



Education Council

Ensuring that our students are provided with quality educational experiences



Agenda

Monday, February 18, 2013

4:00 – 6:30 pm

CC 121, Interurban

Please bring your own mug or water bottle.

Venue is **Campus Centre Room 121**

Meeting extends to **6:30 pm**

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	Welcome (1 min.)	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.)	
4:09-4:11	1. Education Council Chair (2 min.)	Carly Hall
4:11-4:13	2. VP Education (2 min.)	John Boraas
4:13-4:15	3. Board Member (2 min.)	Madeline Keller-MacLeod
4:15	Committee Reports (17 min.)	
	1. Awards (10 min.)	
4:15-4:20	• African Awareness Committee (5 min.)	Carly Hall
4:20-4:25	• Lt Governor's Silver Medal Award (5 min.)	Joanne Cumberland
	2. Alternatives & Electives (Nil)	Kathy Tarnai-Lokhorst
4:25-4:27	3. Education Council Steering Committee – Ed Approvals Review & Renewal (2 min.)	Karin Kaercher
4:27-4:29	4. Education Council Governance/Accountability – Ed Approvals Review & Renewal (2 min.)	Cynthia Wrate

TIME	ITEM	PRESENTER
4:29-4:32	5. Selective Admission (or “Selective Qualification”) (3 min.)	Carly Hall
4:32	Curriculum Presentations and College Curriculum Committee Report (60 min.)	
4:32-4:52	1. Certificate in Digital Communications (20 min.)	Andy Bryce, Lois Fernyhough
4:52-5:12	2. Certificate in Computer Network Electronics Technician (20 min.)	Alan Duncan, Ian Cameron
5:12-5:42	3. Curriculum Items – College Curriculum Report (30 min.) See attached in CCC Report	Nicole Greengoe
5:20	Presentations and/or Discussions (30 min.)	
5:42-5:52	1. English Roadmap (10 min.)	Carly Hall
5:52-6:12	2. Learning Outcome Standard (20 min.)	Carly Hall
TBD	Governance Items Arising from Curriculum (TBD) – may be deferred to following meeting due to timing issues.	Carly Hall
	1.	
	2.	
	Goodbye <i>Thank you all for coming to conduct the business of Education Council. Your presence and contributions are valued. Wishing everyone good health and a safe travel home.</i>	Carly Hall
	Next Meetings:	Carly Hall
	Regular Meeting Monday, March 18, 2013 4:00- <u>7:00</u> pm * refreshment will be provided CC 321, Interurban	

Members (Quorum = 10)

Voting Council Members

Anita Ferriss, 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

If you cannot attend please inform Shelley Butler @ 370-4690 or butler@camosun.bc.ca

Richard Stride, Administration
Thea Todd, Faculty (regret)

Observer

To be confirmed

Non-Voting Council Members

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

Guests

Andrew Bryce, Arts and Science
Lois Fernyhough, Arts and Science
Alan Duncan, Trades and Technology
Ian Cameron, Trades and Technology

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

DRAFT Minutes

Monday, January 21, 2013

4:00 – 6:00 Meeting

CC 321, Interurban

Present

- | | |
|-------------------------------------|--------------------------------------|
| Anita Ferriss (Administration) | John Gordon (Faculty) |
| Carly Hall (Faculty), Chair | Kathy Tarnai-Lokhorst (Faculty) |
| 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) |
| Joanne Cumberland (Support Staff) | Paul Brady (Faculty) |
| John Boraas (Administration) | Shelley Butler (Permanent Secretary) |

Regrets/Absent

- | | |
|----------------------------|--|
| Insu Kim (Student) | Madeline Keller-MacLeod (Board of Governors) |
| Karin Kaercher (Faculty) | Richard Stride (Administration) |
| Kathryn Laurin (President) | Thea Todd (Faculty) |

Guests

- | | |
|--|--|
| Ian Humphries, Office of the VP Education | Gord Inglis, Sport and Exercise Education |
| Jordan Sandwith (Student Observer) | Peter Rehor, Sport and Exercise Education |
| Clarence Bolt, Arts and Science | Joan Yates, Communications and Advancement |
| Nevin Harper, 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'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. WELCOME AND INTRODUCTIONS

Carly welcomed everyone, introduced Education Council's newest member Anita Ferriss, and requested a round table of introductions.

D. ACCEPTANCE OF AGENDA

The January 21, 2013 agenda was accepted via unanimous consent.

E. APPROVED MINUTES

The December 21, 2012 minutes were approved via unanimous consent.

F. REPORTS

1. EDUCATION COUNCIL CHAIR – CARLY HALL

Carly did not have a report at this time.

2. VP EDUCATION – JOHN BORAAS

John thanked Anita Ferriss for taking on the Acting Dean role and the vacant administration seat on Education Council.

3. BOARD – CARLY HALL FOR MADELINE KELLER-MACLEOD

Carly noted that the Board has not met since the last Education Council meeting; as such there is no Board report.

G. COMMITTEE REPORTS

1. AWARD'S COMMITTEE – JOANNE CUMBERLAND

Joanne had no report at this time, however Carly requested Education Council consider a request that has been submitted by Francis Yee and Francis Adu-Febiri. Francis and Francis requested the African Awareness Leadership Award be moved from the Education Council Awards Committee to the School of Arts and Science. Carly requested feedback from Education Council on this request. Feedback included but was not limited to:

- *Education Council has responsibility for all college-wide awards so this request is a divergence from this.*
- *Moving the award from Ed Co to the School of Arts and Science appears to decrease visibility.*
- *How would you ensure all students (including those outside A&S) would have access to the award?*
- *Would it help if external members participated on the Ed Co sub-committee, if the award were to stay with Ed Co?*

2. ALTERNATES AND ELECTIVES - KATHY TARNAI-LOKHORST

Nil

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

Carly reported that the Education Council Steering Committee is currently working through the new the communications plan for the College. The next meeting will happen on Wed Jan 23, 2013.

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

Cynthia reported that this committee has had an initial meeting. The meeting was a brainstorming session and the focus of the discussion was distinguishing the governance process from the steering committee process. The discussion focused on ways Education Council can focus on governance issues and a framework to assist the Council in doing so.

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

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

Clarence Bolt 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.

Questions and discussion followed.

One governance issue for further review was raised during the preceding questions and discussion period. When does “making something part of the way we do things” as core to the College’s curriculum? This question will be added to the “bring forward” agenda items for a future meeting.

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)

Motion Carried

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

Peter Rehor, Gord Inglis and Nevin Harper presented the revised Bachelor of Sport and Fitness Leadership. The Bachelor of Sport and Fitness Leadership (BSFL) is a four-year degree that prepares students for the development, leadership, delivery, and management of sport and fitness programs. The Bachelor of Sport and Fitness Leadership degree offers two distinct specializations (Sport Management or Exercise and Wellness).

- **BSFL Sport Management Specialization (SPMA)**

The students within this specialization study sport program design and delivery, athlete and coach development, the business of sport, and sport as a vehicle for social change. This program follows North American Society for Sport Management (NASSM) guidelines.

This degree provides students with an understanding of local, provincial, national and international sport systems. The degree also provides business and communication skills necessary to adapt to the ever-changing needs of the sport management field. Graduates will gain employment related certifications through organizations such as the National Coaching Certification Program (NCCP).

- **BSFL Exercise & Wellness Specialization (EXWELL)**

The students within this specialization study physical activity adoption and maintenance to optimize fitness and health in both apparently healthy individuals and those with chronic disease risk factors. Students will gain the skills to work across diverse age, gender and ability populations in the areas of individual and group fitness, high performance sport and exercise management.

This degree provides students with the knowledge and skills to lead children, adults and seniors to be active and healthy. Graduates from the BSFL Exercise & Wellness Specialization meet the requirements to write the Canadian Society of Exercise Physiologists (CSEP) – Certified Exercise Physiologist (CEP) exam as well as other fitness related certifications.

This was the second presentation of the BSFL curriculum revisions. The curriculum was presented at the December 10, 2012 Education Council Meeting for information only. Education Council did not vote on the curriculum as the College Curriculum Committee had not yet submitted a decision on recommendation due to some outstanding issues. Subsequently, the issues have been addressed and/or responded to by the Centre for Sport and Exercise Education. *Note - It has been stated by Academic Advising that it will be challenging to conduct Degree Audit for the credentials (i.e. determine the courses applicable for credentialing) due to the “Year 3 transfer section” as outlined in the Program.*

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	New Course	(ID 61707)

(Substantive/Major Revision) -		
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)
Motion Carried No – Joanne Cumberland		

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

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.

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 Algebra 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)

Motion Carried
Abstention – Gail Baxter, Mindy Cui Yu Jiang

4. CMNS 112 and CMNS 150

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.

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)

Motion Carried

5. HIST 116 and HIST 202

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.

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)

Motion Carried

6. ART 162 & ART 176

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.

Question and discussion followed. It was noted that the other ART courses at the College only require a “C” English pre-requisite. It is recommended have the School of Arts and Science reconsider the pre-requisite for these course and submit a curriculum change if it was set in error.

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)

Motion Carried

7. PHIL 116 – Philosophy Through Film

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.

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)
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Motion Carried

8. FIN 330 and ECON 210

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.

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)

Motion Carried

9. ELEX 111

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.

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)
Motion Carried		

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

The course materials in AET 380 and AET 480 are being re-distributed into two new courses AET 381 and AET 482 to improve learning progression and continuity. As such, AET 380 and 480 are being cancelled, that is resulting in associated cascading changes to requisites.

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)

Motion Carried

11. SFL 303 (International Development through Sport)

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.

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 Addition (New)) -	New Course	(ID 61920)
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Motion Carried

11. CRWR 254 (Fiction 2)

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.

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)
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Motion Carried

I. PRESENTATIONS AND/OR DISCUSSIONS

1. PROGRAM MIX ANALYSIS – JOHN BORAAS AND JOAN YATES

John introduced the concept of a Program Mix Analysis to strategically review the various programs offered at the college with a goal to provide our community with relevant programming. John then introduced Joan, who gave a summary of her involvement and further information on the concept. Joan noted that she has been looking at this concept since her days as a faculty member in the School of Business, then as a Dean, and now as Director of Communications and Advancement.

The Program Mix Analysis approach results in a process where programs are categorized as either "winding down", "in a revision/revitalization stage", or "new". She noted that colleges that have this approach to programming do so to create viable and strong organizations, allow for allocation of resources, and allow for planning for faculty and positions. She stated that we would create a model/process that is customized for the Camosun environment.

John noted that this presentation is part of a bigger conversation. The process will inform Education Council in terms of its governance responsibilities and how we evaluate the programming mix we have. John stated that at the next meeting he will have a Programming Mix Analysis Project Charter ready for Education Council to review.

Questions and discussion followed.

J. NEXT MEETING

Regular Meeting

Monday, Feb 18, 2013, 4:00-6:00 pm, Room TBD, Interurban

K. ADJOURNMENT

The meeting adjourned at 6:20 pm.

From: [Carly Hall](#)
To: [Cynthia Wrate](#); [Nicole Greengoe](#); [Education Approvals](#)
Subject: FW: African Awareness Award
Date: Thursday, January 31, 2013 12:45:04 PM

Hi everyone,

Here is the response from Francis. Let's chat about this at the Ed Co Executive meeting and then bring it to the February Ed Co meeting.

From: Francis Yee
Sent: Thursday, January 31, 2013 12:42 PM
To: Carly Hall
Cc: Francis Adu-Febiri; Education Approvals
Subject: RE: African Awareness Award

Hello Carly,

Thanks for the questions and concerns that you shared with us. We discussed them in the African Awareness Committee meeting yesterday and appreciated your thoughts and ideas. We would be happy to keep the Award under Education Council. However there are a couple of things that we would like to ask EdCo to consider.

1. To make the Award more visible by promoting it to students in all Schools annually before the application deadline (which should be set in consistent with other scholarship application in the Schools to reduce confusion)
2. Allow one faculty/staff representative from the African Awareness Committee (AAC) or a non-government organization representative to be nominated by AAC to participate in the selection process.

I hope these suggestions work for EdCo.

We look forward to hearing from you.

Francis.

From: Carly Hall
Sent: Thursday, January 24, 2013 1:05 PM
To: Francis Yee
Cc: Francis Adu-Febiri; Education Approvals
Subject: RE: African Awareness Award

Hi Francis and Francis,

Education Council was able to discuss your request and rationale at our meeting last night. A few questions arose so I'd like to ask for your input so that I can then take your response back to the February Ed Co meeting. The concerns/ questions were:

- Education Council has responsibility for all college-wide awards so this request is a divergence from this.
- Moving the award from Ed Co to the School of Arts and Science appears to decrease visibility.
- How would you ensure all students (including those outside A&S) would have access to the

award?

- Would it help if external members participated on the Ed Co sub-committee, if the award were to stay with Ed Co?

Thanks again.

Carly

From: Francis Yee
Sent: Thursday, December 06, 2012 5:15 PM
To: Carly Hall
Cc: Francis Adu-Febiri; Education Approvals
Subject: RE: African Awareness Award

Hi Carly,
Thanks for your kind invitation. As Francis A and I will be busy teaching a new course in Winter, it doesn't look like we would be able to attend an EdCo meeting in Jan. I hope the submission is clear enough for EdCo to make the decision. If there are questions, we would be happy to answer them by email.
Thanks again,
Francis.

From: Carly Hall
Sent: Monday, December 03, 2012 3:05 PM
To: Francis Yee
Cc: Francis Adu-Febiri; Education Approvals
Subject: RE: African Awareness Award

Hi Francis,
Due to a very full agenda for our December meeting and because we would really like to have you attend, we've postponed your request to the January meeting. Would you be able to attend the EdCo meeting on January 21st? We start at 4:00 and can have you early on the agenda so you don't need to stay too late. Would this work?
Thanks for considering this.
Carly

From: Francis Yee
Sent: November 29, 2012 9:40 AM
To: Carly Hall
Cc: Francis Adu-Febiri; Education Approvals
Subject: RE: African Awareness Award

Hello Carly,
Thanks for your kind invitation for us to attend EdCo meeting on Dec 10th. Unfortunately neither Francis A or myself would be able to attend as it is the final exam week and a busy marking time for both of us. We are happy to answer any questions by email if EdCo requires further clarification on our request.
Thanks,
Francis.

From: Carly Hall
Sent: Wednesday, November 28, 2012 4:01 PM
To: Francis Yee
Cc: Francis Adu-Febiri; Education Approvals

Subject: RE: African Awareness Award

Hi Francis,

Thanks again for sending your request and rationale. I was wondering if you could attend the Ed Co meeting on December 10th at 4:00 to discuss your request?

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

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
Department of Social Sciences
Camosun College
3100 Foul Bay Road
Victoria, BC V8P 5J2
Tel: 250-370-3307
Fax: 250-370-3417
E-mail: Yee@camosun.bc.ca
Home page: <http://faculty.camosun.ca/francisyee/>

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

Carly Hall, RN, BSN, MEd

Chair, Continuing Care Department

Camosun College

Phone: 250-370-3240

Email: hall@camosun.bc.ca

Fax: 250-370-3476

CAMOSUN COLLEGE CURRICULUM COMMITTEE REPORT

Jan 28, 2013 1:00-4:00, CC 321, Interurban

Present: Nicole Greengoe, Ian Humphries, Peggy Tilley, Lynda Warren Kristal Anderson, Shohreh Hadian, Elizabeth West, Shelley Butler, Cindy Kwok

Regrets/Absent:, Marlene Welsh, Carl Everitt, Stephen Bishop

Guests: Lois Fernyhough and Andy Bryce; Alan Duncan and Ian Cameron

CURRICULUM REPORT

1. Certificate in Digital Communication (Arts & Science Studies) – presented by Lois Fernyhough and Andrew Bryce

Summary/Purpose

This two-semester (10 courses) certificate introduces students to study of digital communication and its impact on society. Graduates will be able to seek transfer credits into 2nd year of BA in Digital Media at VIU or continue their studies towards a Diploma in Arts and Science Studies at Camosun.

CCC Concerns/Questions/Comments

1. The CCC asked the department what the focus will be - VIU transfer students or non-VIU transfer students - as this will affect program content and course selection. The department advised that students can receive the credential from Camosun with a 2.0 cumulative GPA regardless of whether they intend to transfer to VIU or not. Under section 12 “special note”, the department will state that students who wish to go to VIU will need a C+ in CMNS 150.
2. 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:

Digital Communication (Certificate in) (Substantive/Major Addition (New)) -	New Program/Credential	(ID 61943)
DIME 115 Digital Production 1 (Substantive/Major Addition (New)) -	New Course	(ID 61944)

2. Certificate in Computer Network Electronics Technician (School of Trades & Technology) – presented by Alan Duncan and Ian Cameron

Alan Duncan and Ian Cameron presented the new “Certificate in Computer Network Electronics Technician”. The Electronics and Computer Engineering department was asked to review the current “Network and Electronics Technician” program. The last time the program was reviewed as a whole was in 2004. The original program was 3 quarters long (the shortest technician program in BC). The new program is not any longer (2.5 semesters, switching from quarters) but the hours per week will be increased and the average contact hours for the new program will be 28 hours.

CCC Concerns/Questions/Comments

1. The CCC suggested the department to contact Student Services with regards to Program Code and Course Abbreviation/Number.
2. The CCC suggested the department to review all course titles to ensure they are within word count limit.
3. The CCC suggested the Program Admission Requirements to include MATH 072, MATH 137 and “Application of Math 12” in addition to the current proposed requirements.
4. The CCC asked the department to check all credit value, course description (indicate “only open to students enrolled in the program” if applicable), completion requirements and course activity and hours.
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:

Computer Network Electronics Technician (Certificate in) (Substantive/Major Addition (New)) -	New Program/Credential	(ID 61950)
ELEX 100 Customer Service for Technicians (Substantive/Major Addition (New)) -	New Course	(ID 61951)
ELEX 132 Exam Preparation (Substantive/Major Addition (New)) -	New Course	(ID 61952)
ELEX 134 Network Fundamentals and Routing (Substantive/Major Addition (New)) -	New Course	(ID 61953)
ELEX 135 LAN Switching/Wireless/Routing (Substantive/Major Addition (New)) -	New Course	(ID 61954)
ELEX 136 Infrastructure Cabline (Substantive/Major Addition (New)) -	New Course	(ID 61955)
ELEX 137 Workstation Security (Substantive/Major Addition (New)) -	New Course	(ID 61956)
ELEX 138 PC Workstation Fundamentals (Substantive/Major Addition (New)) -	New Course	(ID 61957)
ELEX 139 PC Server Fundamentals (Substantive/Major Addition (New)) -	New Course	(ID 61958)
ELEX 145 DC Circuit Analysis and Devices (Substantive/Major Addition (New)) -	New Course	(ID 61959)
ELEX 146 AC Circuit Analysis and Devices (Substantive/Major Addition (New)) -	New Course	(ID 61960)

ELEX 150 Data Transmission (Substantive/Major Addition (New)) -	New Course	(ID 61961)
ELEX 160 Digital Logic and Microprocessors (Substantive/Major Addition (New)) -	New Course	(ID 61962)
ELEX 163 Home and Ind. Automation (Substantive/Major Addition (New)) -	New Course	(ID 61963)
ELEX 190 Technician Project 1 (Substantive/Major Addition (New)) -	New Course	(ID 61964)
ELEX 191 Technician Project 2 (Substantive/Major Addition (New)) -	New Course	(ID 61965)
ELEX 192 Technician Project 3 (Substantive/Major Addition (New)) -	New Course	(ID 61966)

3. MATH 109, 112, 113

Summary/Purpose

The department proposed relaxing and simplifying the prerequisites of the above-mentioned courses. The department would like to change one of the alternate prerequisites from “C+ in either MATH 135 or MATH 072 and C in FIN 110” to simply “C+ in either MATH 135 or MATH 072”. This is because Colleague is unable to handle prerequisites with two different letter grades that include both AND’s and OR’s. Although FIN 110 provides the student with additional post-secondary experience in a quantitative course, the content of FIN 110 is not necessary for success in the above-mentioned courses.

MATH 109 (Finite Mathematics): The department would like to allow “C” rather than “C+” in Math 11 or its alternates. This will align with UVic and other post-secondary institutions. In addition, the department proposed to change one of the alternate prerequisites from “C+ in either MATH 135 or MATH 072 and C in FIN 110” to simply “C+ in either MATH 135 or MATH 072”.

MATH 112 (Fundamentals of Math 1): The department would like to change one of the alternate prerequisites from “C+ in either MATH 135 or MATH 072 AND C in FIN 110” to simply “C+ in either MATH 135 or MATH 072.”

MATH 113 (Fundamentals of Math 2): The department would like to change one of the alternate prerequisites from “C+ in either MATH 135 or MATH 072 AND C in FIN 110” to simply “C+ in either MATH 135 or MATH 072.”

CCC Concerns/Questions/Comments

None.

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 109 Finite Mathematics (Minor Revision) -	Course Pre-Requisite (alternate), Course Pre-Requisite (relax)	(ID 61947)
MATH 112 Fundamentals of Math 1 (Minor Revision) -	Course Pre-Requisite (alternate), Course Pre-Requisite (relax)	(ID 61948)

MATH 113 Fundamentals of Math 2 (Minor Revision) -	Course Pre-Requisite (alternate), Course Pre-Requisite (relax)	(ID 61949)
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4. COMP 103 & 106

Summary/Purpose

COMP 103 (Internship 1): To change course title from “Internship 1” to “Internship – 3 months”. Credit value remains as 5 credits.

COMP 106 (Internship 2): To change course title from “Internship 2” to “Internship – 6 months”. Credit value remains as 10 credits.

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:

COMP 103 Internship - 3 months (Substantive/Major Addition (New)) -	New Course	(ID 61945)
COMP 106 Internship - 6 months (Substantive/Major Addition (New)) -	New Course	(ID 61946)

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:

Shelley Butler, Coordinator Education Approvals

Date:

Feb 18, 2013

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.

In Sept 2011 this document was presented to Education Council for information and feedback, prior to a notice of motion to approve. Due to competing agenda items this standard was not brought forward to a future meeting. It is the intent to bring this standard forward now for a request for notice of motion to approve.

Decision Being Sought:

Request that council grant a notice of motion to approve the standard at the March 2013 Education Council meeting. Any feedback regarding the standard should be submitted in writing between now and March 11, 2013 to edapprovals@camosun.bc.ca

 <p>Educational Standards & Guidelines</p>	Educational Standard:	EX 260-001-004
	Approved by:	Education Council
	Approval Date:	
	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:

- Formulate and solve problems independently and collaboratively using the tools and techniques of calculus
- Use vocabulary and concepts appropriate to (discipline) in written reports and verbal presentations
- Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- 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:

- Explain how artistic style is a function of the historical record
- Summarize how the purpose and meaning of a work of art is related its historical period
- Give examples of how artists are influenced by their historical period
- 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:

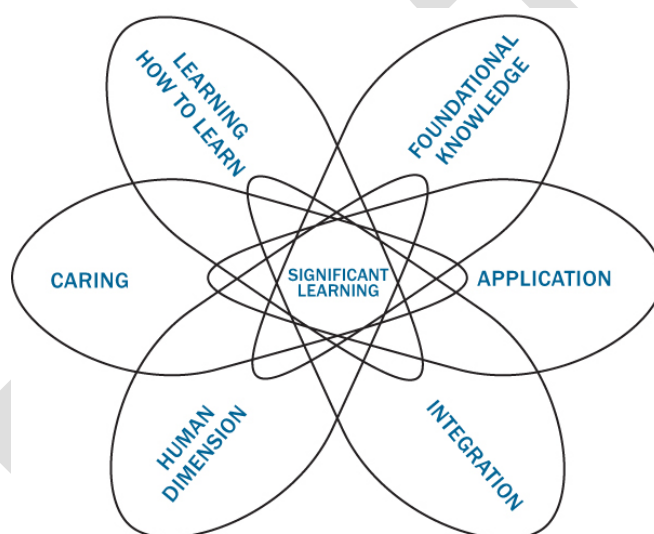
- Utilize current, effective infection control practices
- Use principles of body mechanics
- Organize equipment within easy access
- Organize work environment to maximize efficiency
- Select and adapt instruments, materials and medicinals to meet the needs of each client.

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.

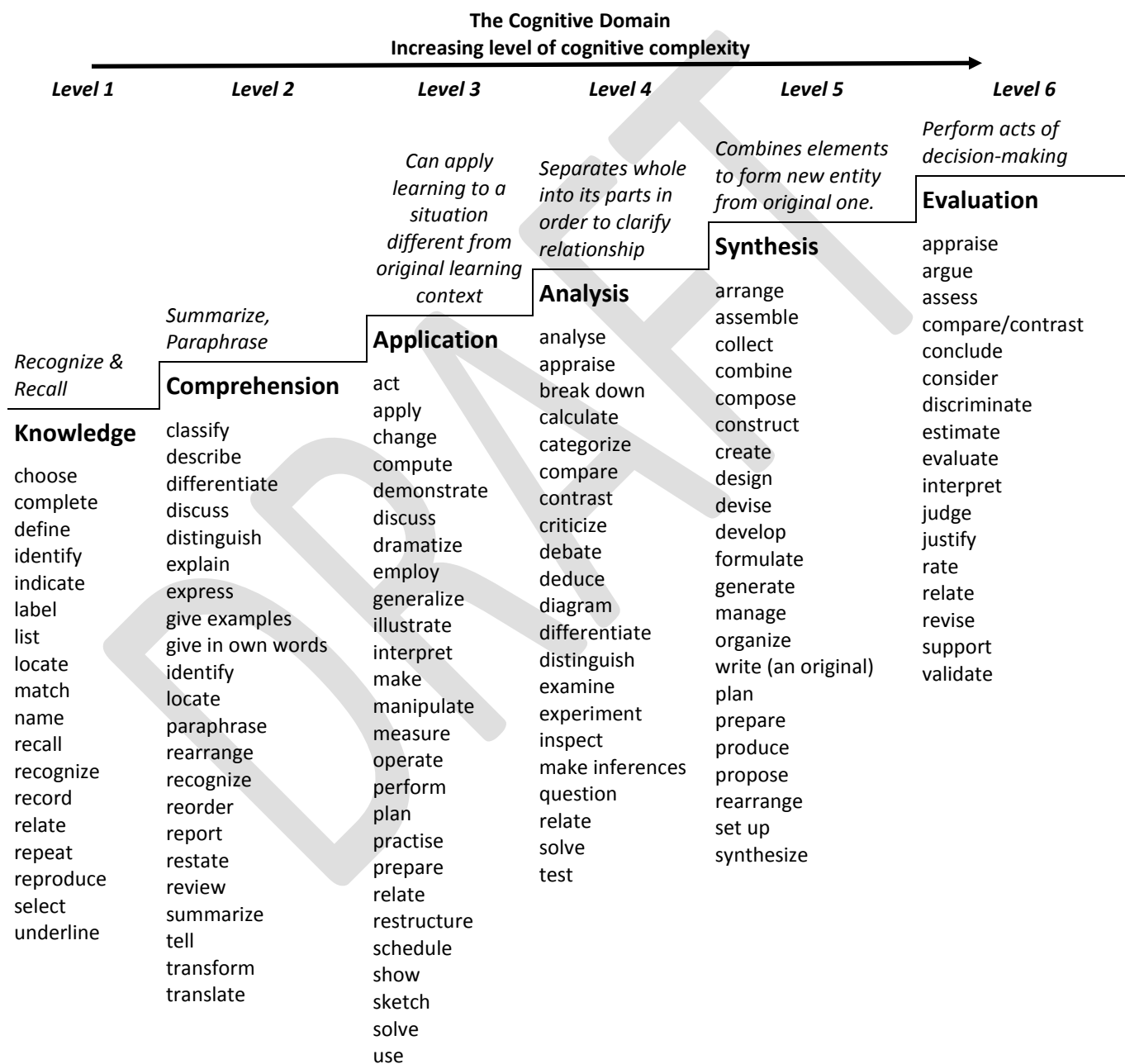
Learning Dimension	Description	Example Outcomes <i>Upon successful completion of this course, a student will be able to:</i>
Foundational Knowledge	To understand and remember information and ideas	Describe, identify, list, recall, summarize
Application	To think critically, creatively, and practically 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:



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



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,

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.*

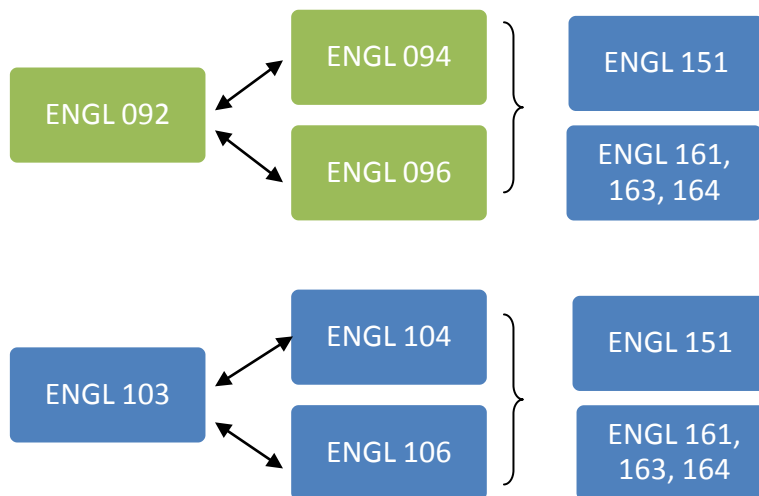
Camosun College - English Upgrading English/EFP 12 Alternatives Road Map

Submitted by: Maureen Niwa

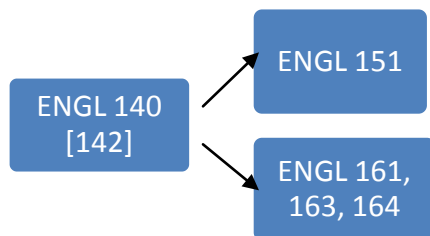
Camosun College School of Access offers three (3) pathways to first-year English courses, depending on a student's choice of program or UT option. One pathway maintains tuition-free courses; the other three cost tuition.



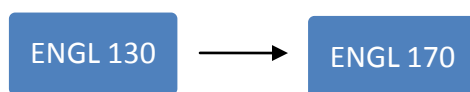
1. General studies/University transfer



2. Access to Business/Sports programming



3. Access to T&T programming



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

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