



Agenda

Monday, December 10, 2012

Happy Holiday Social 3:30 – 4:00 pm / Meeting 4:00 – 6:00 pm

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	Acknowledgement of Coast Salish Territory (1 min.) <i>We acknowledge that Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'lanew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. http://camosun.ca/aboriginal/territory.html</i>	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 (6 min.)	
	1. Awards (nil)	Joanne Cumberland
	2. Alternatives & Electives (Nil)	Kathy Tarnai-Lokhorst
	3. Education Council Steering Committee – Ed Approvals Review & Renewal (3 min.)	Karin Kaercher
	4. Education Council Governance/Accountability – Ed Approvals Review & Renewal (3 min.)	Cynthia Wrate

TIME	ITEM	PRESENTER
4:21	Curriculum Presentations and College Curriculum Committee Report (45 min.)	
	1. Curriculum Items – College Curriculum Report (45 min.)	Nicole Greengoe
	• CCC Report - see attached (15 min.)	Peter Rehor, Gord Inglis, Nevin Harper
	• Bachelor of Sport & Fitness Leadership (15 min.)	
	• Certificate in Office Administration (15 min.)	LeaAnne Webster
5:06	Presentations and/or Discussions (54 min.)	
	1. Selective Qualification - Discussion (30 min.)	Carly Hall
	2. English Roadmap (14 min.)	Carly Hall
	3. Consultation Program Cancellation (10 min.)	John Boraas & Joan Yates
TBD	Governance Items Arising from Curriculum (TBD) – <i>may be deferred to following meeting due to timing issues.</i>	Carly Hall
	1.	
	2.	
	Goodbye	Carly Hall
	<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>	
	Next Meetings:	Carly Hall
	Regular Meeting	
	<i>Monday, January 21, 2013</i>	
	<i>4:00-6:00 pm</i>	
	<i>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
Madeline Keller-MacLeod, Board of Governor Rep
Shelley Butler & Cindy Kwok, Permanent Secretary

Observer

To be confirmed

Guests

Joan Yates, Administration

For Information:

Education Council Executive:

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

Vice-Chair: Cynthia Wrate, Business, Interurban, 370-4134, wratec@camosun.bc.ca

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

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

Permanent Secretary: Shelley Butler and Cindy Kwok, Office of VP Ed & SS, Interurban, 370-4690, 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, Nov 19, 2012

4:00 – 6:00

CC 321, Interurban

Present

Barbara Herringer (Administration)

Carly Hall (Faculty), Chair

Corrine Michel (Faculty)

Gail Baxter (Support Staff)

Insu Kim (Student)

Joanne Cumberland (Support Staff)

John Boraas (Administration)

John Gordon (Faculty)

Karin Kaercher (Faculty)

Kathy Tarnai-Lokhorst (Faculty)

Nancy Sly (Faculty)

Nicole Greengoe (Administration)

Madeline Keller-Macleod (Board Rep)

Mindy Cui Yu Jiang (Student)

Patricia Gaudreault (Faculty)

Richard Stride (Administration)

Shelley Butler (Permanent Secretary #1)

Regrets/Absent

Kathryn Laurin (President)

Cynthia Wrate (Faculty), Vice-Chair

Paul Brady (Faculty)

Thea Todd (Faculty)

Guests

Cindy Kwok (Permanent Secretary #2)

Gloria Darroch, Coop Ed and Continuing Ed.

Megan Marshall (Student)

Jordan Sandwith (Student)

Piotr Burek (Student)

Bonita Bai (Student)

Meeting

A. CALL TO ORDER AND A DECLARATION OF QUORUM

The Regular Meeting was called to order at 4:05 by Carly Hall, Education Council Chair.

B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY

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

C. INTRODUCTION

Given the number of new members sitting at the table, Carly welcomed all new members and requested a round table of introductions.

D. ACCEPTANCE OF AGENDA

The Nov 19, 2012 agenda was accepted via unanimous consent.

E. APPROVED MINUTES

The Oct 15, 2012 minutes were approved via unanimous consent with one correction: remove "I" first person from the APMC CCC Monthly Report item and replace with the third person.

F. REPORTS

1. EDUCATION COUNCIL CHAIR – CARLY HALL

Carly noted that Stephen Bishop, former Education Council member did not regain his seat on Education Council in the recent by-election. As he was unable to attend Education Council himself tonight, he wanted to pass on his best wishes to everyone on Education Council and thank everyone for the support he received in his previous Education Council term.

Carly also reported that the Academic Governance Council met at Camosun in October. The Council meets a couple times a year. Both Cynthia and Carly attended the meeting, hosted by Camosun. It was an informative meeting. They found it interesting to hear some of the other Education Councils face similar challenges to what we face here. The next Academic Governance Council meeting will be in April.

Lastly, Carly reported that a letter regarding the feedback from Education Council on the cancellation of the Applied Communication program was sent to the Board. The Board did ultimately vote to cancel the Applied Communication program. The Board wished to thank Education Council for their input and express their appreciation for the thought and consideration on the matter contained in the letter.

2. VP EDUCATION – JOHN BORAAS

John followed up on Carly's report regarding the cancellation of the Applied Communication. He noted that the Board did grapple with the cancellation of the program. He noted that the cancellation and letter by Education Council did generate further discussion on program cancellations generally. The feedback in the letter is going to be used to develop further process to examine the issue of Program cancellations.

John also noted that he will be coming forward at the Dec 10th Education Council meeting with Joan Yates to discuss the concepts and considerations around program cancellations further. This will include such concepts our current and planned program mix, how we "sunset programs", affects of budget on our programs, programs and benchmark criteria, etc.

3. BOARD – MADELINE KELLER-MACLEOD

Madeline reported as well that the board voted to cancel the Applied Communication program. She felt there was "little opposition" to the motion to cancel.

G. COMMITTEE REPORTS

1. AWARD'S COMMITTEE – JOANNE CUMBERLAND

Nil

2. EDUCATION COUNCIL BY-LAWS – JOHN BORAAS

John presented the briefing document and the proposed DRAFT revisions to the By-laws. Questions followed.

Motion

It was moved by John and seconded by Kathy, that Education Council approves the recommended revisions to the Education Council By-Laws for immediate use and implementation.

Motion Carried

3. ALTERNATES AND ELECTIVES - KATHY TARNAL-LOKHORST

Nil

4. EDUCATION COUNCIL STEERING COMMITTEE – KARIN KAERCHER

Karin noted that the Steering Committee has met three times. The work of the committee is based on the recently approved new Educational Approvals model approved in September. It is a combination of work that has been going on for the last year and a half with the vision of creating a process that is more streamlined, supportive of developers, and clarifies the role of CCC and EdCo. The Committee has now crafted a Project Charter and a Terms of Reference, and they are now beginning on creating a Communications Plan. The tentative implementation date for the new process will be September 2013. She also noted that Ian Humphries will be working on the implementation and operational issues that run parallel to the Education Approvals process.

5. EDUCATION COUNCIL GOVERNANCE/ACCOUNTABILITY – CYNTHIA WRATE

There is no update at this time.

H. COLLEGE CURRICULUM COMMITTEE PRESENTATIONS & REPORT – NICOLE GREENGOE

1. Computer Systems Technology

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.

A question followed.

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)

Motion Carried

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

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. Questions and discussion followed.

Motion

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

PSYC 150 Child Development 1 (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 61620)
PSYC 152 Adolescent Development (Substantive/Major Cancellation (Replacement)) -	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 History of Psychology (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)

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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)
Motion Carried		

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

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.

Motion

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

Athletic and Exercise Therapy (Bachelor of) (Substantive/Major Revision) -	Program Admission Requirements, Program Content	(ID 61644)
AET 201 Placement 1 (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61637)
AET 202 Placement 2 (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61638)
AET 260 Emergency Conditions 1 (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61635)
AET 261 Emergency Conditions 2 (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61636)
AET 270 Field Conditions 1 (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 61645)
AET 271 Field Conditions 2 (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 61646)
AET 272 Field Prevention/Injury Care 1 (Substantive/Major Addition (Replacement)) -	New Course	(ID 61647)
AET 273 Field Prevention/Injury Care 2 (Substantive/Major Addition (Replacement)) -	New Course	(ID 61648)
AET 301 Placement 3 (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61642)
AET 310 Pathophysiology (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61641)

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AET 330 Therapeutic Modalities (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61640)
AET 340 Anatomy of the Lower Extremity (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61639)
AET 360 Injury Prevention Equipment (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61643)
Motion Carried		

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

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. A question followed.

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)	Program Content	(ID61689)
Plumbing & 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)
Motion Carried		

5. Interprofessional Mental Health and Addictions (IMHA)

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.

Questions and discussion followed.

Motion

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

Interprofessional Mental Health and Addictions (Post-Degree Diploma) (Substantive/Major Revision) -	Program Admission Requirements, Program Description, Program Participation Requirements	(ID 61655)
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Motion Carried

6. Associate of Arts Degree - English

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”.

Motion

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

English (Associate Degree of Arts) (Substantive/Major Revision) -	Program Content	(ID 61657)
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Motion Carried

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.

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)
		Motion Carried

I. PRESENTATIONS AND/OR DISCUSSIONS

1. PROGRAM SUSPENSION – CERT. IN HERBAL STUDIES – JOHN BORAAS AND GLORIA DARROCH

John informed Education Council on the suspension of the Certificate in Herbal Studies, and introduced Gloria Darroch from Continuing Education. Gloria gave background information on what led to the suspension of the Certificate in Herbal Studies (see Program Suspension document). Carly clarified that Education Council does not approve program suspensions, and that that responsibility belongs with John Boraas, VP Education. Questions and discussion followed.

2. BUDGET CONSULT PROCESS 2013-2014

John acknowledged that some members may be experiencing complicated feelings right now and dealing with other pressing things in the “hours before” the CUPE job action”.

John then led Education Council through the CET Consultation for Proposed Budget 2013-2014 Development document and the 2013-2014 Guiding Principles and Decision-Making Criteria document (see documents). Questions and discussion followed.

Comments included but were not limited to:

- *Would like EdCo to be able to provide input to program areas as early as possible re. potential curriculum issues as a result of budget decision-making. Approach from an affirmative process.*
- *Want to be clear on the mandate of Education Council versus the responsibility of the College Administration. Wary of getting mired in budget decisions at the Education Council table.*
- *Could the VP Education give updates to Education Council regarding programs at risk, etc.? Response: There will be a program alert and developmental model brought forward to Education Council at the Dec 10th meeting to discuss this idea further.*
- *Is this document confidential at this point? - Response: No, not considered confidential at this point.*

3. INTERNATIONAL OPPORTUNITIES – JOHN BORAAS

John drew the attention of council to the Power Point handout, however he has chosen to give an abbreviated oral presentation of the topic as much time has passed since the initial intent to present in the June 2012 meeting. John gave brief highlights of the information presented in the handout. He noted that for the past many months the College has been doing numerous activities and using numerous approaches to give students an intercultural experience. There is also a task force that has been formed to look at responding more effectively to international issues. Overall, this topic has been a good news story for the College.

4. SELECTIVE QUALIFICATION – CARLY HALL

Carly reminded council of the past process that went into the document creation for the DRAFT Selective Qualification document. She noted that the council intended to bring the document and issue back to Education Council for further discussion and resolution. She requested feedback from Education Council on how they would like to proceed with the issue and document. Discussion followed.

Comments included but were not limited to:

- *The document is a useful way to formalize the issue. We should seek feedback from outside Education Council.*
- *How do we determine which programs can move in this direction?*
- *This selective qualification standard is meant to apply to programs not the student.*
- *Education Council needs have a collective understanding of the issues and the message before seeking input outside the council.*

The issue and document will be brought back to Education Council for further discussion and next steps.

J. NEXT MEETING

Regular Meeting

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

K. ADJOURNMENT

The meeting adjourned at 5:58 pm.

L. APPENDICES

November 2012

**Camosun College
2013-2014 Budget
Guiding Principles and Decision-Making Criteria**

Throughout the development of the 2013-2014 budget the college is committed to an ongoing communication process with the college community. In making decisions, we will apply to the extent possible the decision-making criteria outlined in this document.

Guiding Principles:

1. The Ministry has directed us to build a balanced budget - running a deficit is not acceptable.
2. The Board of Governors is the ultimate approval body, at the administrative level the proposed budget will be built with input from the College community, unit proposals will be made by the respective Dean/Director with overall decisions on the content of the proposed budget made by the College Executive Team.
3. Budget planning will be reflective of Camosun's values, strategic plan, campus plan and educational plan.
4. To the extent possible and based upon the information available to us, we will build a financially sustainable budget.
5. Revenue generation will be fully explored and included within the budget where appropriate.
6. Investments that will advance the strategic and educational plans will be fully considered.
7. Wherever there are required expenditure reductions we will seek to minimize the impact on students.
8. Both core and non-core educational offerings and services will be reviewed.
9. In order to maintain the quality of programs and services, budget reductions may be targeted rather than proportionally balanced across the entire college, or some combination of the two approaches may be followed.
10. We must maintain our capacity to support current students and for future enrolment and program growth (student services, facilities, administrative supports, etc.) as well as our abilities to respond to changing expectations and needs of students and communities.
11. The college will maintain a comprehensive range of program offerings across each of the major program categories (academic, career, vocational and developmental education.)

12. The college will seek to effectively maximize our actual FTE student enrolment and funded seat utilization rate.
13. As much as possible, decisions will be made based upon data, where it is available.

2013-2014 Budget Decision-making Criteria

The following will be assessed for programs/services targeted for reduction or suspension or cancellation.

Student Demand

- For instructional programs, what is the ratio of actual full-time equivalent student enrolment (actual FTEs) to the total student seats available (FTEs capacity)?
- Is the recent and/or projected enrolment trend positive, stable or negative?
- For student services, what is the recent year(s) level(s) of actual student utilization of the service?

Cost-effectiveness and Total Cost

- What is the total cost (\$) per actual FTE student enrolled or student utilizing the service?
- What is the cost (\$) per contact hour of delivery per student?
- What is the total cost and revenue of the program/service?
- Where applicable, based on the program/service cost and revenue, what is the extent to which the program/service needs to be subsidized?

Numbers of Students and Employees Impacted

- How many students and college employees would be impacted?

Availability Elsewhere

- Is the program/service available to students through avenues other than at Camosun? (e.g. at other institutions, via on-line/distance education or through other community service providers.)

Program/Service Outcomes

- Is there evidence that the program/service is achieving important student outcomes (employment, transfer, other?)

Economic and/or Social Impact within the College Region

- Is there evidence that the program/service is meeting an important community social or economic need?

Interdependencies

- Are other Camosun programs and services heavily dependent on the program/service in question?
- Are other external (institutions and agency) programs and services heavily dependent on the program/service in question?

2013-2014 Budget Decision-making Criteria continued

Future Delivery Potential

- If a program/service is suspended, what would be the key factors facilitating or inhibiting it being restarted in the future?
- Could the program/service in question be delivered again (restarted in the future) with relative ease after a period of suspension?

Relationship Consequences

- To what extent would a decision to suspend the program/service have negative political or community relations consequences?
- Is the program/service currently regarded as a high government or community priority?

Total Net Impact on Budget

- What is the total net expenditure reduction that would result in 2013/14, 2014/15 and 2015/16?

Topic: CET Consultation for Proposed 2013-14 Budget Development

Prepared: ~~October 20, 2012~~ Nov 19/2012

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:

Who (Stakeholders)	Why	How	What (The nature of what decision)
Broader College Community 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
Faculty and staff in all units, schools and departments	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.		
Unions/Student Society	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
Lead: CET Advisory committees	Industry impact on potential impacted program areas	Meetings and/or electronic communication	Specific impacts and options
Lead: Deans and VPEd	Input is important to decision making		
EdCo	Potential program and curriculum impact	Meeting and reports	Impact on programs and curriculum
Lead: VPEd Students	Potential impact on programs	Face to face with deans for potential specific impacted areas and by Student Services	Impact to academic planning
Lead: Deans, VPEd, Registrar			
CET	Ultimately responsible for gathering all information and, rolling it into a budget proposal.		Final proposal of the budget
Lead: VP Admin/ Finance, President Finance and Board	Makes final recommendations to the College's Finance and Board	Report and meetings	Final proposal
Lead: President			
Board	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
Nov Board Finance
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 implication 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

CAMOSUN COLLEGE CURRICULUM COMMITTEE REPORT

Nov 19, 2012, 12:30-3:30, CC 321, Interurban

Present: Nicole Greengoe (Chair), Peggy Tilley, Ian Humphries, Shelley Butler, Kristal Anderson, , Shohreh Hadian, Elizabeth West, Cindy Kwok

Regrets/Absent: Carl Everitt, Marlene Welsh, Lynda Warren

Guests: LeaAnne Webster, Peter Rehor, Gord Inglis, Nevin Harper, Gloria Darroch

Nov 26, 2012, 1:00-4:00, CC 321, Interurban

Present: Peggy Tilley, Ian Humphries (Acting Chair), Shelley Butler, Kristal Anderson, Marlene Welsh, Shohreh Hadian, Elizabeth West, Cindy Kwok

Regrets/Absent Nicole Greengoe (Chair), Carl Everitt, Lynda Warren

Guests:

CURRICULUM REPORT

1. Certificate in Office Administration – LeaAnne Webster

Summary/Purpose

LeaAnne Webster presented the revisions to the Office Administration program. The program completed a program review and renewal process in October 2012. This process included information collected through student focus groups, graduate and employer online surveys, and institutional research data on where graduates go and their successes. The program review team included the OAP Chair and faculty. A member of the Distributed Education team also participated in the review offering insight and advice to the team on educational technologies. A Student Services representative participated in the first two review sessions contributing ideas and suggestions to the visioning process. Both the Dean and the Associate Dean of Business also attended a number of the review sessions. At times, the OAP chair and faculty held additional meetings to participate in number of program review related tasks and contribute to the completion of program review responsibilities.

The review of the Office Administration Program resulted in the following:

- Renewal and refresh of the Office Administration curriculum that included the review of program courses, descriptions, learning outcomes and content.
- The removal of Math 10 as an admission requirement.
- The inclusion of a keyboarding admission requirement of 20 words per minute and an adjustment of the keyboarding completion requirement to 40 words per minute.
- A reduction in keyboarding courses.
- The inclusion of an elective option for students in the second semester.
- The inclusion of an integrated simulation project that gives learners the opportunity to apply and practice their skills in a simulated office environment. This includes graded assignments that are

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based on the skills and knowledge acquired within individual courses that are completed within a two day simulation in the final semester.

Remove Math Admission Requirement:

- Math basics relating to solving business-related mathematical computations are covered in ABT118, Office Procedures, ABT178, Spreadsheet and Database Software and ABT184, Accounting Basics.
- The MOA program has not had a math prerequisite for a number of years and graduates have been very successful in ABT 124.
- Math Waiver Pilot Project conducted during the 2011/2012 academic year. Twelve students received math waivers and 11 students were successful (96%). A number of these students were on the Dean's Honour Roll.

Addition of Keyboarding Admission Requirement

- Keyboarding requirements for entry-level government positions is 40 wpm.
- Feedback from the last OA advisory committee members indicated a reduction to 40 wpm would be sufficient for entry-level positions.
- Many BC colleges have keyboarding completion requirements of 40 wpm or less.

Many of today's students enter our program with basic keyboarding skills. We have found that they are very capable of achieving 40wpm in one term. Any student who does not reach the required 40wpm would continue to practice on their own and complete a CE keyboarding assessment when ready.

CCC Concerns/Questions/Comments

1. The CCC requested the department add some additional information (e.g. facts) to the rationale related to the removal of the Math 10 Admission Requirement and the adjustment of the keyboarding requirement. The department has done.
2. The CCC requested the department seek sign-off from the School of Access for the change related to the Math admission requirements. The department has done.
3. The CCC requested clarification on the structure and administration of the capstone completion requirement in the program, as the capstone assignment is spread over the second semester courses as is not a single course itself. The department has clarified how it would handle a number of scenarios that could result from this program structure.
4. The CCC requested clarification on the activity and hours for a number of the ABT courses as they are listed as labs but the CCC believes they might be more appropriate as lectures. The department agrees and has fixed this error.
5. 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:

Office Administration (Certificate in) (Substantive/Major Revision) -	Learning Outcomes, Other:, Program Admission Requirements, Program Content, Program Description	(ID 61690)
Office Administration (Certificate in)	Program Completion Requirements	(ID 61691)

(Substantive/Major Revision) -		
ABT 110 Office Admin. Keyboarding (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes	(ID 61692)
ABT 117 Interpersonal Success Tools (Substantive/Major Revision) -	Course Calendar Description, Course Title, Learning Outcomes	(ID 61693)
ABT 118 Office Procedures (Substantive/Major Revision) -	Course Calendar Description, Learning Outcomes	(ID 61694)
ABT 160 Word Processing 1 (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Learning Outcomes	(ID 61695)
ABT 161 Word Processing 2 (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Learning Outcomes	(ID 61696)
ABT 164 Business Communications 1 (Substantive/Major Revision) -	Course (Activity) & Hours, Learning Outcomes	(ID 61697)
ABT 165 Business Communications 2 (Substantive/Major Revision) -	Course Calendar Description, Learning Outcomes	(ID 61698)
ABT 167 Records Management (Substantive/Major Revision) -	Course Calendar Description, Learning Outcomes	(ID 61699)
ABT 170 Information Technology (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, New Course	(ID 61700)
ABT 178 Excel & Access Software (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Title, Learning Outcomes	(ID 61701)
ABT 184 Accounting Basics (Substantive/Major Revision) -	Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes	(ID 61702)
ABT 270 Maintaining an Online Presence (Substantive/Major Addition (New)) -	New Course	(ID 61703)
ABT 281 Accounting Software Tools (Substantive/Major Revision) -	Course Calendar Description, Learning Outcomes	(ID 61704)

2. Bachelor of Sport and Fitness Leadership (Exwell and Sport Mgmt Specializations) and associated changes – Peter Rehor, Gord Inglis and Nevin Harper

Summary/Purpose

Peter Rehor, Nevin Harper and Gord Inglis presented the changes to the Bachelor of Sport and Fitness Leadership. The changes represent the input of faculty, staff, students and the CSEE Program Advisory Committee’s in refining of the Bachelor of Sport & Fitness Leadership (BSFL) program to better meet student needs through the increased distinction of the two Specializations of the program: Exercise & Wellness and Sport Management. The specific changes include:

- The development of two distinct pathways for the two Specializations (Exercise & Wellness and Sport Management) within the BSFL degree
- The inclusion of Athletic & Exercise Therapy courses into the BSFL – Exercise & Wellness Specialization so that the graduates of the program have the requisite courses to qualify to write the National CSEP (Canadian Society of Exercise Physiology) – CEP (Certified Exercise Physiologist) certification exam.
- The development of the following new courses to broaden the student’s knowledge base and skill sets:
 - SPEX 355 - Etiology and Treatment of Obesity
 - SPEX 412 - Physical Activity & Mental Health

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- SFL 335 – Individual Sports & Activities
 - SFL 435 – Team Sports & Activities
 - SFL 491 – Applied Exercise & Sport Management
- Diploma / Degree course changes to address redundancy and improve sequencing

Intent of Changes:

- Enhanced learning outcomes in Diploma programs – depth and breadth
- Increase retention and recruitment of students from Diploma programs to the BSFL

- Enhanced reputation of the program with the CSEP - CEP Certification option
- Enhanced reputation of the program with pursuit of COSMA accreditation
- Enhanced practical experiences

Review Process:

An internal review of the BSFL Degree program commenced in October 2011. The following is the listing of key meetings / inputs throughout the process:

- CSEE Review Committee formed – October 2011
- Monthly CSEE Review Committee meetings – October 2011 – May 2012
- Monthly updates to CSEE Team Meetings – November – May 2012
- Program Advisory Committees (joint PAC's) meeting presentation and input – July 27, 2012
- CSEE Team Meetings discussion / recommendations – October 11, 2012; October 26, 2012; November 23, 2012
- Sport Education Curriculum Committee review – October 12, 2012; October 19, 2012, November 16, 2012
- College Curriculum Committee presentation and review – November 19, 2012.

Impacts:

- Current 2nd year SPMA or EXWELL Diploma students will be able to enter the 3rd year of BSFL – Exercise & Wellness Specialization or Sport Management Specialization for September 2013
- Current BSFL – EXWELL 3rd year students will not be able to transition into the new 4th year to gain CSEP-CEP readiness as they will be missing required new 3rd year courses.

CCC Concerns/Questions/Comments

1. The CCC requested the school redo the change/rationale section of the Program Change form . The section as submitted provided too much detail, but did not give a summary at a macro level to help the committee understand the changes, the scope of change, the review process to date, and the impacts on current and prospective students. The school has done.
2. The CCC requested the department revise the submitted outline so that it is more “readable” regarding layout, formatting, “showing the change”, etc. The current submission was very difficult to work through. The school has done.
3. The CCC requested the school consider lowering the Math Admission Requirement to a “C” as it is thought by a CCC member that that would be sufficient for success in the program. The school has considered and decided against this.

4. The CCC requested some edits to language and formatting for clarity. The department has done.

Full Recommendation Pending

Pending Motion

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

Sport and Fitness Leadership (Bachelor of) (Substantive/Major Revision) -	Learning Outcomes, Program Admission Requirements, Program Completion Requirements, Program Content, Program Cooperative Education, Program Participation Requirements	(ID 61713)
Exercise and Wellness (Diploma in) (Substantive/Major Revision) -	Program Content	(ID 61712)
Sport Management (Diploma in) (Substantive/Major Revision) -	Program Content	(ID 61711)
Sport and Fitness Leadership (Bachelor of) (Substantive/Major Revision) -	Other:	(ID 61714)
SFL 335 Individual Sports & Activities (Substantive/Major Revision) -	Course Pre-Requisite (relax)	(ID 61710)
SFL 435 Team Sports & Activities (Substantive/Major Revision) -	Course Pre-Requisite (relax)	(ID 61709)
SFL 491 Applied Exercise & Sport Management (Substantive/Major Revision) -	New Course	(ID 61706)
SPEX 355 Obesity: Etiology & Treatment (Substantive/Major Revision) -	New Course	(ID 61707)
SPEX 412 Phys. Activity & Mental Health (Substantive/Major Revision) -	New Course	(ID 61705)
SPMA 250 Partnership/Stakeholder Mgmt (Substantive/Major Revision) -	Course Pre-Requisite (relax)	(ID 61708)

3. Applied Chemistry and Biotechnology & Environmental Technology

Summary/Purpose

Replace COMP 156 with COMP 152 to expand the literacy of computing rather than just application use. COMP 156 is being phased out. Included are a couple of minor cascading changes, add ENGL 164 as one of the eligible academic writing courses and replace ENGL 140 with 142.

CCC Concerns/Questions/Comments

1. 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:

Applied Chemistry & Biotechnology (Diploma in) (Substantive/Major Revision) -	Program Admission Requirements, Program Content	(ID 61681)
Environmental Technology (Diploma in) (Substantive/Major Revision) -	Program Admission Requirements, Program Content	(ID 61680)

4. PSYC 256

Summary/Purpose

Add MHA 115 Therapeutic Relationships as an alternate prerequisite to PSYC 154 Interpersonal Skills at the request of the Mental Health and Addictions Chair. The learning outcomes from MHA 115 are sufficient to proceed successfully to PSYC 256.

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:

PSYC 256 Introduction to Counselling (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 61682)
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5. BUS 220 and BUS ~~260~~ 460 (error correction)

Summary/Purpose

BUS 220: The Course Description and the Learning Outcomes have been reviewed. The revised wording provides students with clearer outcomes, thus understanding of what is offered in the course and what they will learn.

BUS 460: To remove 3 out of the 5 existing pre-requisites to be consistent with receiving institutions.

CCC Concerns/Questions/Comments

1. 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:

BUS 220 Organizational Behavior (Substantive/Major Revision) -	Course Calendar Description, Course Pre-requisite (replacement), Learning Outcomes	(ID 61683)
BUS 460 Int'l Trade and Finance (Substantive/Major Revision) -	Course Pre-Requisite (relax)	(ID 61684)

6. Hospitality Management Coop Appendix and HMG101

Summary/Purpose

This change is an error correction to the credits required to be eligible for the first Co-op work term. The course currently lists 35 credits as required, however the student only requires 34 credits. This error has been carried forward for a couple of years in error now and needs to be corrected.

CCC Concerns/Questions/Comments

The CCC requested a correction to the Program Outline and Coop Appendix. It currently lists the HMG101 course as 1.5 credits; however the course is approved at 2.0 credits. 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:

Hospitality Management - Internship Designation (Diploma in) (Substantive/Major Revision) -	Other:	(ID 61716)
English (Associate Degree of Arts) (Substantive/Major Revision) -	Program Content	(ID 61657)
HMG101 Co-operative Work Experience (Substantive/Major Revision) -	Course Pre-Requisite (relax)	(ID 61715)

7. HCA 174

Summary/Purpose

To increase the course hours from 30 to 37.5 hours. This is the usual work week of the staff of the HCA's who our students are working with. This will allow the students to experience the reality of the full shift, thereby better preparing them for the HCA role once they graduate.

CCC Concerns/Questions/Comments

The CCC requested the department rewrite the rationale to be more "student-centric". 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:

HCA 174 Transition Practicum (Substantive/Major Revision) -	Course (Activity) & Hours	(ID 61685)
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8. Practical Nursing

Summary/Purpose

The Participation Requirements have changed to no longer require applicants with English as an additional language to meet the language requirements set by the College of Licensed Practical Nurses of BC. Included are a couple of minor changes, Criminal Record Check language and the change from ENGL 140 to 142.

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:

Practical Nursing (Diploma in) (Substantive/Major Revision) -	Program Admission Requirements, Program Participation Requirements	(ID 61686)
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9. CIVL 151 and 162

Summary/Purpose

CIVL 151: Due to changes in technology it has become necessary to spend more time in the classroom and less time in the field for this class. With the equipment becoming more electronic and soft-ware driven, the equipment needs a classroom and data projector to teach. This same change also make the equipment quicker to use.

CILV 162: The new learning outcomes have more clear wording, and the new description is a better match to the learning outcomes.

CCC Concerns/Questions/Comments

1. The CCC requested the department clarify when the program will move to the new credit model. The program still appears to be on the old credit model. The program anticipates moving all curriculum over during the quarter to semester change for Sept 2015.
2. 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:

CIVL 151 Surveying 1 (Substantive/Major Revision) -	Course (Activity) & Hours	(ID 61688)
CIVL 162 Soils 1 (Substantive/Major Revision) -	Course Calendar Description, Learning Outcomes	(ID 61717)

10. English Language Teaching - International

Summary/Purpose

It was determined that the program should be defined as a “**Certificate**” rather than an “Advanced Certificate” due to insufficient hours for the advanced designation.

The original admission requirements for non-native English speakers (Bachelor’s degree in English linguistics or applied linguistics) excludes many practicing ESL teachers overseas, who may have an equivalent combination of education and experience, such as a degree in English literature and a few years of teaching experience. The partner institutions have requested this admission requirement to be broadened to allow for greater participation.

Although this program was initially conceived for delivery overseas in Vietnam, it would benefit the college to be able to offer it to institutions who would like to send English teachers here for short-term training. The college has recently been approached to do this on a long-term basis.

CCC Concerns/Questions/Comments

The CCC requested the department clarify the hours as submitted. There appears to be redundancy/errors in the hours as submitted. The department has reviewed and now corrected the errors.

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:

English Language Teaching - International (Certificate in) (Substantive/Major Revision) -	Program Admission Requirements, Program Credential Awarded, Program Delivery Arrangements, Program Description	(ID 61721)
ELTI 100 Engl Lang Teaching Methodology (Substantive/Major Revision) -	Course (Activity) & Hours	(ID 61718)
ELTI 101 Socio Cultural Contexts (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description	(ID 61720)
ELTI 102 Teaching Practicum (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description	(ID 61719)

11. Medical Radiography

Summary/Purpose

Changed the admission and program requirements to make it clearer for readers. Moved a section and changed wording on the CRC, CPR/First Aid, TB test and the Mask Fit test to be the same as other HHS programs. Elaborated on the expectations of the resume and added that a cover letter was expected for the admission process. Added a short overview of the admission process for prospective students.

ENGL 140 is now being replaced with ENGL 142 as a cascading change, as a result we updated the program outline accordingly.

CCC Concerns/Questions/Comments

The CCC requested the department consult with the Admissions Department to ensure the requirements are workable. The department has consulted.

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:

Medical Radiography (Diploma in) (Substantive/Major Revision) -	Other:, Program Admission Requirements, Program Delivery Arrangements, Program Description, Program Participation Requirements	(ID 61656)
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12. **Practical Nursing for Health Care Assistants – Program Cancellation**

See attached briefing.

Motion

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

Practical Nursing Access for HCA (Certificate in (Substantive/Major Cancellation (Replacement)) -	Cancel Program	(ID 61687)
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Documents as submitted to CCC (prior to any revisions):

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

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

Documents post-CCC meeting (revisions incorporated):

<\\nas2\cecp>

Search by School, Course or Program



EX-250-002-003

Education Council Briefing Notes

Submitted by: John Boraas, VP Education

Date: Dec 10, 2012

Topic: **Program Cancellation:**
Practical Nursing Access for Health Care Assistant

Decision Being Sought: **Request for Education Council to recommend the cancellation of this program to the Board of Governors for approval.**

Background: The Board of Governors approved the Program Suspension and Cancellation policy on Dec 7, 2009. As such, all programs requesting suspension or cancellation will be following a new process as outlined in the policy.

At this time I am bringing forward the Certificate in Practical Nursing Access for Health Care Assistant for cancellation.

Certificate in Practical Nursing Access for Health Care Assistant

This program was very well received; however, we have not been able to fill the PN Access Program in recent years. We are proposing to cancel this program because it is not financially viable to run it when we cannot fill all the seats.

The PN Certificate Program was recently replaced with the PN Diploma Program. A process will be implemented for Health Care Assistants to be assessed by the department in order to receive credits for two courses in the PN Diploma program. Students will receive "in lieu of" credit if they have taken the HCA program at Camosun and "transfer credit" if they took the HCA program outside of Camosun.

Cancelling the PN Access Program will have minimal impact on students, faculty, and the community because the new PN Diploma Program is used in place of PN Access.

CANCELLATION (Replacement):

Practical Nursing Access for HCA (Certificate in) (Substantive/Major Cancellation (Replacement)) -	Cancel Program	(ID 61687)
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Education Council Briefing Notes

Submitted by: Carly Hall

Date: December 10, 2012

Topic: "Selective Qualification" Educational Standard

Background:

The purpose of drafting this Educational Standard is to provide guidance to schools, departments, Education Council and College and School Curriculum Committees regarding the use of selective admission/ competitive entry and how this relates to the College Admissions Policy.

In spring of 2012, the Bachelor of Science in Nursing Program advised Education Council that it was working on a proposal to change their Program Admission Requirements to a selective/ competitive entry process. At the April 16th Education Council meeting it was proposed that a special meeting be called to further discuss this issue. At that meeting we discussed the Nursing Program proposal as well as the need for a process with specific criteria to assist Education Council in making these decisions in the future. At the May 28th Ed Co meeting, a draft Educational Standard was brought forward. It was noted at this meeting that over the previous months there had been robust discussions about selective entry, including our values as an organization, the nature of our current competitive entry programs (Medical Radiography Technology, Music Programs, etc), and the parameters that might inform our decision making related to this. These fulsome discussions contributed to the draft standard.

Please see attached notes from the special Ed Co meetings (April 30th and June 4th), the draft Educational Standard, and the college admissions policy.

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

Request that Education Council consider the next steps for development of this Educational Standard.

Education Council Special Meeting – First Qualified First Served

April 30, 2012

4:00-5:30

CC 321, Interurban

Present:

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

Additional Feedback:

Karin Kaercher (feedback via submission)

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

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

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

What we are hoping to achieve in this meeting?

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

Why are we considering this question now?:

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

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

Issue in a Broader Context:

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

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

Other Comments re. Nursing request:

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

Education Council Special Working Meeting Notes

Monday, June 4 2012, 4:30-6:00

CC 321, Interurban

Present: Carly Hall (Acting Chair), Mindy Cui Yu Jiang, Cynthia Wrate, John Gordon, John Boraas, Paul Brady, Gail Baxter, Stephen Bishop, Sue Doutre, Shelley Butler

Additional Feedback: Karin Kaercher (via email submission).

Topic: Exceptions to the First Qualified, First Served program admission policy standard

Carly requested a round-table of introductions.

Carly acknowledged that we are working on Coast Salish territory.

Carly gave a background overview of the topic to date.

- MRT (a BCIT modeled program) came through last fall with selective/competitive entry.
- BSN programming proposing a selective/competitive entry model.
- The College needs a framework to make decisions related to exceptions to the first qualified, first served model.
- Shelley prepared a first draft entitled Selective or Competitive Admission Educational Standard for review and consideration.

Carly noted that there was no set agenda for the meeting and members could discuss the topic and make suggestions.

Carly reviewed Karin Kaercher's written submission. It was noted by a member at the table that taking point 1 and 2 from the standard and combining them, and then putting in the context of what is best for the community was thoughtful and appreciated. It does provide us with a pathway through this difficult conversation.

It was discussed if the recommendations in Karin's submission would meet the needs of what the Nursing Department is proposing.

- Yes it would.
- Some disagreement with some of the points the submission. There may be legitimate instances where a program and its students would be best served by this approach regardless of whether they are in a partnership or not (i.e. due to extraordinary wait lists, extraordinary attrition rates, etc.)

How can we be sure that the selective or competitive entry criteria will work to change attrition rates?
Are there other variables that might do this?

- In some programs it is very clear that the increased GPA is what is required to significantly improve the attrition rates.
- For other Nursing programs in the province that have a similar admissions processes as ours they are also experiencing high attrition rates (i.e. 30%). Those with lower attrition rates (8-10%) have competitive entry requirements. It seems to make a significant difference in attrition rates when everything else is “equal”.

The Nursing Program Discussion Points.

- Sometimes to create the best program for our students we need to look at how attrition affects all students that continue in the program.
- In the case of Nursing we have an obligation to our partner UVic to consider competitive or selective entry.
- Clarify that the “B” you see posted for entry to the Nursing program has not actually happened yet. The current wait list of students are still being admitted on the old admission requirements as they applied for.
- Want to look at other selective criteria as well to ensure students are mental prepared for the career of nursing.
- Under the current proposal, the idea would be to create a qualified group of applicants based on the selection criteria (i.e. meeting min. requirements, interviews, etc.) and then ranking the students by GPA.
- Camosun has the reputation of being the school to apply to if you can’t get into anywhere else for the Nursing program. We can’t be naïve or altruistic about this fact. Some students are using this to their advantage to get into the program and geographically location of their choice.
- We would need approx. 85% admission req. standard in Math, English, etc. to shift the success rate for students entering into the Nursing program. UVic may accept this if is consistent with their standard.
- We have a relationship with students on the wait list for Nursing. We would probably maintain that. We would probably advise students with weaker entrance the requirements to consider upgrading for greater success in the program. We need to check with the Registrar to determine if still accepting applications based on our current requirements or if the wait list has been put on hold.

First Qualified, First Served Discussion Points

- Individual programs may require unique program requirements.
- People may feel more comfortable with allowing some programs this latitude, if we expressed that we weren’t moving away from our overarching philosophy of first qualified, first served.

- Some discomfort in ranking based on GPA.
- Like ranking of GPA because clear and objective. Don't like the subjective selective part of the process.
- Important to have selective criteria to ensure suitability for the profession.
- We don't serve students when we keep them on a wait list forever (i.e. greater than a year). Their knowledge becomes stale. They can't plan effectively.
- Other programs that allow selective or competitive entry: MRT, Visual Arts, Music, Engineering Bridge,
- We should maintain our core values and provide a certain level of certainty, but we need to address how we balance this with ranking GPA's. We have profoundly conflicting values here. However, with high failure rates, when all else appears equal we cannot dismiss this approach.
- What role does aptitude for a certain profession apply to the selective admission requirement process when we know it might contribute to student success.
- Re-focused our discussion on setting our qualifications that contribute to student success (i.e. address extraordinarily long wait lists, address extraordinarily high attrition rates, changes in partnerships, shift in professional qualifications, etc.). Good for existing programs, however we need to keep in mind how we would apply this standard to new programming.
- Change the focus of the document, to be more about the optimal conditions for student success. Note – we do need to be careful we are explicit about what we are doing when we allow a selective or competitive entry process. If we “hide” this we could be considered to be deceptive, and the student may lack clarity.
- Language should reflect that the college standard is first qualified first served, and that exceptions will be reviewed on a case by case basis. Other programs may look at this as an opportunity to bring this forward. They will need to make their case strongly.

Cynthia will draft a new Educational Standard based on the discussion to come forward at the June 18th Education Council meeting for review.

Attached:

Karin Kaercher's submission

Submission by Karin Kaercher (May 31, 2012)

Dear Education Council members:

I regret that once again, I am unable to attend the discussion on exceptions to the Colleges' Admission policy and so I have tried to put to paper my thoughts and suggestions for moving forward. I also want to state that I would never jeopardize learning opportunities for students and I know that the Nursing Program is in great demand and that we have a partnership that has worked for our student population. Their proposal raised some interesting questions for us to grapple with.

With regards to creating a standard to guide decision-making on admissions to our programs I would like to suggest the following:

1. Rename this standard to - Exceptions to Admission Policy of "First Qualified, First Served" as that more accurately reflects the intent of the standard. I am concerned that once we name and publish standards on "competitive" or "selective admission processes" that this will take on a life of its own. Creating standards for competitive or selective admission processes may suggest to the college community that Camosun is competitive and selective when in fact, our values remain true to first qualified, first served.

2. Include a Preamble Statement that affirms that the college is committed to and strongly values its program admission policy of "first qualified, first served".

3. I suggest that there is only one criteria for the granting of an exception to "First Qualified, First served" Admission policy. I will try to explain why in the paragraphs following the criteria.

Criteria for exception:

- Institutional Partnership agreements* that require an exception to the "First Qualified, First Served" program admission policy, where without the partnership agreement, the sustainability of the program would be severely jeopardized.


I think the proposed Nursing admission process really caused me to reflect on what I was reacting to. I have distilled my reaction down to two parts; one is that I want the proposed admission requirement changes to address program issues (Retention, student success, completion etc) in a meaningful way. This relates back to my comments that we need to understand the "issue" (symptoms) to affect (through intervention) a proper "cure". This is the research I pointed to in my earlier comments. In other words, bring me evidence of an issue and let's be thoughtful in identifying various ways to address it.

The second reaction I had was to the use of a competitive process for admission. Lining applicants up by their cumulative GPA and then giving seats to those with the highest GPA for me is aligned with an elitist approach to education. This is what I am philosophically opposed to. I am not opposed to having thoughtful admission requirements that require a certain level of academic preparation related to sound pedagogical reasoning, or certain language abilities (assuming it is assessed in a manner that is considered reliable and valid) or a requirement that a person volunteer a certain number of hours to have them personally assess their fit with, and their readiness to, enter a program. These, in my opinion, could all be legitimate admission requirements, that once met allow the student to access a program or program waitlist. These would all be aligned with our current policy of “first qualified, first served” – we have simply adjusted how they qualify.

It is for this reason that I cannot think of any other criteria for which we would have to make an exception to our current “first qualified, first served” admission policy other than an institutional agreement. I encourage EDCO to be thoughtful of whether other instances can or cannot be met by adjusting the current program admission requirements and still maintain our policy of “first qualified, first served”. Most of the other criteria contained in the Draft standard, could be addressed by adjusting admission requirements. For example, if sustainability of a program is an issue, we are not likely to address it through a competitive admission process, we would probably be more likely to relax admission requirements. If student retention is an issue, this too can be addressed by adjusting admission requirements (i.e. increasing a pre-requisite grade, or requiring volunteers hours in the community before entering a program to determine fit with the program etc.). This should be dependent on research as to what is contributing to the retention issue. I am not sure what “profession requirements” might require an exception to be made to our current admission practices, but these sound more like participation, completion or employment requirements.

*With regards to the term Institutional partnership agreements - This needs to be clearly defined (I.e. a written Institutional memo of understanding between the two institutions or consortium, if applicable) and I suggest that it be submitted as part of the rationale for seeking an exemption.

Respectfully submitted by Karin Kaercher

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

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

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

DRAFT - PROPOSED

Selective or Competitive Admission

Purpose/Rationale:

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

Scope/Limits:

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

Terminology:

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

Criteria for Selective or Competitive Admission

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

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

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

Process:

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

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

DRAFT



Education Council Briefing Notes

Submitted by: Carly Hall

Date: December 10, 2012

Topic: English Upgrading – English Alternatives Road Map

Background:

On September 24th Education Council approved the introduction of ENGL 142 and cancellation of ENGL 140. There was considerable discussion regarding the “English Roadmap” document that was shared with Education Council members and Shelley noted the following in her communication to Maureen Niwa (English department chair):

**Note – There was substantive discussion related to the English roadmap that was forwarded to Education Council. They will bring it forward for further discussion at an upcoming Education Council. Essentially there was concern from some Education Council members as to the quantity of “English 12” alternates and equivalents that we have at Camosun. I or someone from EdCo will let you know what might be needed for this future discussion in the upcoming weeks.*

On November 16th I met with Maureen to get further clarification regarding the number of ENGL courses available to students. Notes from our conversation:

- Maureen assured me that students do not see the Road Map.
- Most students go through the School of Access or Advising or Assessment Centre so they are directed into the appropriate ENGL course.
- Maureen has not heard of any students entering into the “wrong” English course.
- ENGL 142 and ENGL 130 are designed for specific programs.
- The VP had asked the English department to develop tuition bearing alternatives to ENGL 092. This was ENGL 103. Students may choose to take ENGL 103 if ENGL 092 is full or if they are interested in a slightly higher level course, if they want the University Transfer course, or if they want the course to be eligible for student loans.
- Grade 12 English includes Language Arts and Composition. Camosun breaks these two components into two courses to allow for more flexibility in scheduling for students.
- The department seeks feedback from students frequently and the response is generally very positive – students appreciate the diverse options and they have a very low failure rate.

Attached is the response from Maureen Niwa regarding the discussion at Education Council.

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

Request that Education Council considers this for information only and provide direction to the Executive Committee if further action is required.

From: Maureen Niwa

Sent: Thursday, September 27, 2012 2:56 PM

To: Shelley Butler

Cc: Rhonda Maguire; Sarah Loewen; Franklyn Roy; Richard Stride; Tracey Morris; Charity Calder; Peter Rehor; Carly Hall

Subject: RE: EdCo Approved - ENGL 142 and 140

**Note – There was substantive discussion related to the English roadmap that was forwarded to Education Council. They will bring it forward for further discussion at an upcoming Education Council. Essentially there was concern from some Education Council members as to the quantity of “English 12” alternates and equivalents that we have at Camosun. I or someone from EdCo will let you know what might be needed for this future discussion in the upcoming weeks.*

Hi Shelley

In relation to the above and the reported “confusion”, I think it is important to stress Thea’s comment, which may have not been heard. Students entering the college **do not see all of the Access English courses available to them**, because if they are in programs (T&T, Sports, or Business), they are told to take ENGL 130 if in T&T, or if in Business or Sports, ENGL 140, now ENGL 142. Very simple.

Other students primarily have two options available: the tuition or tuition-free courses (ie., 092/094-096 or 103/104-106).

Please note that ENGL 130 and ENGL 140 are not English 12 alternatives/equivalents per se. They are Access courses for specific programs; as such, they are not “grade 12 equivalents” because they leave out the Engl 12 Language Arts requirement.

There may be some confusion why there are **two** upgrading courses for other students (tuition or non-tuition). That’s because these courses at Camosun are short in terms of hours; plus, based on surveys, students like them divided up so that they have more flexibility in getting them into their timetables. When compared to other BC institutions doing upgrading, **together** 092/094 (or any other combination) are significantly shorter in hours than institutions which offer one single course for a Grade 12 equivalency. These single courses range up to 12 hours a week (in class), and are scheduled every day of the week, M to F.

The last point of confusion may be about ENGL 103 because UVic is granting it first year English unassigned transfer. **ENGL 103 remains an English Upgrading course.** Engl 101 at Uvic, (which Engl 103 transfers as) replaces ENGL 115 (now cancelled at UVic). ENGL 099 is the remedial course for ESL students; ENGL 101 is the one for native speakers of English. ENGL 101 is currently a pilot for UVic students who do not yet meet the rigours of ENGL 135 and beyond—namely, the academic writing requirement courses. If Edco members are wondering why we have two courses 103 and 104 or 103 and 106, and not just one course, like UVic, it is because ENGL 101 (and a lot of other new practices, like self-assessment) are in a pilot phase. We will not be changing our curriculum on the UVic model which is in a pilot phase, and which does not conform to what other BC institutions are doing in terms of English upgrading or the ABE grid.

Finally, please note that I am not available on Mondays from 4:30 on this year, as my child sharing arrangements have changed. However if anyone from Edco would like to make an appointment with me to discuss the courses, I would be more than happy. Plus, feel free to share this message with them.

Cheers, Maureen

From: Shelley Butler

Sent: Thursday, September 27, 2012 11:01 AM

To: Maureen Niwa

Cc: Rhonda Maguire; Sarah Loewen; Franklyn Roy; Richard Stride; Tracey Morris; Charity Calder; Peter Rehor; Carly Hall

Subject: EdCo Approved - ENGL 142 and 140

Maureen,

Congratulations, on behalf of Carly Hall, Education Council Chair, I am pleased to advise you that the following curriculum was approved an Education Council on Monday, Sept 24.

(Rhonda/Tracey) Can you please send a signed original of the curriculum (**single-sided, clipped**) as per below. I will process and send to Student Services to begin implementation once I receive.


If you have any questions or concerns regarding implementation please contact Student Services directly.

Once signed paperwork is received, I will scan the Approved Curriculum Forms for viewing at [10](#) in the Approved Curriculum folder (search by program or course name).

Full Approval:

ENGL 142 Academic/Professional English (Minor Addition (Replacement)) -	New Course	(ID 61475)	Need Signed Original
ENGL 140 Technical Professional English (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61474)	Need Signed Original
Business Access (Certificate in) (Substantive/Major Revision) -	Program Content	(ID 61502)	Need Signed Original
Exercise and Wellness Access (Certificate in) (Substantive/Major Revision) -	Program Content	(ID 61477)	Signed Original already received
Sport Management Access (Certificate in) (Substantive/Major Revision) -	Program Content	(ID 61476)	Signed Original already received
All cascading changes as a result of the cancellation of ENGL 140 and the replacement with ENGL 142.	(i.e. pre-requisites, pre/co-requisites, admission requirements – replace ENGL 140 with 142)		

**Note – There was substantive discussion related to the English roadmap that was forwarded to Education Council. They will bring it forward for further discussion at an upcoming Education Council. Essentially there was concern from some Education Council members as to the quantity of “English 12” alternates and equivalents that we have at Camosun. I or someone from EdCo will let you know what might be needed for this future discussion in the upcoming weeks.*

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