CAMOSUN

Education Council
Ensuring that our students are provided with quality educational experiences

Agenda

Monday, January 21, 2013
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.)** *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'Ianew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. http://camosun.ca/aboriginal/territory.html*	**Carly Hall**
4:02	**Welcome (1 min.)** New Member - Anita Ferriss, Administration	**Carly Hall**
4:03	**Round-Table Check-In (3 min.)**	**Carly Hall**
4:06	**Acceptance of Agenda (1 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 (5 min.)**	
	1. **Awards (nil)** African Awareness Committee Lt Governor award	**Carly Hall** **Joanne Cumberland**
	2. **Alternatives & Electives (Nil)**	**Kathy Tarnai-Lokhorst**
	3. **Education Council Steering Committee – Ed Approvals Review & Renewal (2.5 min.)**	**Karin Kaercher**
	4. **Education Council Governance/Accountability – Ed Approvals Review & Renewal (2.5 min.)**	**Cynthia Wrate**

TIME	ITEM	PRESENTER
4:20	**Curriculum Presentations and College Curriculum Committee Report (60 min.)**	
	1. **Diploma in Arts and Science – Global Studies (15 min.)**	**Paula Young**
	2. **Bachelor of Sport and Fitness Leadership – with specializations (30 min.)** *Handout will be distributed at meeting (if any)*	**Peter Rehor, Nevin Harper, Gord Inglis**
	3. **Curriculum Items – College Curriculum Report (15 min.)** See attached in CCC Report	**Nicole Greengoe**
5:20	**Presentations and/or Discussions (40 min.)**	
	1. ~~**Consultation Program Cancellation**~~ Program Mix Analysis Process **(30 min.)** *Handout will be distributed at meeting (if any)*	**John Boraas** & Joan Yates
	2. **English Roadmap (10 min.)**	**Carly Hall**
	The following items will also be discussed if time is available:	
	3. **Selective Admission**	**Carly Hall**
	4. **Learning Outcome Standard**	**Carly Hall**
TBD	**Governance Items Arising from Curriculum (TBD)** – *may be deferred to following meeting due to timing issues.* 1. 2.	**Carly Hall**
	Goodbye *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.*	**Carly Hall**
	Next Meetings: **Regular Meeting** *Monday, February 25, 2013* *4:00-6:00 pm* *CC 321, Interurban*	**Carly Hall**

Members *(Quorum = 10)*

Voting Council Members

Anita Ferriss, Administration	Gail Baxter, Support Staff
Carly Hall, Faculty	Insu Kim, Lansdowne Student Rep
Corrine Michel, Faculty	Joanne Cumberland, Support Staff
Cynthia Wrate, Faculty	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 (regret)

Thea Todd, Faculty (regret)

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

Paula Young, Arts and Science

Peter Rehor, Sport and Exercise Education

Nevin Harper, Sport and Exercise Education

Gord Inglis, Sport and Exercise Education

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

Minutes

Monday, December 10, 2012
3:30- 4:00 Holiday Social / 4:00 – 6:00 Meeting
CC 321, Interurban

Present

Barbara Herringer (Administration)	Kathy Tarnai-Lokhorst (Faculty)
Carly Hall (Faculty), Chair	Madeline Keller-MacLeod (Board of Governors)
Cindy Kwok (Permanent Secretary)	Mindy Cui Yu Jiang (Student)
Corrine Michel (Faculty)	Nancy Sly (Faculty)
Cynthia Wrate (Faculty), Vice-Chair	Nicole Greengoe (Administration)
Gail Baxter (Support Staff)	Patricia Gaudreault (Faculty)
Insu Kim (Student)	Richard Stride (Administration)
Joanne Cumberland (Support Staff)	Shelley Butler (Permanent Secretary)
John Gordon (Faculty)	Thea Todd (Faculty)
Karin Kaercher (Faculty)	

Regrets/Absent

John Boraas (Administration)	Paul Brady (Faculty)
Kathryn Laurin (President)	

Guests

Gord Inglis, Centre for Sport and Exercise Education
LeaAnne Webster, School of Business
Nevin Harper, Centre for Sport and Exercise Education
Peter Rehor, Centre for Sport and Exercise Education

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'Ianew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples.

C. INTRODUCTIONS

Carly welcomed everyone and requested a round table of introductions.

D. ACCEPTANCE OF AGENDA

John Boraas was unable to attend this meeting. His presentation "Consultation Program Cancellation" will be moved to January 2013 agenda.

The December 10, 2012 agenda was accepted via unanimous consent.

E. APPROVED MINUTES

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

F. REPORTS

1. EDUCATION COUNCIL CHAIR – CARLY HALL

Carly congratulated Barbara Herringer as she will be retiring from the College in two weeks. Education Council thanked Barbara for her wisdom at the table, and presented a gift to her as this will be Barbara's last Education Council meeting. Barbara acknowledged that she has learned a lot and has enjoyed working at Education Council.

2. VP EDUCATION – JOHN BORAAS

No report available as John was unable to attend this meeting.

3. BOARD – MADELINE KELLER-MACLEOD (CARLY HALL)

Carly reported (as Madeline was unable to attend the Board of Governors meeting on Dec 3, 2012) that the Board meeting was a quick and light one.

G. COMMITTEE REPORTS

1. AWARD'S COMMITTEE – JOANNE CUMBERLAND

Nil

2. ALTERNATES AND ELECTIVES - KATHY TARNAI-LOKHORST

Nil

3. EDUCATION COUNCIL STEERING COMMITTEE – ED APPROVALS REVIEW AND RENEWAL – KARIN KAERCHER (CARLY HALL)

Carly reported that the Education Council Steering Committee has met twice since the previous Education Council meeting. The Education Council Steering Committee is currently working through the new Education Approval model and the communication plan for the College. The next meeting will occur in January 2013.

4. EDUCATION COUNCIL GOVERNANCE / ACCOUNTABILITY – ED APPROVALS REVIEW & RENEWAL – CYNTHIA WRATE

Cynthia reported that this committee will meet tomorrow (Dec 11, 2012) at 9:00 am to outline the scope and emphasis of work. New procedures (including internal processes) will be reviewed. Participating members are Carly, Kathy, Nancy, and Cynthia. All Education Council members are invited to volunteer at this committee.

H. COLLEGE CURRICULUM COMMITTEE (CCC) PRESENTATIONS & REPORT – NICOLE GREENGOE

1. Applied Chemistry and Biotechnology & Environmental Technology

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.

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)
		Motion Carried

2. PSYC 256

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.

Motion

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

PSYC 256 Introduction to Counseling (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 61682)
		Motion Carried

3. BUS 220 and BUS 460

> **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 requested some edits to language for clarity. Revisions are made and prepared 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)
		Motion Carried

4. Hospitality Management Coop Appendix and HMGT 101

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 and needs to be corrected. In addition, it currently lists the HMGT 101 course as 1.5 credits; however the course is approved at 2.0 credits. Corrections to Program Outline and Coop Appendix are made.

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)
HMGT 101 Co-operative Work Experience (Substantive/Major Revision) -	Course Pre-Requisite (relax)	(ID 61715)
		Motion Carried

5. HCA 174

This is to increase the course hours from 30 to 37.5 hours, as it is the usual work week of the staff of the HCAs. This will allow the students to experience the reality of the full shift, thereby better preparing them for the HCA role once they graduate. The CCC requested the department rewrite the rationale to be more "student-centric." The department has done so.

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)
		Motion Carried

6. Practical Nursing

The Participation Requirements have changed and 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.

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)

Motion Carried

7. CIVL 151 and 162

<u>CIVL 151</u>: 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 in order for an instructor to teach. This same change also makes the equipment quicker to use.

<u>CILV 162</u>: The new learning outcomes have clearer wording and the new description is a better match to the learning outcomes.

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. In addition, CCC requested some edits to language for clarity. The department has completed such.

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)

Motion Carried

8. English Language Teaching - International

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 take on this task on a long-term basis.

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.

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)

Motion Pending

9. Medical Radiography

Admission and program requirements are changed 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 is 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.

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

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)

Motion Carried

10. Practical Nursing for Health Care Assistants – Program Cancellation

The Certificate in Practical Nursing Access for Health Care Assistant has been very well received. However, seats were not filled in recent years and the program was offered every two years with only 20 to 25 students (instead of 32). 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 have taken 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.

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)

Motion Carried

11. Certificate in Office Administration – LeaAnne Webster, School of Business

LeaAnne Webster presented the revisions to the Office Administration program (OAP). A program review and renewal process was completed in October 2012. This process included information collection 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 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 provide 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 so.
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 so.
3. The CCC requested clarification on the structure and administration of the capstone completion requirement in the program, since 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 which could result from this program structure.
4. The CCC requested clarification on the activity and hours for a number of the ABT courses since they are listed as labs. However, 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 so.

EdCo Concerns/Questions/Comments

- EdCo asked what options are available if students failed the Capstone Project. LeaAnne advised that the students can still write the exam but will be required to complete the online integrated learning project.

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) (Substantive/Major Revision) -	Program Completion Requirements	(ID 61691)
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)
		Motion Carried

12. Bachelor of Sport and Fitness Leadership (ExWell and Sport Mgmt Specializations) and associated changes – Peter Rehor, Gord Inglis and Nevin Harper, Center for Sports & Exercise Excellence (CSEE)

At the beginning of the Education Council meeting, Nicole stated that CSEE would not be presenting due to insufficient votes from CCC for full recommendation. The presentation was hence removed from the agenda. However, during the course of the meeting, members from CSEE arrived and requested to present at the meeting.

Given the short notice provided to CSEE about not presenting, the fact that they had prepared for the presentation session, and some of the emerging issues around recruitment, particularly their need to advise continuing students, Carly and Nicole agreed to allow CSEE to present for information purpose only. This was an exception and Education Council members might be asked to e-vote to move this forward before Christmas break upon CCC's full recommendation.

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 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
    - 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 Commission on Sport Management Accreditation (COSMA)
- 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 2011 – May 2012
- Program Advisory Committees (joint PACs) 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 Sport Management (SPMA) or Exercise and Wellness (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 to re-do 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 so.
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.

EdCo Concerns/Questions/Comments

A few EdCo members expressed their concerns shortly after the CSEE presentation. One of the concerns was the implication of BSFL being allowed to present at EdCo without CCC's full recommendation. Also, the readiness of the program for approval was questionable. Moreover, members were concerned about inconsistent program name and the possibility of having to do a vote electronically.

CCC will be reminded to review and cast a vote as soon as possible. This program will be discussed again at January 2013 CCC meeting. Further discussion will be carried out prior to January EdCo.

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)

PENDING MOTION

I. PRESENTATIONS AND/OR DISCUSSIONS

1. SELECTIVE QUALIFICATION – CARLY HALL

Due to time constraints, this item will be discussed in January EdCo meeting.

2. ENGLISH ROADMAP – CARLY HALL

Due to time constraints, this item will be discussed in January EdCo meeting.

J. NEXT MEETING

Regular Meeting
Monday, January 21, 2013, 4:00-6:00 pm, CC 321, Interurban

K. ADJOURNMENT

The meeting adjourned at 6:00 pm.

AFRICAN AWARENESS AWARD
(for EdCo - Jan 21, 2013 meeting)

From: Carly Hall
Sent: Wednesday, January 16, 2013 9:33 AM
To: Francis Yee
Subject: RE: African Awareness Award

Hi Francis,
My apologies for not being in touch sooner. Unfortunately our recent Ed Co agendas have been very full and we haven't had a chance to get to this item. We do have it on the agenda for our January 21st meeting. Are you able to attend this meeting (4:00 to 4:30)?

From: Francis Yee
Sent: Thursday, November 15, 2012 10:50 AM
To: Carly Hall
Subject: RE: African Awareness Award

Thanks Carly.
Francis.

From: Carly Hall
Sent: Thursday, November 15, 2012 8:55 AM
To: Francis Yee
Cc: Francis Adu-Febiri
Subject: RE: African Awareness Award

Hi Franics,
Thank you for your email. I appreciate you taking the time to outline this request. I'll take it forward to Education Council and will be in touch.
Thanks again.
Carly

From: Francis Yee
Sent: November 14, 2012 11:06 PM
To: Carly Hall
Cc: Francis Adu-Febiri
Subject: RE: African Awareness Award

Hi Carly,
Sorry for not able to follow up with your last email due to my heavy teaching load this semester. I'll try my best to provide the info below and hopefully it is the format that you need. Let me know if you have any questions.

Regards,
Francis.

To: Education Council

Request: Move the home base of the African Awareness Leadership Award from Education Council to the School of Arts and Science

Rationale: the Leadership in African Awareness Award was established 5 years ago by the African Awareness Committee and administered by the Financial Aid Office. However the Financial Aid office found it to be difficult to be involved in the awards since most of their business deals with "financial need". As most of the previous applicants and recipients were from A&S, the move will make the award more visible as all other A&S awards could be reviewed by the students and applied for at the same time without going to different units of the College to search for the information. Another reason for the change is our desire to broaden the community involvement by inviting external community members to sit on the selection committee. The move to A&S will help to facilitate such community connections. The requested change will not affect our commitment to keep this Award open to all students

Submitted by: Francis Yee and Francis Adu-Febiri, African Awareness Committee

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From: Carly Hall
Sent: Tuesday, September 18, 2012 3:29 PM
To: Francis Yee
Subject: RE: African Awareness Award

Hi Francis,
Thanks so much for your email. This helps me to understand the reasons for the change. Because this award currently resides with Education Council, I'm wondering if you could write us a brief summary of the request and the rationale to make this change? We will need to bring this to the Education Council table for discussion and a motion will need to be made to make this change. I'm sorry to make more work for you but while I appreciate the support you received from Lynda and Sandra, this still needs to be brought to Education Council as well. Our next meeting is Monday, September 24th from 4 – 6 pm and it might be useful to have you attend in person to address any questions. In order to get on this agenda we would need your written submission by Thursday. Is that possible? If not we can certainly move this to the October 15th Ed Co meeting. Let m know your preference. Thanks again for your time. Carly

From: Francis Yee
Sent: September 18, 2012 2:56 PM
To: Carly Hall
Subject: RE: African Awareness Award

Hello Carly,
Thanks for your message with regard to the Leadership in African Awareness Award which we established 5 years ago. We have recently reviewed the status of the Award and decided to make a couple of changes. One is to move the home base from Financial Aid Office which administers the award to the School of Arts and Science. Lynda Funston from Financial Aid fully supported our decision as it was more difficult for the Financial Aid & Awards office to be involved in awards since most of their business deals with "financial need". Our second change is to broaden our community involvement by inviting external community members to sit on the selection committee. We felt that moving the Award

from Education Council to A&S will help to broaden our community connections. As most of the previous applicants and recipients were from A&S, the move will make the award more visible as all other A&S awards could be reviewed and applied for at the same time without going to different units of the College to search for the information. Please also note that we will continue to keep this Award open to all students .

Let me know if you have any other questions.

Regards,

Francis.

Francis Yee, Ph.D.
Instructor of Geography
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From: Carly Hall
Sent: Monday, September 17, 2012 2:13 PM
To: Francis Yee
Subject: African Awareness Award

Hi Francis,

I don't think we've met before but I'm writing today in my capacity as chair of Education Council. Shelley Butler recently told the Ed Co Executive Committee that the African Awareness Award was going to be housed in the School of Access and I just wanted to touch base with you about this. The Executive just had some questions about why a college-wide award was going to be housed in a specific school. Would you mind letting me know what the rationale was? Thank you for your help with this. Feel free to give me a call if that is easier.

Thanks again.

Carly

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Chair, Continuing Care Department
Camosun College
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Fax: 250-370-3476

CAMOSUN COLLEGE CURRICULUM COMMITTEE REPORT

Jan 7, 2013 1:00-4:00, Paul 216, Lansdowne
Present: Ian Humphries (Acting Chair), Peggy Tilley, Carl Everitt, Kristal Anderson, Shohreh Hadian, , Elizabeth West, Stephen Bishop (on behalf of Marlene Welsh), Shelley Butler, Cindy Kwok
Regrets/Absent: Nicole Greengoe, Marlene Welsh, Lynda Warren
Guests: Paula Young

Jan 8, 2013, 1:00-4:00, Paul 216, Lansdowne
Present: Ian Humphries (Acting Chair), Peggy Tilley, Kristal Anderson, Lynda Warren, Elizabeth West, Shelley Butler, Cindy Kwok
Regrets/Absent Nicole Greengoe, Carl Everitt, Marlene Welsh

CURRICULUM REPORT

1. **Diploma in Arts & Science Studies – Global Studies (GBST 100, GBST 200, PSC 224)**

    Summary/Purpose

    Paula Young presented the "Global Studies" option of the Arts and Science Studies Diploma. This new program connects with a key strategy in Camosun College's current Strategic Plan: "[to] Grow and support internationalization throughout the College that reflects the global environment in which our students will live." Both local and international students will benefit from the focus on global issues as the world continues to shrink. The program will require core courses and a list of recommended elective courses to enable students to meet the goal of global awareness and knowledge.

    CCC Concerns/Questions/Comments
    1. The CCC requested the department to contact Academic Advisors regarding this new program.
    2. The department advised this program may lead to an Applied Degree in Global Studies, and there is a possibility of "laddering" into School of Business programs.
    3. The department stated that co-op courses will not be created for this new specialization.
    4. The CCC requested the department to clarify the program title and to better reflect the learning outcome of both Global Studies as well as a regular Arts & Science diploma. The department has made revisions accordingly.
    5. The CCC requested some edits to language for clarity, which the department has done so.

    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:		
Global Studies (Diploma in) (Substantive/Major Addition (New)) -	New Option, Specialization, etc.	(ID 61918)

GBST 100 Global Studies 1 (Substantive/Major Addition (New)) -	New Course	(ID 61917)
GBST 200 Global Studies 2 (Substantive/Major Addition (New)) -	New Course	(ID 61916)
PSC 224 International Conflict (Substantive/Major Revision) -	Course Pre-Requisite (relax)	(ID 61915)

2. **Bachelor of Sport and Fitness Leadership (Exercise & Wellness and Sport Management Specializations) and associated changes – Peter Rehor, Gord Inglis and Nevin Harper**

Centre of Sport and Exercise Excellence (CSEE) submitted the Bachelor of Sport and Fitness Leadership (BSFL) paperwork to CCC, and was invited to present at CCC meeting on November19, 2012. The department would like to refine the BSFL program by increasing the distinction of two specializations of the program: Exercise & Wellness (EXWELL) and Sport Management (SPMA). CCC members were asked to cast a vote, and the BSFL submission was added to EdCo December 10 agenda.

On December 10, 2012 (few hours prior to EdCo meeting), there were only three votes from CCC members (1 *not to approve*, 1 *approval,* and 1 *approve with concerns*). Peter Rehor was notified by Nicole Greengoe about the situation and was suggested not to present at EdCo that evening. However, Peter and his team arrived at EdCo and requested to present BSFL at EdCo table. In light of the short notice provided to Peter, and the need for CSEE to meet important retention and recruitment deadlines, Nicole consulted with Carly Hall (EdCo chair) and an exception was given for Peter to present at EdCo. It was made clear that this exception – ie. allowing BSFL to present at EdCo without CCC support – is not meant to override any CCC decisions and does not warrant any approvals. It was determined that if CCC reviewed the submission, and all issues as identified by CCC were resolved, and that CCC would provide full recommendation for approval, EdCo *may* consider doing electronic vote prior to the holiday break. As of December 14, 2012, there were still insufficient CCC votes for full recommendations (2 *full recommendation*, 1 *do not recommend*, 2 *recommend with concerns*, 5 *pending e-vote*). In addition, more questions and concerns aroused after the EdCo presentation. No electronic vote took place prior to the holiday break.

CCC meeting (Jan 7 & Jan 8, 2013) and Post-CCC meeting with CSEE (Jan 11, 2013)
BSFL remained as an agenda item on CCC's January meeting. CCC has identified five key concerns and emailed such to CSEE, followed by a face-to-face meeting on January 10, 2013. The department has responded to the concerns, and CCC members were asked to cast a second vote. The result will be brought to EdCo on January 21, 2013.

CCC Concerns/Questions/Comments
1. The CCC is concerned an Exercise & Wellness (EXWELL) diploma grad could get to same BSFL credential as a student who joined the BSFL (EXWELL) in Year 3, despite taking very different courses. The same problem would apply to the Sport Management (SPMA) diploma. Given the linear nature of our registration and admission system, allowing students to get the same specialization and credential through so many different courses leads to operational issue and curriculum integrity issue. The department removed the language "Year 3 entry" and replace with "Transfer in to Bachelor of Sports and Fitness Leadership". Students may apply to EXWELL or SMPA Diploma or they can apply as Year 1 student into BSFL-EXWELL or BSFL-SPMA Degree. The department indicated there are no different pathways within each specialization, and transfer students may enter the program at any time upon meeting admission criteria.

2. The CCC has strong concerns about the stated Math prerequisite for the BSFL program, as the Math Department has recommended that students with a "C" in *Principles of Math 11* or *Applications of Math 12* would be successful. The department responded the Math requirement will remain as "C+" because EXWELL program is a formal program allowing students to enter the Bachelor of Athletic and Exercise Therapy (BAET) program through bridging, and the accrediting board for BAET program certification, called Canadian Athletic Therapists Association (CATA), stated the minimum standard is "C+".

3. The CCC stated that the proposed specializations are very different from the original DQAB approved program, and recommended CSEE to confirm if DQAB approval will be required prior to submitting to EdCo for approval. The department has confirmed there is no need for DQAB approval prior to submitting the proposed curriculum for EdCo approval.

4. SFL 491 (Applied Exercise & Sport Management) is a seminar and work experience course. The CCC would like to know how an instructor assesses the students for letter grades, while an alternative course, SFL 401 (internship), is competency based. The department confirmed SFL 491 will be changed to competency-based assessment.

5. The CCC requested some edits to language for clarity, which the department has done so.

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. **MATH 092, MATH 093, MATH 105, MATH 135, MATH 137, and MATH 230**

Summary/Purpose

MATH 092 (Provincial Math 1), MATH 093 (Provincial Math 2), MATH 105 (Algebra & Pre-calculus): Cancel MATH 092, MATH 093 and MATH 105, as there are already 2 other similar courses - MATH 107 and MATH 115 – which are much more popular as alternates for high school Pre-calculus 12 (formerly Principles of Math 12).

MATH 135 (Career Algebra): At the request of School of Business, this will now be prerequisite-free. One hour per week will be added to enable arithmetic review and to develop algebra skills. Learning outcomes will be same.

MATH 137 (Algebra & Triangle Trigonometry): To ensure consistency in short title, it should be "Algebra & Triangle Trig". Also, since MATH 135 is now prerequisite free and MATH 135 is an alternate acceptable pre-requisite for MATH 137, this should be reflected in course outline.

MATH 230 (Modern Algebra): Cancel course. This course served a select group of students transferring to UVic in a Math field. Due to low enrolments and budget cuts it has not been offered in 3 years.

CCC Concerns/Questions/Comments
1. MATH 230 – CCC recommended an edit for clarity.

Full Recommendation

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

Motion		
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:		
MATH 092 Provincial Mathematics 1 (Substantive/Major Revision) -	Cancel Course	(ID 61910)
MATH 093 Provincial Mathematics 2 (Substantive/Major Revision) -	Cancel Course	(ID 61911)
MATH 105 Alegebra and Pre-calculus (Substantive/Major Revision) -	Cancel Course	(ID 61912)
MATH 135 Career Algebra (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Pre-Requisite (relax), Learning Outcomes	(ID 61914)
MATH 137 Algebra & Triangle Trigonometr (Substantive/Major Revision) -	Course Pre-Requisite (relax), Course Title	(ID 61909)
MATH 230 Modern Algebra (Substantive/Major Revision) -	Cancel Course	(ID 61913)

4. CMNS 112 and CMNS 150

Summary/Purpose

CMNS 112 (Popular Culture & Media): This new course introduces students to popular culture and its influence, particular in media. This course will be an elective to a variety of disciplines at Camosun, and it is one of the courses students can take to complete the equivalent of 1st year of Media Studies at VIU. In addition, it is anticipated this course will have transferability to various universities. Moreover, UVic does not specifically offer communication course so Camosun will be filling a void in local post-secondary offerings.

CMNS 150 (Introduction to Digital Media): An introduction to the use and genres of digital media enhances student knowledge of concepts and issues of these technologies in our society. Similar to CMNS 112 above, this new course will be an elective to a variety of disciplines at Camosun, and it is one of the courses students can take to complete the equivalent of 1st year of Media Studies at VIU. In addition, it is anticipated this course will have transferability to various universities. Moreover, UVic does not specifically offer communication course so Camosun will be filling a void in local post-secondary offerings.

CCC Concerns/Questions/Comments

1. The CCC requested some edits to language for clarity, which the department has done so.

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:

CMNS 112 Popular Culture and Media (Substantive/Major Addition (New)) -	New Course	(ID 61907)
CMNS 150 Introduction to Digital Media (Substantive/Major Addition (New)) -	New Course	(ID 61908)

5. HIST 116 and HIST 202

Summary/Purpose

HIST 116 (Hollywood as Historian): It will be an open UT elective for students and it is anticipated that this course will transfer as unassigned 1st year history credit. In addition, this new course will be for students in the new Arts & Science Film Studies program which is under development.

HIST 202 (Russia & the CIS): Cancel course due to low demand – course has not been offered in several years.

CCC Concerns/Questions/Comments
1. The CCC requested some edits to language for clarity, which the department has done so.

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:		
HIST 116 Hollywood as Historian (Substantive/Major Addition (New)) -	New Course	(ID 61902)
HIST 202 Russia and the CIS (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61906)

6. ART 162 & ART 176

Summary/Purpose

ART 162 (Environmental Art): This new course will encourage a focused engagement with ecological and environmental issues and will help students to develop strategies and practices that use art as a cultural agent. This will also be an elective course for UT students.

ART 176 (Visual History of Western Dress & Fashion): This new course will incorporate the latest research on the history of dress and the sociology of fashion. The course is part of a sustained and strategic approach by the Department of Visual Arts to increase UT offerings and to be on the cutting edge of art education.

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:		
ART 162 Environmental Art (Substantive/Major Addition (New)) -	New Course	(ID 61903)
ART 176 Visual History of Fashion (Substantive/Major Addition (New)) -	New Course	(ID 61905)

7. PHIL 116 – Philosophy Through Film

Summary/Purpose

This new course will allow students to start with a medium that is familiar (film) and use it to explore a subject that is unfamiliar (philosophy). This course will be in the new proposed Film Studies program, which is under development, and will also be available as an elective for UT students.

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:		
PHIL 116 Philosophy Through Film (Substantive/Major Addition (New)) -	New Course	(ID 61904)

8. **FIN 330 and ECON 210**

Summary/Purpose

FIN 330 (Personal Financial Planning): This new elective course option is intended to be taken by students in the Business Administration (Finance Option) and Bachelor of Business Administration (Account Major) programs. This course will cover core competencies required by the Financial Planning Standard Council. Upon successful completion, along with 3 specific ACCT and FIN courses, the students will meet the core curriculum requirements to write the first of two exams required to attain Certified Financial Planner designation.

ECON 210 (Money and Banking): To revise pre-requisites in order to be consistent with receiving institutions and obtain better transferability of the course. Pre-requisite is now "C" in both ECON 103 (not 102) and ECON 104.

CCC Concerns/Questions/Comments
1. The CCC requested the department to ensure course title of FIN 330 will reflect the intended learning outcomes. The department has done so.
2. The CCC requested some edits to language for clarity. The department has done as well.

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:		
FIN 330 Personal Financial Planning (Substantive/Major Addition (New)) -	New Course	(ID 61901)
ECON 210 Money and Banking (Substantive/Major Revision) -	Course Pre-Requisite (increase)	(ID 61900)

9. **ELEX 111**

    Summary/Purpose
    Work term completion is 12 weeks (which is typical in quarter-system work term). However, current paperwork shows 10 weeks, causing student bus passes were cancelled prior to their work term completion.

    CCC Concerns/Questions/Comments
    1. The CCC requested some edits to language for clarity, which the department has done so.

    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:

ELEX 111 Internship (Substantive/Major Revision) -	Course (Activity) & Hours	(ID 61899)

10. **Bachelor of Athletic and Exercise Therapy, and AET Courses**

    Summary/Purpose

    BAET: Course materials in AET 380 and AET 480 are being re-distributed to improve learning progression and continuity.

    AET380 (Clinical Skills 1 Lower Extremity): Cancel course.

    AET381 (Clinical Skills 1 Assessment of Orthopedic Injuries): The previous course (AET380) was too compressed and there was imbalanced workload between AET 380 and AET 480. This new course will provide better learning progression, continuity and transferability by re-aligning curriculum content into orthopedic assessment of the upper and lower extremities.

    AET480 (Clinical Skills 2 Upper Extremity): Cancel course.

    AET481 (Clinical Skills 2 Rehabilitation of Orthopedic injuries): AET 380 was too compressed and there was imbalanced workload between AET 380 and AET 480. This new course will provide better learning progression, continuity and transferability by offering orthopedic rehabilitation skills for both upper and lower extremities as well as additional tools for therapeutic rehabilitation.

    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:

Athletic and Exercise Therapy (Bachelor of) (Substantive/Major Revision) -	Program Content	(ID 61898)
AET 302 Placement 4 (Substantive/Major Revision) -	Course Co-requisite (replacement)	(ID 61887)
AET 341 Anatomy of the Upper Extremity (Substantive/Major Revision) -	Course Co-requisite (replacement)	(ID 61888)
AET 380 Clinical 1 Lower Extremity (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 61896)
AET 381 Clinical 1 Assessment (Substantive/Major Addition (New)) -	New Course	(ID 61895)
AET 401 Placement 5 (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61889)
AET 402 Placement 6 (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61891)
AET 430 Concepts of Manual Therapy (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61892)
AET 440 Anatomy of the Spine (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61890)
AET 480 Clinical 2 Upper Extremity (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 61897)
AET 481 Clinical 3 Spine (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61893)
AET 482 Clinical 2 Rehabilitation (Substantive/Major Addition (New)) -	New Course	(ID 61894)

SFL 303 (International Development through Sport)

Summary/Purpose

The school would like to provide a new international field school course to support CSEE interculturalization strategy and would like to offer this new course in June 2013.

CCC Concerns/Questions/Comments
1. The CCC requested the department to clarify the rationale of stating "By Permission of Chair" as course prerequisite. The department explained it is too exhaustive to list out all applicable courses, sport-related activity background or prior experience, and decided to use "By Permission of Chair" to avoid excluding potential candidates.
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:

SFL 303 Int. Development Through Sport (Substantive/Major	New Course	(ID 61920)

Addition (New)) -		

11. CRWR 254 (Fiction 2)

Summary/Purpose

Current prerequisite is "C" in CRWR 154. The department would like to add two other acceptable alternate prerequisite courses as prerequisites – CRWR 153 and CRWR 157.

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

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

CRWR 254 Fiction 2 (Substantive/Major Revision) -	Course Pre-Requisite (relax)	(ID 61919)

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):
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Search by School, Course or Program

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.

N:\

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,

N:\

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).
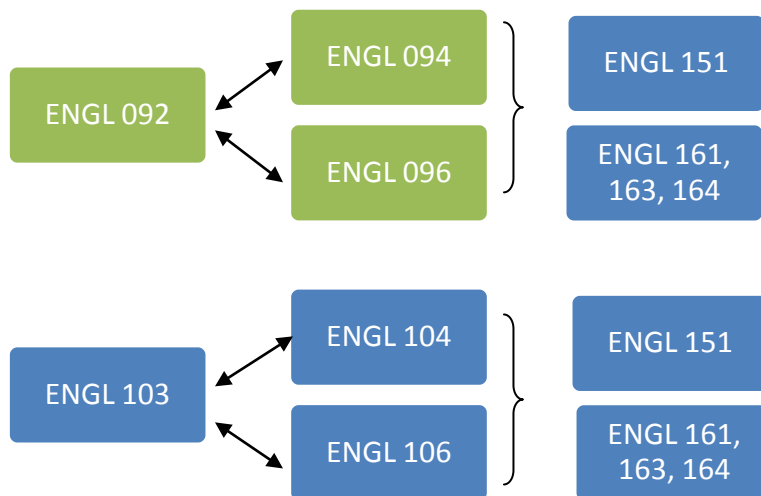
Full Approval:

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.

Camosun College - English Upgrading
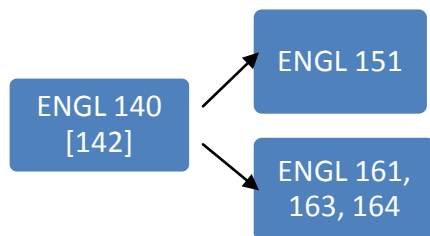**English/EFP 12 Alternatives Road Map**   **Submitted by: Maureen Niwa**

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

Tuition-bearing	Tuition-free

1. **General studies/University transfer**

```
                    ENGL 094  ⎫  ENGL 151
ENGL 092  ⟷                  ⎬
                    ENGL 096  ⎭  ENGL 161,
                                 163, 164
```

```
                    ENGL 104  ⎫  ENGL 151
ENGL 103  ⟷                  ⎬
                    ENGL 106  ⎭  ENGL 161,
                                 163, 164
```

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

```
                ⟶  ENGL 151
ENGL 140
[142]
                ⟶  ENGL 161,
                   163, 164
```

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

```
ENGL 130  ⟶  ENGL 170
```
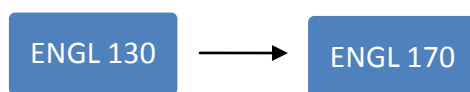
Note: ENGL 140 [142] omits language arts, so it is an <u>access</u> to programs, rather than an English 12 alternative, per se.

Pre-/Co-requisites:

ENGL 092 Provincial English Composition
Prerequisite: English 10, or ENGL 050**; or** assessment

ENGL 094 Provincial English Literature / **ENGL 096** Provincial Indigenous Literature
Pre or Co-requisite: ENGL 092, or ENGL 103

ENGL 103 Preparatory Academic Writing
Prerequisite: English 11, or ENGL 050; **or** assessment

ENGL 104 Preparatory English Literature / **ENGL 106** Preparatory Indigenous Literature
Pre or Co-requisite: ENGL 103; **or** permission by the Chair * *English 092 will also be accepted*

ENGL 130 English for Careers
Prerequisite: English 10, or ENGL 050; **or** assessment

ENGL 140 Technical & Professional English
Prerequisites: English 11; **or** "B" in ENGL 050; or ELD 072 and ELD 074; or ELD 072 and ELD 080; **or** assessment

ENGL 151 Academic Writing Strategies
Prerequisites: "C+" in English 12, or EFP 12; **or** ENGL 103 and ENGL 104; or ENGL 103 and ENGL 106; or ENGL 092 and ENGL 094; or ENGL 092 and ENGL 096; or ENGL 140; or ELD 092 and ELD 094; or ELD 097; **or** assessment

ENGL 161 Literary Genres / **ENGL 163** Literary Canons and Contexts / **ENGL 164** Indigenous Literature
Prerequisites: "B" in English 12 or EFP 12; **or** "C+" in ENGL 103 and ENGL 104; or ENGL 103 and ENGL 106; or ENGL 092 and ENGL 094; or ENGL 092 and ENGL 096; or ENGL 140; or ELD 092 and ELD 094; or ELD 097; **or** ENGL 150; or ENGL 151; **or** assessment

ENGL 170 Technical & Professional Communications 1
Prerequisite: English 12, or EFP 12, or ENGL 092, or ENGL 103, or ENGL 140, or ELD 092, or ELD 097; **or** assessment

	Educational Standard:	EX 260-001-004 (05)
CAMOSUN COLLEGE **Educational Standards**	**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.

<mark>DRAFT - PROPOSED</mark>

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

Educational Standards	**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.

<mark>DRAFT - PROPOSED</mark>

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.

EX-250-002-003

Education Council
Briefing Notes

Submitted by:
Shelley Butler, Coordinator Education Approvals

Date:
Sept 26, 2011

Topic:
Learning Outcomes – Programs and Courses – Educational Standards and Guidelines.

Background:
About 10 years ago, a "primer" for learning outcomes was developed by the VP Education and Student Services office. The document described what learning outcomes are, the benefits and characteristics of learning outcomes, and how one might approach writing a course learning outcome. This document was intended to help faculty write learning outcomes that meet a standard for approval.

About 5 years ago, an updated primer called the "learning outcomes standard" was developed with the consultation the Educational Support and Development department. The document described what learning outcome are, how to construct a learning outcomes, examples of learning outcomes and performance indicators, and suggested "action words" to use when constructing a learning outcome. This document was intended to help faculty write learning outcomes that meet a standard for approval.

In June of 2011 it was suggested by the Program Review and Renewal department that an update to the "learning outcomes standard" was needed due to some outdated information in the document. I have made the suggested changes from Program Review and Renewal department and also brought other elements in the document in line with the other Educational Standards and Guidelines documents we are now producing for use by the College (i.e. formal template with purpose, scope/limits, principles, etc included). In addition, I have included two

well-recognized examples of learning taxonomies that can help curriculum developers write learning outcomes and can guide recommendation and approval bodies in assessing learning outcomes.

The document has been reviewed by Julie Martin (Program Review and Renewal) and her feedback has been incorporated.

Baldev?
Kathy?
Carly?
Nicole?

Decision Being Sought:
I request the council grant a notice of motion to approve the standard at an upcoming Education Council meeting.

	Educational Standard:	EX 260-001-004
	Approved by:	Education Council
	Approval Date:	
Educational Standards & Guidelines	Amendment Date:	
	Office of Primary Responsibility:	VP Education & Student Services
	DRAFT	

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.

Learning Outcomes
Programs and Courses

Purpose/Rationale:

The purpose of this standard is to guide curriculum developers in writing program and course learning outcome that will meet the expectations of the recommendation and approval bodies at the College.

Scope/Limits:

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

Principles:

1. We value learning outcomes that contribute to the significant and/or cognitive learning of a student.
2. We value learning outcomes that are assessable and meaningful.
3. We value learning outcomes that are in alignment with course exercises and activities, course delivery methods, and course assessment and evaluation.
4. We value 4-8 broad learning outcomes per course or program; however we respect the decision of each department to determine the level of detail (i.e. inclusion of performance indicators or sub-outcomes) they require in their formally approved curriculum documents.

What are Learning Outcomes?

Learning outcomes are broad goals or statements of what students will know and be able to do once they have completed a unit of study, be it a course or a program. Learning outcomes should require students to demonstrate integration of knowledge and abilities in relatively complex performances similar to those required in day-to-day living or in the work or professional role for which they are being prepared.

A learning outcome consists of three (3) parts.

1. An **action word** that calls upon the learner to do something that demonstrates learning.
2. **A topic** that specifies what is to be acted upon.
3. A broad statement **of the criterion or context** of the performance.

Examples

Upon successful completion of this course, a student will be able to:

o   Formulate and solve problems independently and collaboratively using the tools and techniques of calculus

o   Use vocabulary and concepts appropriate to (discipline) in written reports and verbal presentations

o   Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

o   Install, troubleshoot, and maintain electrical conductors, components and equipment in accordance with established standards, practices and codes.

Performance Indicators / Sub-Outcomes

Performance indicators or sub-outcomes describe discrete bits of knowledge and/or abilities that are necessary in order to achieve broader learning outcomes. This level of detail usually appears in Course Outlines or comprehensive program documentation.   Generally,   performance indicators or sub-outcomes are not recommended to   appear   in   the   formal   College   Course Descriptions and Program Outlines. However, the decision is at the discretion of each department, as some areas prefer to document this level of detail within their formally approved curriculum documents.

Examples

Learning Outcome: By the end of the Visual Arts program, students will be able to discuss art history in relation to how it informs contemporary art practice.

Performance Indicators / Sub-Outcomes:

o   Explain how artistic style is a function of the historical record

o   Summarize how the purpose and meaning of a work of art is related its historical period

o   Give examples of how artists are influenced by their historical period

o   Discuss the artist's role in society historically and in the contemporary context

Learning Outcome: By the end of the Dental Hygiene program, students will be able to use clinical skills in a safe and effective manner within dental hygiene practice.

Performance Indicators /Sub-Outcomes:

o   Utilize current, effective infection control practices

o   Use principles of body mechanics

o   Organize equipment within easy access

o   Organize work environment to maximize efficiency

o   Select and adapt instruments, materials and medicinals to meet the needs of each client.

Learning Taxonomies

Learning taxonomies describe" different kinds of learning" and are **useful constructs for writing and assessing learning outcomes.** Also, in an integrated course design these taxonomies inform the development of course activities, assessment and evaluation. Included are two well known examples of useful learning taxonomies for writing and assessing learning outcomes.

Fink's Taxonomy of Significant Learning (2003) – *non-hierarchical*

Significant learning is learning that is meaningful and creates a lasting change in a learner's life. As we position Camosun College to become "**Canada's college of life-changing learning**" (*Camosun College Strategic Plan 2011-2014*) Fink's Taxonomy of Significant Learning" is a useful tool to help us reach that vision.
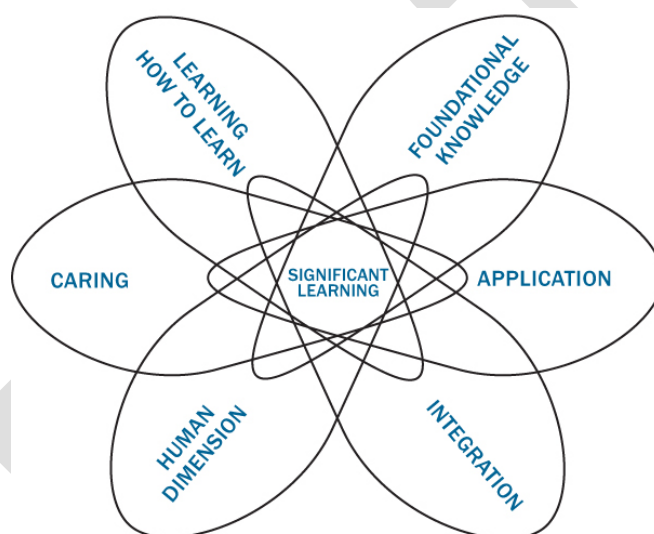
"When a course or learning experience is able to promote all six kinds of learning, one has a learning experience that can truly be deemed "significant".

Dr. L.D. Fink, "What is Significant Learning?" University of Oklahoma, 2005

We value the inclusion of the six learning dimensions in our program and course learning outcomes where it is appropriate to what the student is learning.

Learning Dimension	Description	Example Outcomes *Upon successful completion of this course, a student will be able to:*
Foundational Knowledge	To understand and remember information and ideas	Describe, identify, list, recall, summarize
Application	To think critically, creatively, and practically to solve problems and manage projects	Analyse, apply, assess, calculate, create, coordinate, critique, interpret, imagine, judge, manage, question, solve (problems)
Integration	To make connections between ideas, subjects & people	Connect, compare, describe, identify the interaction between..., integrate, relate
Human Dimensions	To learn about one-self and others	Assess, be able to work in teams on..., interact with others to..., reflect, see themselves as...,
Caring	To develop new feelings, interests, values	Get excited about..., express an interest in..., interpret, reflect, value
Learning to Learn	Learn how to be a better student by asking questions and becoming a self-directed learner	Analyze, create a plan for future..., critique, formulate their own questions about..., identify where sources of information may be found on...

Bloom's Taxonomy of Cognitive Learning (1956) – *hierarchical*

Learning is demonstrated through the building of knowledge and the mastery of intellectual skills in a sequential order. The taxonomy is a "classic" in education; however, when we consider current initiatives in education that aim for significant life-changing learning it only addresses part of the picture. Significant life-changing learning goes beyond the mastery of cognitive skills.

Example Outcomes

Upon successful completion of this course, a student will be able to:

The Cognitive Domain
Increasing level of cognitive complexity

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Recognize & Recall	*Summarize, Paraphrase*	*Can apply learning to a situation different from original learning context*	*Separates whole into its parts in order to clarify relationship*	*Combines elements to form new entity from original one.*	*Perform acts of decision-making*
Knowledge	**Comprehension**	**Application**	**Analysis**	**Synthesis**	**Evaluation**
choose	classify	act	analyse	arrange	appraise
complete	describe	apply	appraise	assemble	argue
define	differentiate	change	break down	collect	assess
identify	discuss	compute	calculate	combine	compare/contrast
indicate	distinguish	demonstrate	categorize	compose	conclude
label	explain	discuss	compare	construct	consider
list	express	dramatize	contrast	create	discriminate
locate	give examples	employ	criticize	design	estimate
match	give in own words	generalize	debate	devise	evaluate
name	identify	illustrate	deduce	develop	interpret
recall	locate	interpret	diagram	formulate	judge
recognize	paraphrase	make	differentiate	generate	justify
record	rearrange	manipulate	distinguish	manage	rate
relate	recognize	measure	examine	organize	relate
repeat	reorder	operate	experiment	write (an original)	revise
reproduce	report	perform	inspect	plan	support
select	restate	plan	make inferences	prepare	validate
underline	review	practise	question	produce	
	summarize	prepare	relate	propose	
	tell	relate	solve	rearrange	
	transform	restructure	test	set up	
	translate	schedule		synthesize	
		show			
		sketch			
		solve			
		use			

We value assessable and meaningful cognitive learning outcomes in our courses and programs where it is appropriate to what the student is learning.