CURRICULUM COMMITTEE REPORT

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**Oct 29, 2012, 1:00-4:00, Paul Boardroom, Lansdowne**

**Present:** Nicole Greengoe (Chair), Peggy Tilley, Carl Everitt, , Ian Humphries, Shelley Butler, Connie Klassen, Stephen Bishop (for Marlene Welsh), Elizabeth West

**Regrets/Absent:** Lynda Warren, Shohreh Hadian

**Guests:** Saryta Schaerer

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## CURRICULUM REPORT

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### 1. Computer Systems Technology

#### Summary/Purpose

Tweak the program and courses to address some outstanding issues. They included but were not limited to:

- Add a new course: TECH 290 – Technology Symposium. This course was created to avoid confusion for the students between project implementation and symposium planning, which currently take place together in COMP 299.
- Revise the program from an optional Coop to an optional Internship. Due to a change in enrollment we are no longer financially able to offer the co-op option in the program. We have talked to employers and they are fine with the removal of coop. Coop is the initiator of the removal to this submission.
- Tweaks to course titles, and program and course learning outcomes.

#### CCC Concerns/Questions/Comments

1. The CCC requested the department consult with English to convert the ENGL 273 course in the program to the new credit model. The department has done. A change will be made to ENGL 273.
2. The CCC requested the department re-confirm that exception of 8 credits for COMP 299 is acceptable as it does not follow the new credit model.
3. The CCC requested the program create Internship courses in place of the Cooperative Education courses as the program only will offer an Internship option now. The department has done.
4. The CCC requested a number of edits to language for clarity. The department has done.

#### Full Recommendation

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

#### Motion

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

Computer Systems Technology Access (Certificate in) (Substantive/Major Revision) -	Learning Outcomes, Program Content, Program Cooperative Education, Program Description	(ID 61614)
Computer Systems Technology Access (Certificate in) (Substantive/Major Revision) -	Other:	(ID 61615)
COMP 152 Computer Programming/Literacy (Substantive/Major Revision) -	Course Calendar Description, Course Title, Learning Outcomes	(ID 61616)
COMP 241 .Net Web Applications and Serv (Substantive/Major Revision) -	Course Calendar Description, Learning Outcomes	(ID 61617)
COMP 299 Applied Project-Implementation (Substantive/Major Revision) -	Course (Activity) & Hours, Learning Outcomes	(ID 61618)
TECH 290 Technology Symposium (Substantive/Major Revision) -	New Course	(ID 61619)

**2. PSYC 171, 273, and 274 and associated cascading changes**

**Summary/Purpose**

Cancel 2 PSYC courses related to child and adolescent development, and add 3 new more in-depth PSYC courses related to human, child, and adolescent development. The depth of curriculum change of the 2 older PSYC courses was sufficient that it was deemed appropriate to create PSYC 273 and 274 as new courses.

**CCC Concerns/Questions/Comments**

1. The CCC requested clarification on the term “interdisciplinary” used in the short description for the courses. The department has clarified how this term applies in the Psychology field.
2. The CCC requested clarification on the short description notation - “recommended prior courses” for PSYC 200. They suggested that ENGL 164 and BUS 140 could be also added to this list. The department has clarified the ENGL 164 is appropriate and can be added, but BUS 130 and 140 are not appropriate as they want to recommend courses with a heavy writing component.
3. The CCC recommended the department contact Ian Humphries re. possible tuition impacts or not as a result of this change. The department will do.
4. The CCC requested some edits to language for clarity. The department has done

**Full Recommendation**

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

**Motion**

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

<b>PSYC 150 Child Development 1 (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61620)
<b>PSYC 152 Adolescent Development (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61621)

PSYC 171 Human Development: Lifespan (Substantive/Major Addition (Replacement)) -	New Course	(ID 61622)
PSYC 200 Introduction to Personality (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61626)
PSYC 201 Research Methods in Psychology (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61627)
PSYC 203 Social Psychology (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61628)
PSYC 210 Behaviour Management (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61629)
PSYC 250 Psychopathology (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61630)
PSYC 252 Criminal and Deviant Behavior (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61631)
PSYC 255 Advanced Communications (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61632)
PSYC 272 Adulthood and Aging (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61633)
PSYC 273 Adolescent Development (Substantive/Major Addition (Replacement)) -	New Course	(ID 61623)
PSYC 274 Child Development (Substantive/Major Addition (Replacement)) -	New Course	(ID 61624)
PSYC 276 Positive Psychology (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61634)
Pre-Medicine (Associate Degree of Science) (Substantive/Major Revision) -	Program Content	(ID 61625)

### 3. Bachelor of Athletic and Exercise Therapy and “AET” course changes

#### Summary/Purpose

The program is taking the curriculum of two courses (AET 270 and 271), where there is an imbalance (i.e. light vs heavy) in content, and redistributing the content into two new courses (AET 272 and 273) to create a better balance.

#### CCC Concerns/Questions/Comments

1. The CCC requested a number of edits to language for clarity. The department has done.
2. The CCC requested the department confirm the correct version of the document as there appears to be a version error in the admission requirements. The department has done and corrected the version error.

#### 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>Athletic and Exercise Therapy (Bachelor of) (Substantive/Major Revision) -</b>	Program Admission Requirements, Program Content	(ID 61644)
<b>AET 201 Placement 1 (Substantive/Major Revision) -</b>	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61637)
<b>AET 202 Placement 2 (Substantive/Major Revision) -</b>	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61638)
<b>AET 260 Emergency Conditions 1 (Substantive/Major Revision) -</b>	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61635)
<b>AET 261 Emergency Conditions 2 (Substantive/Major Revision) -</b>	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61636)
<b>AET 270 Field Conditions 1 (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61645)
<b>AET 271 Field Conditions 2 (Substantive/Major Cancellation (Replacement)) -</b>	Cancel Course	(ID 61646)
<b>AET 272 Field Prevention/Injury Care 1 (Substantive/Major Addition (Replacement)) -</b>	New Course	(ID 61647)
<b>AET 273 Field Prevention/Injury Care 2 (Substantive/Major Addition (Replacement)) -</b>	New Course	(ID 61648)
<b>AET 301 Placement 3 (Substantive/Major Revision) -</b>	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61642)
<b>AET 310 Pathophysiology (Substantive/Major Revision) -</b>	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61641)
<b>AET 330 Therapeutic Modalities (Substantive/Major Revision) -</b>	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61640)
<b>AET 340 Anatomy of the Lower Extremity (Substantive/Major Revision) -</b>	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61639)
<b>AET 360 Injury Prevention Equipment (Substantive/Major Revision) -</b>	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61643)

#### 4. Plumbing, Ref. and Pipe Trades Fdn., Plumbing and Pipe Trades Fdn.

##### Summary/Purpose

Replace three existing courses with one new one for better efficiency. The curriculum is better delivered as one course. Adjusting learning outcomes to be consistent with the new Industry Training Authority (ITA) program outcomes.

##### CCC Concerns/Questions/Comments

The CCC requested a formatting correction for clarity. The department has done

**Full Recommendation**

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

**Motion**

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

Plumbing, Refrigeration & Pipe Trades Foundation (Certificate in) (Substantive/Major Revision) -	Learning Outcomes, Program Content	(ID 61649)
PIPE 100 Plumbing and Pipe Trades (Substantive/Major Addition (Replacement)) -	New Course	(ID 61653)
PIPE 199B Rfrgn/Heat Bridge (Substantive/Major Revision) -	Course Pre-requisite (replacement), Course Title	(ID 61654)
PLMB 100 Plumbing Core Cluster (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 61650)
PLMB 200 Plumbing Occupational Cluster (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 61651)
PLMB 300 Plumbing Specialty Cluster (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 61652)

**5. Interprofessional Mental Health and Addictions (IMHA)**

**Summary/Purpose**

The department has reviewed the effectiveness of the admission requirements for the program (which has been running for 6 years) and would like to make some changes based on their experience:

- To include psychology graduates in the preferred students list.
- Remove the 500 work/volunteer hours in a helping role as it does not necessarily qualify the students to be successful.
- Request that students provide a resume and statement about why they wish to take the program.

**CCC Concerns/Questions/Comments**

1. The CCC requested the department consult with the Psychology Department to advise of them of the Psychology pathway for students. The department will do.
2. The CCC requested clarification on the formatting of the admission requirements as it is not clear of the requirements as written.
3. The CCC requested clarification on the purpose of the resume and statement. The CCC has concerns that this may be a selective admission process and it is not clear as currently written.

**Full Recommendation Pending**

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

**Pending Motion**

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

<b>Interprofessional Mental Health and Addictions (Post-Degree Diploma) (Substantive/Major Revision) -</b>	Program Admission Requirements, Program Description, Program Participation Requirements	(ID 61655)
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**6. Associate of Arts Degree - English**

**Summary/Purpose**

The schools intent has been to allow any four second year English courses to be used for the Associate Degree; however they currently list each course versus a generic statement to this affect. As such, every time there is a new course or a course is revised additional work is required to update the Program Outline. The proposed revision clarifies the intent of the program requirement with the one general statement requiring “four of any second year ENGL courses”.

**CCC Concerns/Questions/Comments**

The CCC requested an edit to language for clarity. The department has done.

**Full Recommendation**

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

**Motion**

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

<b>English (Associate Degree of Arts) (Substantive/Major Revision) -</b>	Program Content	(ID 61657)
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**7. NAUT Course Cancellations**

**Summary/Purpose**

Cancel courses are per Transport Canada guidelines. They are no longer part of the curriculum. These courses have been replaced with new courses.

**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:

NAUT 012 Communications (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61658)
NAUT 020 Navigation Instruments (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61659)
NAUT 021 Navigation Instruments (Sen1) (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61660)
NAUT 051 Navigation 1 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61661)
NAUT 052 Navigation 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61662)
NAUT 061 General Seamanship (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61663)
NAUT 091 Industry Safety & Ship Mgmt 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61664)
NAUT 092 Industry Safety & Ship Mgmt 3 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61665)
NAUT 113 Stability 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61666)
NAUT 122 Cargo and Construction (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61667)
NAUT 123 Cargo Work (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61668)
NAUT 132 Engineering 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61669)
NAUT 133 Engineering 3 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61670)
NAUT 151 General Ship Knowledge (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61671)
NAUT 157 General Ship Knowledge (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61672)
NAUT ASTRO2 Celestial Navigation, Level 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61673)

**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 CCC Agenda Package – View PDF's of the curriculum.

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

<\\nas2\cecp>

Search by School, Course or Program

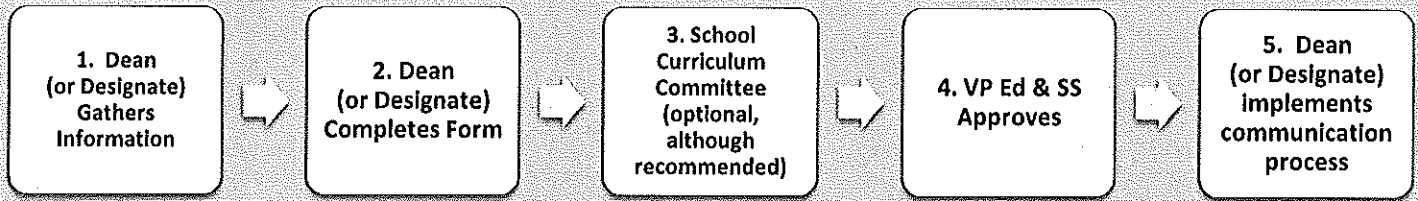
# Program Suspension Form (Minor Change)

for office use only:

ID 61527

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.

### Suspension Process:



Credential Name(s): Certificate in Herbal Studies

Received: Sept 27, 2012

School: HHSCE

Dept: CECT

Last Intake of Students in this Credential prior to Suspension:


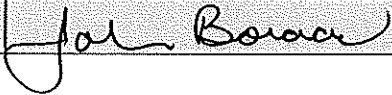
Sept  Jan  May  July  2010  2011  2012  2013  Other: October 2011

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. Is/was this credential to be replaced by a new credential? (yes/no) Please explain.	Not replaced by a credential, but by a course.
2. When (i.e. date) was the suspended credential(s) first offered?	October 1, 2011
3. Has this credential been replace/restructured into another credential? (yes/no)	Not a credential – a CE course.
4. 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>	Contract negotiations with primary instructor failed. Replacement fits with budget considerations.
5. 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>	No, discussions have been underway since March 2012 but decision is recent.
6. Transition & Communication Plan <i>Articulate a plan for any students impacted by the suspension. Attach supporting documents if available.</i>	We have been maintaining an Interest List and not accepting applications.
7. 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>	The replacement course is the action plan.
8. 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>	This will be confusing for CE students. Our course descriptions for the new course will be posted on the CE webpage. The following courses are still active but will be cancelled through edco at a later date. <ul style="list-style-type: none"> <li>1. HERB 501V</li> <li>2. HERB 502V</li> <li>3. HERB 503V</li> <li>4. HERB 504V</li> <li>5. HERB 505V</li> </ul>

**APPROVED**  
minor change  
**OCT 16 2012**  
signature \_\_\_\_\_ date \_\_\_\_\_

NAMES	SIGNATURES	DATE
Dept Chair:		
Dean(s) of Other Affected Depts (add more rows if needed) <input type="checkbox"/> Not applicable		
School:		
Comments by Other affected Departments (attach additional sheets if necessary):		
Dean:		
VP Ed: <b>John Boraas</b>		12/10/16

**APPROVED**  
 minor change  
**OCT 16 2012**  
 signature \_\_\_\_\_ date \_\_\_\_\_



## PROGRAM OUTLINE

HHSCE

Education Council:

Minor Approval:

**1. Program Code:***(Set by Student Services, departments should consult with Student Services prior to approval.)*

HERB

**2. Program Name:***(must reflect the program)*

Herbal Studies

**3. Program Description:***(Including program length, general description, intended population, career opportunities, further studies, etc)*

Herbal Medicine is the ancient use of plant remedies in the treatment of disease. Modern science now allows us to better understand their healing powers and how they can complement traditional medicine. The philosophy behind herbal medicine is to treat the person, not the disease. Our six-month part-time program educates students to safely create effective, simple, affordable herbal remedies for personal use, using sustainable practices. Students will:

- Learn how to identify and use local wild and cultivated healing herbs.
- Become knowledgeable in Western, Ayurvedic, and some traditional Indigenous philosophies and their use of herbs.
- Create effective, simple, affordable herbal remedies for personal use and learn about sustainable herbal practices.
- Apply a holistic approach to health and healing with herbs using modern science to enhance and complement your knowledge, efficacy and safety

Students will explore traditional and Western approaches of using herbs for different body systems and will compare and contrast commercially available herbal remedies. The program theory includes an introduction to the physical structure and systems of the human body. Legal and ethical considerations of practicing herbalism will also be discussed. The practical component of this program, "Learning on the Land", includes hands-on herb identification, harvesting, and medicine making for personal use.

As the herbal industry is not presently regulated, this credential provides validation that the student has received a quality education from a reputable public post-secondary institution. While many students will choose to attend for personal interest, this credential serves to raise the standard of the industry and helps to promote a broader acceptance of holistic medicine. This program provides a strong foundation for students to create herbal remedies for personal use and to apply their knowledge in a community setting. Students may pursue continuing education towards professional membership in the American Herbalist Guild.

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

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

Cooperative Education Designation (yes/no): **No**

Internship Designation (yes/no): **No**

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.

**10. Program Completion Requirements:**

*(Requirements that must be met before the credential will be awarded. Examples: GPA, total credits required, etc.) (note "a minimum GPA of 2.0 ("C") is the college standard to graduate from all GPA programs, unless otherwise stated")*

Students must successfully complete HERB 501V, 502V, 503V and 504V with a minimum of 70% (B-) in each course and successfully complete the field experience for HERB 505V in order to graduate with a Certificate in Herbal Studies.

**11. a. Credential Awarded:**

Format – credential followed by program (then by work experience designation if applicable) (e.g. "Certificate in ...", "Diploma in...", "Cooperative Education Designation", etc.)

Certificate in Herbal Studies

**b. External Licensing Certifications: N/A**

*(if applicable)*

**12. Special Notes:**

*(Example: Block Transfer Arrangements)*

- Attendance at a program information session scheduled by Camosun College is highly recommended prior to application to this program.
- It is strongly recommended that students have basic computer literacy, including experience with keyboarding and basic internet search and email skills.
- The program is delivered online. Students will find a home computer beneficial for their studies;
- Participants should expect to commit to 5-10 hours per week to their online study.

**13. Recommended Information, Activities or Materials to Help Students to Succeed Throughout the Program:**



**Item:** CET Consultation for Proposed Budget (2013 – 2014) Development  
**Prepared:** November 5, 2012

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**Principles**

The College is committed to a transparent process that supports the development of a proposed budget, following these five principles:

- Consultation needs to provide timely information to the college community about the broad based implications of the proposed budget and its development
- Consultation needs to seek input on specific elements of the proposed budget by those most directly impacted by these decisions
- Consultation needs to ensure that the right decisions are informed by the right people at the right time
- Consultation is a process to help inform decisions and to ensure that the impact of such is understood by the College’s Executive Team (CET) so that they in turn can make sound recommendations to the Board’s Finance Committee and ultimately to the College’s Board of Governors
- The College’s Executive Team (CET) is responsible for implementing this process

**Objectives**

The objectives for the consultation plan are to ensure that:

- Prior to final board approval, the college community has an opportunity to be informed about key elements of the proposed budget
- Key stakeholders impacted by potential decisions are informed and are able to provide options for consideration
- The board is confident that the college community has had a reasonable opportunity to participate in a process

**Consultation Matrix**

The following outlines the nature of consultation, who is involved and how the consultation will occur:

<b>Who (Stakeholders)</b>	<b>Why</b>	<b>How</b>	<b>What (The nature of the decision)</b>
<b>Broader College Community</b>  Lead: CET	Proactively informed about intentions and decisions before they are implemented	General college communications (electronic, meetings)	Broader based college decisions and the college’s strategic focus for the budget
<b>Faculty and staff in all units, schools and departments</b>	Working within the budget framework to determine priorities, possible reductions and options	Communication at the school level through school wide meetings; departmental/chair meetings; and the establishment of school or unit budget development groups when appropriate	School, program and department specific decisions

Clarifying the impact on

programs and people,  
including students and  
employees

**Lead: Deans and Directors** Feeding recommendations to CET for inclusion in budget roll up.

<b>Unions/Student Society</b>	Potential impact on membership and on individual members	Meetings with college executive and president  Ongoing liaison with Human Resources dept  Program specific impact to include deans and directors	Specific potential program and service impacts
<b>Lead: CET Advisory committees</b>	Industry impact on potential impacted program areas	Meetings and/or electronic communication	Specific impacts and options
<b>Lead: Deans and VPEd EdCo</b>	Input is important to decision making Potential program and curriculum impact	Meeting and reports	Impact on programs and curriculum
<b>Lead: VPEd Students</b>	Potential impact on programs	Face to face with deans for potential specific impacted areas and by Student Services	Impact to academic planning
<b>Lead: Deans, VPEd, Registrar CET</b>	Ultimately responsible for gathering all information and, rolling it into a budget proposal.		Final proposal of the budget
<b>Lead: VP Admin/ Finance, President Finance and Board</b>	Makes final recommendations to the College's Finance and Board	Report and meetings	Final proposal
<b>Lead: President Board</b>	Potential program and curriculum impact	Meeting and reports	Final approval

**External or Mitigating Factors**

Note that this framework is based on the assumption that outside elements which inform the budget process, including information from government on funding including operating grants, tuition policy, outcomes from collective bargaining etc., will happen in a similar way to previous years. Decisions beyond our control may be made outside the college that impact when and what occurs as part of this process. If this happens, CET will keep the college informed and will update



this document. Note too that during the College’s process, new information that comes to light may have an impact on budget targets and revenue assumptions. All in all, there are many moving parts resulting in the need for flexibility in providing and receiving input.

## The Framework

The consultation will be conducted in three “phases”. These phases may run parallel or overlap, but provide distinct points of information sharing and decision making in the college’s process.

### Phase 1 - Setting the context:

The intent of this phase is to clarify the college’s current situation and outline how we will be approaching the budget consultation for the upcoming year. It will involve communicating what we know to date about the external environment. The college community will be informed about the shape we are in; what we have heard to date from the Ministry; how our planning from the previous year has worked so far; and an estimate of how we are likely to end the year. In addition, the college community will be informed of how we are planning to consult during the overall budget process:

- |   |  |
|---|--|
| • College wide town hall meetings at each campus to clarify the external environment and to address how we have performed in the current fiscal | Completed  |
| • Inform SLC of the proposed process  | Completed  |
| • Presentation as part of Province’s pre budget consultation  | Completed  |
| • Meet with Union/Student society leadership to outline this process  | Early Nov  |
| • Inform the College Board about the process  | Oct Board Exec<br>Nov Board Finance<br>Nov Board |
| • Inform EdCo about the process   | Nov meeting                                      |
| • Provide a written overview of the process to the college community  | Early Nov  |

### Phase 2 - Planning within schools and departments:

This phase is integral for actually “getting into” the specifics of the budget and working with options. Responsibility for developing planning scenarios and exploring options needs to happen at the level where the impact will be most felt. This empowers members of schools and departments to engage in discussions about what they know best. Deans and directors will be responsible for conducting processes to generate input which will lead to final school and departmental recommendations. Deans and directors will also be responsible for using the input to develop a final proposed school / department budget and for communicating what the budget is and why key decisions were made back to their respective school or department. Recommendations in turn will be forwarded to CET for finalization and roll up for preparing the College’s overall budget.

- |   |                     |
|---|---------------------|
| • Develop process (worksheets and templates ) for input at the school and department level to support deans and directors   | By mid Nov          |
| • Determine scenarios with which schools and departments will work, including targets   | By mid Nov          |
| • Distribute worksheets and guidelines for process to deans, directors  | By mid Nov          |
| • Review the process at SLC   | Nov                 |
| • Implement school and department based processes to explore options and to gather feedback at the school level through school wide and department based meetings | Mid Nov to late Jan |
| • Identification of issues to CET   | Feb                 |

- Draft 1 of budget Feb
- SLC reviews decisions and impact on other departments Feb
- 2013/14 Provincial Budget – Ministry confirms funding Late Feb
- Draft 2 of budget Late Feb/early Mar
- Communication to unions/student society re: highlights of overall proposed budget Early Mar
- Communication to College community re: highlights of overall proposed budget Early Mar
- Draft 2 of budget to Board Finance Comm. – highlights briefing Early Mar
- To EdCo – highlights briefing Early Mar
- Advisory boards consulted if relevant programs are impacted Early Mar
- Final proposed budget developed Mid Mar
- Communication distributed to college community to highlight changes Mid Mar
- School and departmental conversations if changes or modifications occur Mid Mar
- Unions informed of proposed changes Mid Mar
- Communication planning regarding the potential impact on specific staff and faculty (within collective agreement guidelines) Mar
- Revised implications to EdCo Mar
- Follow policy re: suspensions etc. if required Mar

### Phase 3 – Finance committee and Board decision making:

The board’s decision making will come at the end of a process in which the college community has been well informed. The Board will work with the recommendations of its Finance Committee:

- Updates to Board Finance Committee Sep to Mar
- Briefing on highlights in draft 2 of budget Early Mar
- Proposed budget presentation and review Late Mar
- Board Meeting to review the Finance Committee’s report and make a decision regarding the proposed budget Apr
- Decisions of all levels of meetings will be communicated to the college community Throughout process

# Supporting a Sustainable Vision for Camosun: International Education Opportunities

John Boraas, VPED

June 14, 2012

# Today...

1. Closing the loop
2. General Statement of Issues
3. The Education Plan and future projects

# Alternate English Assessments

IELTS

TOEFL

## Programs requiring

Academic English 150

6.5

83

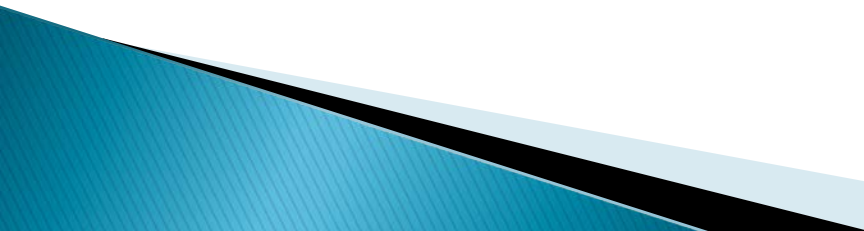
## Career Programs and Certificate/Diploma Programs

▶ Camosun College	6.0	83
▶ VCC	5.5–6.0	68–79
▶ Douglas	6.5	83
▶ VIU	6.0	80
▶ Centennial	6.0	80
▶ Sheridan	6.0	80
▶ Thompson Rivers	6.5	83

# English Course Options

- ▶ English 12      C+ or C
- ▶ English 11

## Alternatives Include:

- ▶ English 092/094      Some require only 092
  - ▶ ELD 092/094
  - ▶ ELD 097
  - ▶ English 140
- 

# Leading Practices – Opportunities for Camosun

- ▶ **Pathways Programs**

Programs include opportunities to develop language skills (Camosun Example)

- ▶ **English Foundation Program**

Focus on language development with access to some credit/career/academic programming

- ▶ **ESL Bridging Programs**

Defined mix of programming (ESL and specific program courses)



# Leading Practices – Opportunities for Camosun

- ▶ **Pre-sessional programs**

Students accepted to post-secondary programs with 'pre term of ESL and Study skills)


- ▶ **Defined English entrance across college**


Assessment scores clear for all programs AND early entrance with simultaneous ESL programming

- ▶ **Post Secondary Foundations Program**

Semester long program combining ESL and Study Skills with Guaranteed Access to post-secondary upon successful completion

# Next steps – Inspiring Learning and the Education Division

- ▶ College-wide leadership task force for International activities and internationalization
  - ▶ Act on alternative means to support second language learners in college programs
  - ▶ Funding models to support new initiatives
  - ▶ Consideration of appropriate and alternate language requirements
  - ▶ How to accommodate arriving international students and provide welcome
  - ▶ Cultural Safety
- 

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

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

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

**DRAFT - PROPOSED**

## Selective Qualification

### Purpose/Rationale:

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

### Scope/Limits:

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

### Terminology:

Selective qualification refers to an admission standard where applications are assessed using an established process that, in addition to minimum standards, considers supplemental items such as: prior academic performance; hours of related work experience; personal references and on-site assessment of skills and aptitude deemed important for student program success.

### Criteria for Selective Qualification

Certain programs at Camosun College may include selective qualification criteria necessary for student success.

Typically, selective qualification applies to programs with:

- applicant numbers that generally exceed college resources;
- required clinical or experience placements with limited availability;
- professional accreditation requirements or program partner requirements;
- specific aptitude or ability necessary for student success;
- the qualification has a demonstrated impact on students, their progress, or their classroom experience.

In programs where selective qualification is deemed necessary, qualification criteria will be developed by the dean in collaboration with the department and program stakeholders, and must be approved by Education

Council. Programs with selective qualification criteria will be identified in the college calendar and posted on the college website.

**Process:**

Departments must submit an application for selective qualification through the regular educational approvals process, including briefing documentation, supporting data and a qualification plan that outlines:

- the rationale for selective qualification
- program enrolment limits
- the effective date or term proposed for the change
- the proposed application process, including qualification criteria
- the process for transitioning or grand-fathering currently enrolled students
- a plan for notifying the registrar's office, student services, impacted departments, students and partner institutions

DRAFT