



Education Council

Ensuring that our students are provided with quality educational experiences



Agenda

Monday, March 18, 2013

4:00 – 6:55 pm

CC 321, Interurban

Please bring your own mug or water bottle.

Meeting Extends to 6:55 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'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</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 (10 min.)	
4:15-4:17	1. Awards (2 min.) <ul style="list-style-type: none"> The Dr. Gordon L. Diewert Community Service Entrance Award (2 min.) 	Joanne Cumberland
4:17-4:19	2. Alternatives & Electives (2 min.)	Kathy Tarnai-Lokhorst
4:19-4:21	3. Education Council Steering Committee – Education Approvals Review & Renewal (2 min.)	Karin Kaercher

TIME	ITEM	PRESENTER
4:21-4:23	4. Education Council Governance/Accountability – Education Approvals Review & Renewal (2 min.)	Cynthia Wrate
4:23-4:25	5. Selective Admission (or “Selective Qualification”) (2 min.)	Carly Hall
4:25	Curriculum Presentations and College Curriculum Committee Report (70 min.)	
4:25-4:35	1. Certificate in Music Technologies (10 min.)	Mary Byrne
4:35-4:45	2. Diploma in Dental Hygiene (10 min.)	Shirley Bassett
4:45-4:55	3. Diploma in Criminal Justice (10 min.)	Kelli Moorhouse
4:55-5:25	3. Curriculum Items – College Curriculum Report (30 min.) See attached in CCC Report <i>*** Go to “Learning Outcome Standard” ***</i>	Nicole Greengoe
5:30-5:40	4. Bachelor in Business Administration, Marketing Major (10 min.)	Catherine Mack
5:25	Presentations and/or Discussions (80 min.)	
5:25-5:30	1. Learning Outcome Standard (5 min.) <i>*** Go back to Curriculum Presentation - School of Business ***</i>	Carly Hall
5:40-5:55	2. Budget discussion (15 min.)	John Boraas
5:55-6:55	3. Program Mix Analysis (60 min.)	John Boraas
TBD	Governance Items Arising from Curriculum (TBD) – may be deferred to following meeting due to timing issues. 1. 2.	Carly Hall
	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 Meeting: <u>Regular Meeting</u> Monday, April 15, 2013 4:00-6:00 pm CC 321, Interurban	Carly Hall / Cynthia Wrate

Members (Quorum = 10)

Voting Council Members

Anita Ferriss, Administration
Carly Hall, Faculty
Corrine Michel, Faculty (regret)
Cynthia Wrate, Faculty
Gail Baxter, Support Staff
Insu Kim, Lansdowne Student Rep
Joanne Cumberland, Support Staff
John Boraas, Administration
John Gordon, Faculty
Karin Kaercher, Faculty
Kathy Tarnai-Lokhorst, Faculty
Mindy Cui Yu Jiang, Student
Nancy Sly, Faculty
Nicole Greengoe, Administration
Patricia Gaudreault, Faculty
Paul Brady, Faculty

Richard Stride, Administration
Thea Todd, Faculty (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

Mary Byrne, Victoria Conservatory of Music
Shirley Bassett, Health & Human Services
Kelli Moorhouse, Arts & Science
Catherine Mack, School of Business

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>

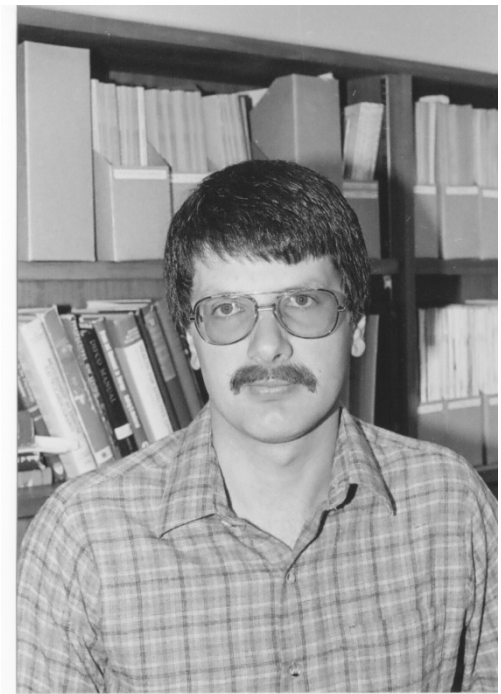
The Dr. Gordon L. Diewert Community Service Entrance Award

Terms of Reference

The Dr. Gordon L. Diewert [Dee-wert] Community Service Entrance Award was established to foster and promote the prevention of drinking and driving. It pays tribute to Dr. Gordon L. Diewert, an outstanding faculty member at Simon Fraser University. Dr. Diewert died tragically on April 28, 1981, at the age of 30, when an impaired driver slammed into his car at the intersection of Gaglardi Way and Lougheed Highway, killing him instantly.

Dr. Diewert was a tenured professor in the Department of Kinesiology, Faculty of Applied Sciences, from 1978 to 1981 and a founder of the Institute for Human Performance. He obtained degrees from UBC (1973, BPE) the University of Waterloo (1975, MSc) and the University of Wisconsin (1979, PhD, Minor: Psychology and Educational Psychology). Dr. Diewert taught courses and conducted research in psychomotor learning and performance. His research interests were involved with how motor learning and control varied with age, and could aid people with sensory handicaps such as blindness and/or deafness; with movement memory in developmentally challenged children and with the interaction of fitness and psychomotor performance.

During the short length of Dr. Diewert's career he had 13 publications in scholarly journals. At the time of his death he had 5 more publications under review, including a book. Dr. Diewert had completed an evaluation of the physical abilities required of firemen on behalf of the Institute for Human Performance and was about to introduce an employment screening program for the Vancouver Fire Department. He was given many grants during his career including \$24,000 from the National Sciences and Engineering Research Council.



Dr. Diewert was an involved and energetic faculty member whose interests were wide reaching. He built equipment for the ski team, developed testing equipment for the Vancouver Planetarium, designed a Kinesiology Department logo and coordinated many Department activities. He was also involved with work in other areas such as: aerodynamics, reaction times in people who had been drinking, gerontology and working conditions in Northern British Columbian lumber mills. In his University and community activities, Dr. Diewert made every effort to bridge the gap between the University and the general public. He was a prolific scholar, a loving husband and a good citizen.

The Dr. Gordon L. Diewert Community Service Entrance Award

Terms of Reference

The Dr. Gordon L. Diewert Community Service Entrance Award was established at Camosun College in 2013 by his wife Susan Diewert Kwong in order to foster and promote the prevention of drinking and driving.

The award is valued at \$1,000 and is granted annually in the Fall of each year for a first year Camosun College student, on the basis of good academic high school performance and leadership and/or community service. The recipient must have demonstrated participation in volunteer activities associated with the prevention of drinking and driving. Preference will be given to students who took leadership roles in their high school Dry Grad activities.

Students must submit a one page double spaced letter, providing a brief description of their volunteer work related to the prevention of drinking and driving, the reason for their participation and leadership in prevention activities, their course of study at Camosun College and their career plans. A letter of reference from a high school teacher or counsellor must also be included.

Applications must be submitted to Camosun College Foundation foundation@camosun.ca by September 30th. One recipient will be selected by the Education Council and notified by the end of October.

**The Dr. Gordon L. Diewert Community Service
Entrance Award**

Terms of Reference

Accepted by:

Susan Diewert Kwong

Joan Yates
Director, Advancement and Communications

Date

Date



Education Council Briefing Notes

Submitted by: Carly Hall

Date: March 4, 2013

Topic: "Competitive Entry" Educational Standard

Background:


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

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

In January 2013 the standard was brought back to Education Council and another small working group was formed to complete the draft standard.

Decision Being Sought:

Request that Education Council grant a notice of motion to approve the standard at the April 2013 meeting. Any feedback regarding this standard can be submitted by April 8th to edapprovals@camosun.ca.

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

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

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

DRAFT - PROPOSED

Standards for Competitive Entry

Preamble:

Camosun College strongly values the current admission policy of “First Qualified, First Served” and remains committed to providing accessible educational programs to domestic and international students.

Purpose/Rationale:

The purpose of this standard and procedure is to provide guidance to schools, departments, Education Council, and College approval bodies regarding the use of competitive program entry practices and how this relates to the College Admissions Policy.

The College Admissions Policy can be found at: <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.1.pdf>. Please note that program admission will be granted on a “first qualified, first served” basis (as per B 2 in the policy). The following outlines when a competitive entry process may be considered.

Scope/Limits:

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

Terminology:

Competitive Entry refers to an admission practice where qualified applicants are assessed and selected using an established process that, in addition to minimum standards, considers: prior academic performance and /or skills and aptitude deemed important for student success.

Criteria for Competitive Entry

The use of a competitive entry admission process may be considered when:

- Programs are bound by professional accreditation requirements that require a competitive entry process
- Programs are bound by an institutional partnership agreement that requires a competitive process and where the failure to use a competitive process jeopardizes either the partnership or a student's ability to continue their studies.

In programs where competitive entry is deemed necessary, the admission criteria and the selection process will be developed by the dean in collaboration with the department and program stakeholders (including students, graduates, Program Advisory Committee, employers, etc.), and must be approved by Education Council. Programs with competitive entry criteria will be identified in the college calendar and posted on the college website.

Approvals Process:

Departments must submit an application for competitive entry through the regular education approvals process, including briefing documentation, supporting data and a plan that outlines:

- the rationale for competitive entry
- the proposed effective date for the change
- the proposed selection process, including **evidence-based and objective** 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

CAMOSUN COLLEGE CURRICULUM COMMITTEE REPORT

Feb 25, 2013 12:30-4:00, CC 321, Interurban

Present: Nicole Greengoe, Ian Humphries, Peggy Tilley, Kristal Anderson, Elizabeth West, Marlene Welsh, Carl Everitt, Lynda Warren, Shelley Butler,

Regrets/Absent:, Shohreh Hadian, Cindy Kwok

Guests: Richard Stride, Marina Jaffey, Mary Byrne, Shirley Bassett, Lynne Viczko

Mar 4, 2013 1:00-4:00, LLC 132, Lansdowne

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

Regrets/Absent:, Nicole Greengoe, Marlene Welsh,

Guests: None

Mar 5, 2013 1:00-4:00, CBA 250, Interurban

Present: Ian Humphries, Peggy Tilley, Kristal Anderson, Elizabeth West, Marlene Welsh, Shelley Butler,

Regrets/Absent:, Carl Everitt, Nicole Greengoe, Shohreh Hadian, Cindy Kwok, Lynda Warren

Guests: None

CURRICULUM REPORT

1. Proposed Certificate in Music Technologies and MTEC 100, 110, 210, 212, 214, 220, 222, 290 – Mary Byrne

Summary/Purpose

Mary presented the proposed Certificate in Music Technologies. The Music Technologies program is offered through a partnership between the Victoria Conservatory of Music and Camosun College. The program comprises a seven-course series which may be taken part-time through distributed learning over 3 semesters. The Certificate is designed for accomplished musicians who wish to acquire a basic competency in digital technologies applicable to modern practice in professional music-making. This credential supplements and complements traditional practical or academic post-secondary music credentials and may be taken either parallel to the Diploma in Music or Diploma in Jazz Studies, following the Certificate in Music Foundations or post-secondary music credential, or concurrent with active professional practice in music.

Students undertake study in the four pillars of music technologies: digital notation; music sequencing; digital instrumentation; audio recording, mixing, editing. Students study basic software and hardware technologies and explore practical applications of technologies in a distributed delivery format. The Certificate in Music Technologies will be offered through online distributed (distance) learning.

Upon successful completion of the Certificate, graduates are well prepared to apply basic music technologies to the active practice of music in a professional or educational setting, or to continue to the advanced study of individual technologies for personal or professional use.

The impetus to create a Certificate in Music Technologies came directly from industry professionals of international stature in the Pacific Northwest region who identified significant points lacking in currently offered music technologies programs and the need to better prepare future professionals for the rigors of music composition for media. Through these professionals we have had first-hand contact with some of the leaders in composition for film, gaming, and media, including colleagues at Lucasfilm Ltd., *Finale®*, and the Berklee School (Boston).

The proposed program has been designed to meet the needs expressed by these important constituencies, and to provide a practical option for future industry professionals to remediate common deficiencies in the four core pillars of music technology (digital notation, virtual instruments, Digital Audio Sequencing, and Recording and mixing) that are necessary to move forward into composition in film or gaming.

CCC Concerns/Questions/Comments

1. The CCC requested the department to connect with Enrolment Services to discuss how Camosun will be a “receiving” institution for students in this program. The department will do.
2. The CCC requested the department initiate paperwork to cover cascading changes as a result of the new MTEC courses as they can be used as electives the other Music programs. The department will do.
3. The CCC requested the department split the pre-requisites into two: Published pre-requisites (the more complex combinations as per the departments wishes), and the Operationalized pre-requisites (“Permission of the Chair”). The Published pre-requisites are too complex for our systems to handle. We request the department handle the management of them and issue permission to register forms for students that meet them.
4. The CCC requested the department clarify an “apparent loophole” in the program that may allow students to complete the program with “alternate content” that may not be appropriate. The department has clarified that they will cancel the course that may cause a loop hole issue as is no longer relevant.
5. The CCC requested the department renumber the 300 level MTECH course to 290 as these numbers are reserved for courses in degree programs. The department will do.
6. The CCC requested some error corrections and 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:

Music Technologies (Certificate) (Substantive/Major Addition (New)) -	New Program/Credential	(ID 61980)
MTEC 100 Intro to Music Technologies (Substantive/Major Addition (New)) -	New Course	(ID 61982)
MTEC 110 Internet for Musicians (Substantive/Major Addition (New)) -	New Course	(ID 62059)
MTEC 210 Digital Notation and Scoring (Substantive/Major Addition (New)) -	New Course	(ID 62056)
MTEC 212 Music Sequencing and DAW (Substantive/Major Addition (New)) -	New Course	(ID 62060)

MTEC 214 Virtual & Software Instruments (Substantive/Major Addition (New)) -	New Course	(ID 62057)
MTEC 220 Music Recording: Fundamentals (Substantive/Major Addition (New)) -	New Course	(ID 62061)
MTEC 222 Digital Audio Mixing & Editing (Substantive/Major Addition (New)) -	New Course	(ID 62058)
MTEC 290 Media Composition Workshop (Substantive/Major Addition (New)) -	New Course	(ID 62062)

2. Diploma in Dental Hygiene and DHYG Courses – Shirley Bassett and Lynne Viczko

Summary/Purpose

Shirley Bassett and Lynne Viczko presented the revisions to the Diploma in Dental Hygiene. This program prepares individuals to practice dental hygiene in both clinical practice and community-based settings. Graduates will have the knowledge, skills and attitudes necessary to provide preventive, educational and therapeutic dental hygiene services to individuals and groups according to Regulations of the College of Dental Hygienists of British Columbia.

The program has a strong community service focus, emphasizing social responsibility, health promotion, education and advocacy. Graduates of the program must write the national Dental Hygiene Certification Examination to be eligible for licensure with the College of Dental Hygienists of British Columbia. Graduates of the program are eligible to apply to the University of British Columbia to complete the 4th (final) year of the Bachelor of Dental Science (Dental Hygiene) Program, or to Thompson Rivers University to complete a Bachelor of Health Science.

Financial constraints initially inspired the development of a more efficient program delivery as directed by Senior Leadership. This also created an opportunity to bring the program in line with the new (2010) national entry to practice competencies and practice standards required by the Canadian Commission on Dental Accreditation and the BC regulatory authority for dental hygienists. These competencies are also tested on the National Dental Hygiene Examination. There is a national movement toward baccalaureate education as the entry to practice standard for dental hygienists, with the goal of increased autonomous practice in order to better meet the oral health needs of the public. Graduates of the diploma programs need to gain the foundation knowledge and independent judgment that is necessary to become a primary care provider.

Dental hygiene education requires 4 years of study to reach the baccalaureate level. Camosun College provides access to the first three years of study, with students entering the Dental Hygiene Program in second year. After successful completion of third year, graduates can proceed to the 4th year at UBC for their degree. The course numbers have been changed to more accurately reflect years two and three of this process.

Relevant course content is maintained and enhanced so that the new courses better reflect the depth of knowledge and skill required in the new national outcomes. Students also benefit from this new model by having fewer courses to manage. Efficiency in program delivery was achieved by compressing the program time frame from 6 semesters to 4 semesters. Students benefit by having more time to work between the second and third year and graduate earlier in the final year. Financial efficiency was also achieved by providing time for all faculty to take scheduled development when the program is not in session, thereby minimizing the cost of replacing instructors.

Note – The program presented revisions to first year (“200 courses”) of DHYG study last May to Education Council for approval. The revisions were approved and the department clarified they would return to Education Council in 2012-2013 with changes to the second year of study. The department is now coming forward with the revisions to the second year (“300 courses”) of DHYG study for the program.

CCC Concerns/Questions/Comments

1. The CCC suggested the department to contact Financial Aid to determine if there are any issues with the year 2 and 3 structure and financial aid. The department will do.
2. The CCC requested the department with Academic Advising to ensure the pre-requisites, pre/co-requisites, and co-requisites are doing what the department intends them to do. An initial review of them appears to create issues for student movement through the program. The department has done and fixed any issues.
3. The CCC requested clarity on the alignment between the “field experiences” and the mode of delivery (i.e. lecture hours) as noted in DHYG 390 and 391 course descriptions. The department has clarified that the activities occur out of class time and are not “standardized filed placements” as normally offered in these types of programs.
4. The CCC requested some edits to language for clarity, which the department has done so.

Full Recommendation Pending With Concerns (pre-req errors)

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:

Dental Hygiene (Diploma in) (Substantive/Major Revision) -	Learning Outcomes, Other:, Program Content, Program Description	(ID 62000)
DHYG 210 Pharmacology 1 219 Head & Neck (Substantive/Major Revision) - Anatomy	Course Co-requisite (replacement), Course Number	(ID 62001)
DHYG 220 Dental Anatomy (Substantive/Major Revision) -	Course Number, Course Pre/Co-Requisite (replacement)	(ID 62005)
DHYG 221 Oral Sciences 1 (Substantive/Major Revision) -	Course Calendar Description, Course Number, Course Pre/Co-Requisite (replacement)	(ID 62002)
DHYG 222 Introduction to Periodontology (Substantive/Major Revision) -	Course Number, Course Pre/Co-Requisite (replacement), Course Title	(ID 62003)
DHYG 231 Radiology (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Number, Course Pre/Co-Requisite (replacement), Course Pre-requisite (replacement)	(ID 62004)
DHYG 245 Professional Practice 1 (Substantive/Major Revision) -	Course Number, Course Pre/Co-Requisite (replacement)	(ID 62006)
DHYG 246 Professional Practice 2 (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Number, Course Pre-requisite (replacement)	(ID 62007)
DHYG 270 Clinical Theory 1 (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Number, Course Pre/Co-Requisite (replacement)	(ID 62008)
DHYG 271 Clinical Practice 1 (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Number, Course Pre/Co-Requisite (replacement)	(ID 62009)
DHYG 280 Clinical Theory 2 (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Number, Course Pre/Co-Requisite (replacement), Course Pre-requisite (replacement)	(ID 62010)
DHYG 281 Clinical Practice 2 (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Number, Course Pre-requisite (replacement)	(ID 62011)
DHYG 310 Pharmacology (Substantive/Major Addition (New)) -	New Course	(ID 62012)
DHYG 321 Oral Sciences 2	New Course	(ID 62013)

(Substantive/Major Addition (New)) -		
DHYG 322 Oral Sciences 3 (Substantive/Major Addition (New)) -	New Course	(ID 62014)
DHYG 328 Nutrition (Substantive/Major Addition (New)) -	New Course	(ID 62015)
DHYG 345 Professional Practice 3 (Substantive/Major Addition (New)) -	New Course	(ID 62016)
DHYG 370 Clinical Theory 3 (Substantive/Major Addition (New)) -	New Course	(ID 62017)
DHYG 371 Clinical Practice 3 (Substantive/Major Addition (New)) -	New Course	(ID 62018)
DHYG 380 Clinical Theory 4 (Substantive/Major Addition (New)) -	New Course	(ID 62019)
DHYG 381 Clinical Practice 4 (Substantive/Major Addition (New)) -	New Course	(ID 62020)
DHYG 390 Community Oral Health 1 (Substantive/Major Addition (New)) -	New Course	(ID 62021)
DHYG 391 Community Oral Health 2 (Substantive/Major Addition (New)) -	New Course	(ID 62022)

3. Diploma in Criminal Justice, CIVL 120, 121, 220, 221 – Kelli Moorhouse

Summary/Purpose

The department is proposing a number of substantive changes to the program content, with the addition of four non-UT seminar courses to ensure students will have a more holistic and applied education experience, and to include a variety of course content choices to accommodate all existing academic options and streams to other post-secondary institutions:

The Criminal Justice program prepares students for further post-secondary studies and/or for work as front-line practitioners within the criminal justice field. A core curricula forms the foundation for the first year of studies in the program. At the completion of Year One, students can choose which stream of courses best meets their professional and academic destination.

Graduates of the criminal justice program leave with a broad base of theoretical knowledge, skills, and abilities suitable to a diverse range of entry-level criminal justice positions, including law enforcement (public, military, deputy sheriffs, by-law enforcement, private security); adult, youth, and community corrections; victim services; restorative justice; customs border services; and other related opportunities.

Transfer Arrangements: Many of the courses offered in the Criminal Justice Program are transferable to a number of Bachelor degree programs, both within criminology or criminal justice, as well as other related disciplines. Criminology and Criminal Justice Degree programs that students transfer to are offered by: Simon Fraser University, University of the Fraser Valley, Kwantlen Polytechnic, Vancouver Island University, Royal Roads University, Lethbridge College, University of Regina, BCIT, University of Ottawa, Mount Royal University, and the University of Alberta. Students should consult the Criminal Justice Department for specific details on current transfer arrangements.

CCC Concerns/Questions/Comments

1. The CCC requested the department take the responsibility to keep Academic Advising informed of any new or changes to articulation agreements for this program. The department will do.

2. The CCC requested clarification on how the department will incorporate the concept of “volunteerism” in their learning outcomes for the program. The department has clarified it is included in the sub-outcomes for each of the new CRIM 120, 121, 220, and 221 courses.
3. The CCC requested clarification on why ENGL 161 is not included as an alternate to ENGL 163 and 164. The department has noted that not all receiving institutions are accepting the ENGL 161 course for transfer so it is not included.
4. The CCC requested clarification on the delivery arrangements language, as it appears limiting the hours between 8:30-5:30 when we are trying to move toward more flexible options for students. The department has clarified that the daytime hours are consistent with when field trips need to occur and that program students consistently reported that they do not want to take blended or online courses.
5. The CCC requested clarification on who would be delivering the learning skills portion of the courses and if the focus on “volunteerism” was limited to the Criminal Justice field only. The department has clarified that the former learning skills unit is developing this portion and that the focus will be on volunteering with “people” as not all students will be able to access opportunities in the criminal justice field.
6. 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:

Criminal Justice (Diploma in) (Substantive/Major Revision) -	Learning Outcomes, Other:, Program Admission Requirements, Program Content, Program Credential Awarded, Program Delivery Arrangements, Program Description, Program Participation Requirements	(ID 62030)
CRIM 120 CJ Seminar 1 (Substantive/Major Addition (New)) -	New Course	(ID 62032)
CRIM 121 CJ Seminar 2 (Substantive/Major Addition (New)) -	New Course	(ID 62031)
CRIM 220 CJ Seminar 3 (Substantive/Major Addition (New)) -	New Course	(ID 62033)
CRIM 221 CJ Seminar 4 (Substantive/Major Addition (New)) -	New Course	(ID 62034)

4. Bachelor of Business Administration – Marketing; and Diploma in Business Administration – Marketing and various BUS and MARK Courses– Catherine Mack

Summary/Purpose

The BBA – Marketing degree name has been changed to better reflect the broader opportunities of study; the program description and learning outcomes have been updated, and the program content

has been adjusted. Students choosing to complete the BBA – Marketing in addition to non-marketing studies will benefit because more specific marketing content has been included. Students may choose to complete the BBA – Marketing with other Business Administration diplomas in the School of Business (such as Finance, Management or Indigenous Business Leadership). Students entering the BBA – Marketing program from non-business programs of study will receive up to 36 credits. The program Math pre-requisite has been removed to allow students to be accepted into the program of their choice, and pre-requisites will be managed at the individual course level.

Research with industry advisory groups, alumni, students and other post-secondary institutions indicates the Camosun College BBA- Marketing Communications Management served students well who wanted a career in the specific Marketing Communications careers. However, research shows many other marketing career opportunities also exist in the Camosun College market. No other post-secondary institution in the area specifically addresses these marketing careers' required skills and knowledge. The revised degree adds breadth to the offering, while preserving the original strengths for students wanting that focus. The BBA – Marketing degree provides opportunities for students in a broader choice of marketing career opportunities and the opportunity to combine studies in areas such as Indigenous Business Leadership, Finance and Management with their completion of a BBA - Marketing.

BBA- Marketing: The Bachelor of Business Administration Marketing Degree program provides learners with a depth of understanding of various marketing and organizational communication functions. Graduates will gain a broad range of marketing management skills and techniques, including context for strategic management and planning, and a focus on directing the marketing and communications process. Program completion requires a work experience component which may be Co-op or self-directed work terms.

Employment destinations include the private, public and not-for-profit sectors, including: Marketing, Communications or Information Officers; Business Development Managers; Marketing Managers/Coordinators; Public Relations Officers, Research Officers; Business Development Managers, Account Executives, and Sales Associates or Managers. Opportunities exist for graduates to pursue graduate studies at Royal Roads University (MBA), the University of Victoria (Masters in Global Studies), and Vancouver Island University (MBA in International Business) as well as at other post-secondary institutions across Canada and internationally.

BA – Marketing: The Business Administration Diploma – Marketing Program is a dynamic applied two-year program that is designed to provide learners with a solid business education along with additional knowledge, practical skills and abilities to succeed in a range of marketing roles. Graduates are prepared to work in entrepreneurial enterprises, business, not for profits, government and community tourism environments in areas such as marketing and sales management, public relations, advertising and customer service.

Graduates wishing to further their education are able to continue with their studies at Camosun College in the Bachelor of Business Administration - Marketing Program. There is also 2-year block transfer credit to Degree Programs including Royal Roads University (B Comm), and the University of Lethbridge. Transfer credit to other post-secondary institutions on a course by course basis is available.

CCC Concerns/Questions/Comments

1. The CCC requested if the department will allow students to use MATH 116, 216, or 218 as one of the electives in the program. The department has clarified that they will not as they are deemed to be equivalent to BUS 230 (already in the program).
2. The CCC requested the department include a list of excluded courses that could be used as electives. The department has done.

3. The CCC requested the department clarify what level/type of electives they will allow. They have clarified they will accept any post-secondary credit course(s) “beyond the K-12 skill-level”.
4. The CCC requested the department clarify why a student is required to graduate with a “C+” but the Camosun standard to complete is a “C”. The department believes that all three BBA’s should have a consistent completion standard and the other two BBA’s require a “C+” as per external body requirements.
5. The CCC requested clarification on why ENGL 250 was removed from the program and to include this information on the Change Form paperwork. The department has clarified that after a review it was determined the skills and knowledge of this course was not necessary for success in this program.
6. The CCC requested clarification on why only “200 level and higher business” courses were identified as meeting a course pre-requisite and not other 200 level courses from other schools at the College. It was clarified that they wanted to ensure a “base of business knowledge” for the advanced 300 and 400 level courses.
7. The CCC requested clarification on how the recent changes to the BSFL program affected the BUS 360 course. The department has clarified that the BSFL students can still take BUS 360 as part of the BSFL program.
8. The CCC requested clarification on the relationships between the new courses MARK 325 and 225, and MARK 360 and 260. The department has clarified that if students have completed MARK 225 they will get credit for MARK 325, and students who choose to complete the old program will use MARK 325 in place of the MARK 225 requirement. This will be the same for the MARK 360 and 260 situation.
9. The CCC requested clarification on the alignment between “hands-on activities” in MARK 420 and the listing of “lecture hours only”. The department has clarified that there are applied activities in class and as assignments.
10. The CCC requested clarification on the course abbreviation chosen for MARK 142 (Service-learning course) as SERV is also readily available for Service Learning Courses. The department has clarified that MARK is appropriate as the focus on a “marketing project”, etc.
11. The CCC requested clarification on the relationship between MARK 440 and 240. The department has clarified that MARK 440 will not be deemed a “new course”. MARK 240 has been taught covering the same topics as a 400 level at other institutions. Student assessment will be adjusted to reflect the 400 level. The department will grandfather credit for MARK 440 students if they have completed MARK 240 and wish to graduate with the new credential.
12. 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.

Motion Pending

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

Business Admin, Marketing Major (Bachelor of) (Substantive/Major Revision) -	Program Admission Requirements, Program Content, Program Description, Program Name (and Program Code)	(ID 61981)
Business Admin - Marketing Option (Diploma) (Substantive/Major Revision) -	Learning Outcomes, Other:, Program Admission Requirements, Program Content, Program Description	(ID 61975)
BUS 130 Business Communication (Substantive/Major Revision) -	Course (Activity) & Hours, Course Type (Mode of Delivery)	(ID 61979)

BUS 290 Business Strategy Seminar (Substantive/Major Revision) -	Course (Activity) & Hours, Course Pre-Requisite (increase)	(ID 61978)
BUS 280 Entrepenuership (Substantive/Major Revision) -	Course (Activity) & Hours, Course Type (Mode of Delivery), Learning Outcomes	(ID 62064)
BUS 330 Advanced Communications (Substantive/Major Revision) -	Course Pre-Requisite (increase), Course Type (Mode of Delivery)	(ID 61977)
BUS 360 Global Business Strategies (Substantive/Major Revision) -	Course Calendar Description, Course Type (Mode of Delivery), Learning Outcomes	(ID 61976)
MARK 110 Introduction to Marketing (Substantive/Major Revision) -	Course Pre-Requisite (increase)	(ID 61974)
MARK 210 Marketing Research (Substantive/Major Revision) -	Course (Activity) & Hours, Course Type (Mode of Delivery), Learning Outcomes	(ID 61973)
MARK 220 Marketing Communications (Substantive/Major Revision) -	Course (Activity) & Hours, Course Type (Mode of Delivery), Learning Outcomes	(ID 61972)
MARK 230 Retail Merchandising (Substantive/Major Revision) -	Course Calendar Description, Course Pre-requisite (replacement), Course Type (Mode of Delivery), Learning Outcomes	(ID 61971)
MARK 235 Creative Selling (Substantive/Major Revision) -	Course (Activity) & Hours, Course Type (Mode of Delivery), Learning Outcomes	(ID 61983)
MARK 325 Public Relations Management (Substantive/Major Revision) -	Course Calendar Description, Course Number, Course Pre-requisite (replacement), Course Title, Course Type (Mode of Delivery), Learning Outcomes	(ID 61984)
MARK 340 Communication Tools & Media (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Type (Mode of Delivery), Learning Outcomes	(ID 61985)
MARK 360 Sustainable Marketing (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Title, Learning Outcomes	(ID 61986)
MARK 365 Consumer Behaviour (Substantive/Major Revision) -	Course (Activity) & Hours, Course Pre-Requisite (increase), Course Type (Mode of Delivery), Learning Outcomes	(ID 61987)
MARK 385 Services Marketing (Substantive/Major Revision) -	Course (Activity) & Hours, Course Pre-requisite (replacement), Course Type (Mode of Delivery)	(ID 61988)
MARK 395 Customer Relationship Management (Substantive/Major Revision) -	New Course	(ID 61989)
MARK 420 Marketing Project Management (Substantive/Major Revision) -	New Course	(ID 61990)
MARK 433 Strategic Communication (Substantive/Major Revision) -	Course Calendar Description, Course Pre-requisite (replacement), Course Title, Course Type (Mode of Delivery)	(ID 61991)
MARK 435 Sales Management (Substantive/Major Revision) -	Course (Activity) & Hours, Course Number, Course Pre-requisite (replacement), Course Type (Mode of Delivery), Learning Outcomes	(ID 61992)
MARK 440 Digital Marketing (Substantive/Major Revision) -	Course Calendar Description, Course Number, Course Pre-Requisite (increase), Course Title, Course Type (Mode of Delivery), Learning Outcomes	(ID 61993)
MARK 465 Business to Business Marketing (Substantive/Major Revision) -	New Course	(ID 61994)

5. Civil Engineering Technology, ENGR 253A, ENGR 253B, CIVL 255, CIVL 258

Summary/Purpose

Revise a variety of curriculum elements to refresh the Civil Engineering curriculum (i.e. course titles, calendar descriptions, pre-requisites, and learning outcomes and associated cascading changes to the Program Outline).

CCC Concerns/Questions/Comments

1. The CCC asked the department if ENGR 253A and ENGR 253B are applicable to other engineering programs. The department advised that ENGR 253A and ENGR 253B are only applicable to Civil Tech program.
2. 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:

Civil Engineering Technology (Diploma in) (Substantive/Major Revision) -	Program Admission Requirements, Program Content	(ID 61995)
ENGR 253A Technical Report (Substantive/Major Revision) -	Course Calendar Description	(ID 62063)
ENGR 253B Technical Report 2 (Substantive/Major Revision) -	Course Calendar Description, Course Pre-Requisite (increase)	(ID 61996)
CIVL 255 Urban Services 1 (Substantive/Major Revision) -	Course Calendar Description, Course Title, Learning Outcomes	(ID 61997)
CIVL 257 Urban Services 2 (Substantive/Major Revision) -	Course Calendar Description, Course Title, Learning Outcomes	(ID 61999)
CIVL 258 Infrastructure Rehabilitation (Substantive/Major Revision) -	Course Pre/Co-Requisite (increase), Course Pre-Requisite (increase)	(ID 61998)

3. Certificate in Bookkeeping Fundamentals; and Certificate in Office Fundamentals

Summary/Purpose

The main purpose of the revision was to remove the Math Admission Requirement. This is to apply the same academic requirements as were recently approved to the Certificate in Office Administration.

CCC Concerns/Questions/Comments

Nil.

Full Recommendation

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

Motion

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

Bookkeeping Fundamentals (Certificate in) (Substantive/Major Revision) -	Program Admission Requirements, Program Description	(ID 62039)
Office Fundamentals (Certificate in) (Substantive/Major Revision) -	Program Admission Requirements	(ID 62055)

4. Bachelor of Business Administration and Diploma in Business Administration - Various Options (not including Marketing), and Diploma in Public Administration

Summary/Purpose

There are two main revisions to these programs:

1. **Admission Requirements:** Remove Math 11 and Career Entry Admission

The program Math pre-requisite has been removed to allow students to be accepted into the program of their choice, and pre-requisites are managed at the individual course level. This is consistent with other BC post-secondary institutions admission and program completion.

The Career Entry requirement has been removed as students have the opportunity to have their work-experience evaluated through the College prior learning assessment.

2. **Program Content:** Add “200 level or higher “ instead of “200 level” to the elective choices (General Business and Management Options). Add “School of Business courses can include the following subjects: ABT, ACCT, BUS, ECON, FIN, GOLF, HMG, IBL, MARK, PARDM, TMGT.” (all Business Administration diploma).

To allow students more choices when selecting electives, and to be consistent in the language for diploma programs. Listing of subjects will inform students on School of Business courses that can be considered for elective choices.

CCC Concerns/Questions/Comments

1. The CCC requested the department to change all the Admission Requirements to meet the same language used in the BBA and BA- Marketing program. The language should be something like this:

“C in POM 11, or PC 11, or FOM 11, or AOM 12, or MATH 137 or MATH 073; or C+ in MATH 135, or MATH 072, or assessment” (and spell out the high school math courses here).

2. 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:

Business Admin, Accounting (Diploma in) (Substantive/Major Revision) -	Program Admission Requirements, Program Content	(ID 62040)
Business Admin, Finance (Diploma in)	Program Admission Requirements, Program	(ID 62041)

(Substantive/Major Revision) -	Content	
Business Admin, General Business (Diploma in) (Substantive/Major Revision) -	Program Admission Requirements, Program Content	(ID 62042)
Business Admin, Indigenous Bus Leadership (Diploma in) (Substantive/Major Revision) -	Program Admission Requirements, Program Content	(ID 62043)
Business Admin, Management (Diploma in) (Substantive/Major Revision) -	Program Admission Requirements, Program Content	(ID 62044)
Business Admin, Tourism Management (Diploma in) (Substantive/Major Revision) -	Program Admission Requirements, Program Content	(ID 62045)
Bookkeeping Fundamentals (Certificate in) (Substantive/Major Revision) -	Program Admission Requirements, Program Description	(ID 62039)
Public Administration (Diploma in) (Substantive/Major Revision) -	Program Admission Requirements, Program Content	(ID 62046)

5. Certificate in Legal Office Assistant

Summary/Purpose

Reduce the words per minute (WPM) keyboarding completion requirement, remove the “redundant” noting of Legal Office Keyboarding course in Semester 2, and add a new course – Professional Success Strategies into Semester 2. It has been determined, upon a review that the keyboard WPM standard is 50 WPM in consultation with industry, that noting LGL 115 in Semester 2 is redundant, and that students would be better served by gaining skills that go beyond discipline based-knowledge in the Professional Success Strategies course.

CCC Concerns/Questions/Comments

1. The CCC noted that this is the only program in the School of Business that now has a Math Admission Requirement. The department advised that a higher level of numeracy standard is important for students to succeed in the program (eg. preparing lawyer’s statement of accounts, calculation of interest amounts for mortgage payment/payouts etc.).
2. 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:

Legal Office Assistant (Certificate in) (Substantive/Major Revision) -	Program Admission Requirements, Program Completion Requirements, Program Content	(ID 62051)
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3. Certificate in Office Administration and ABT 199

Summary/Purpose

Add a new course in program – ABT 199 Office Administration Capstone Project during week fourteen of the second term to be a separate course.

After reflecting on the CC and EDCO comments on the recent Office Administration updates, and holding discussions with Student Services, Faculty and Dean, Richard Stride, we feel it would be most beneficial to have the Capstone Project as a separate course.

The College would benefit from this change by:

- Simplified procedures regarding: Recordkeeping, grading, graduation completion requirement checklist.

Students would benefit from this change:

- Documented completion of an all-encompassing, applied project on transcripts;
- Possess additional credits for future academic endeavors, and;
- Acquire an understanding and appreciation of the Office Administration program and how it directly relates to future employment opportunities;
Practice, apply and gain confidence with the skills learning in the Office Administration program.

CCC Concerns/Questions/Comments

1. The CCC asked the department to clarify how Term 2 would look like. The department advised Week 1-13 will be regular classes, Week 14 will be Capstone, and Week 15 will be final exams. Students will have access to course instructors during the Capstone Project, and are expected to complete the prescribed administrative duties independently with little or no supervision.
2. 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:

Office Administration (Certificate in) (Substantive/Major Revision) -	Program Content	(ID 62051)
ABT 199 Office Administration Capstone Project (Substantive/Major Addition (New)) -	New Course	(ID 62054)

3. Diploma in Indigenous Studies

Summary/Purpose

Move IST 243, which is currently in Fall semester to Winter semester. Move IST 232, which is currently in Winter semester to Fall semester (Essentially a swap of courses within the program). IST 232 Indigenous Political Science is a foundational course which focuses on Canadian Indigenous political/philosophical issues and policies. It provides important teachings for students and understandings to then move onto IST 243, which focuses on International Indigenous political/philosophical issues and policies. Add ENGL 164 Indigenous Literature to Semester 1 Program Content options. It was inadvertently dropped from the previous edition.

CCC Concerns/Questions/Comments

1. For Indigenous College Prep, the CCC asked the department to review the English courses for Fall and Winter semester. The department confirmed to list ENGL 092 and ENGL 103 for Fall, and ENGL 096 and ENGL 106 for Winter.
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:

Indigenous Studies (Diploma in) (Substantive/Major Revision) - Program Content	(ID 62023)
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3. MATH 058**Summary/Purpose**

Add a new course MATH 058. Currently we offer Math 059, a lecture-based 'boot camp' math course that runs in the evenings while students are taking NAUT-SCS4. Led by Captain Ivan Oxford of Camosun, members of the Canadian Association of Marine Training Institutes (CAMTI) requested that we create an on-line math resource for marine industry students. We received BC Campus funding to create this e-learning math resource for the marine industry that will be the first of its kind in Canada and will provide access to training that increases the capacity of students to complete Transport Canada marine certifications in their home communities.

Math 058, will be a 6 week, fully online course with 50% of additional content that is not possible to include in the compressed format of Math 059. The course is substantially different from Math 059, which runs for 30 hours over a 3 week period. New topics include: order of operations, exponents and roots, rational numbers, linear interpolation, graphing, change in cargo moments calculations and a review of arithmetic.

This course supports the NAUT-SCS4 program. It is not intended to provide high school math course equivalency. This course does not replace Math 059, which may still be offered when a 'boot camp' alternative is required.

CCC Concerns/Questions/Comments

Nil.

Full Recommendation

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

Motion

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

MATH 058 Applied Math - Ship Stability (Substantive/Major Revision) -	New Course	(ID 62025)
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4. ART 100, 101, 102, 103**Summary/Purpose**

Cancel ART 100 and 101 and add new ART 102 and 103. The introduction to new studio art courses is part of a departmental review, and focuses entirely on two dimensional art-making. This will be an elective for UT students and successful completion of this course with a C grade can be used in lieu of a portfolio submission to the Visual Arts diploma program. ART 102 and 103 can be taken in either order.

CCC Concerns/Questions/Comments

Nil

Full Recommendation

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

Motion

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

ART 100 Introductory Studio 1 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62026)
ART 101 Introductory Studio 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62027)
ART 102 Introduction to 2D Artmaking (Substantive/Major Addition (New)) -	New Course	(ID 62028)
ART 103 Introduction to 3D Artmaking (Substantive/Major Addition (New)) -	New Course	(ID 62029)

5. PHYS 210

Summary/Purpose

Revise a variety of curriculum elements to make content more descriptive, clarify content, or remove content not required for articulation purposes.

CCC Concerns/Questions/Comments

Nil

Full Recommendation

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

Motion

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

PHYS 210 Electricity and Magnetism (Substantive/Major Revision) -	Course Calendar Description, Course Pre/Co-Requisite (replacement), Course Type (Mode of Delivery), Learning Outcomes	(ID 62036)
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6. PSYC 258

Summary/Purpose

Add new course. This course will serve general UT students starting Fall 2013 - it is expected to transfer as unassigned second year PSYC credit. It will also serve students who enroll in the new Arts and Science Studies - Gender and Sexuality program that is under development with a proposed implementation date of September 2014.

CCC Concerns/Questions/Comments

Nil

Full Recommendation

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

Motion

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

PSYC 258 Psychology and Gender (Substantive/Major Addition (New)) -	New Course	(ID 62038)
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Documents as submitted to CCC (prior to any revisions):

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

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

Documents post-CCC meeting (revisions incorporated):

<\\nas2\cecp>

Search by School, Course or Program



EX-250-002-003

Education Council Briefing Notes

Submitted by:

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 outcomes 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:

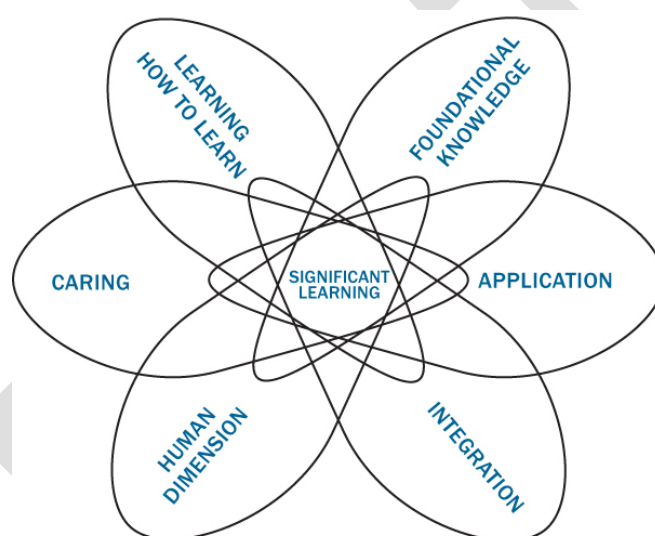
- Utilize current, effective infection control practices
- Use principles of body mechanics
- Organize equipment within easy access
- Organize work environment to maximize efficiency
- Select and adapt instruments, materials and medicinals to meet the needs of each client.

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.

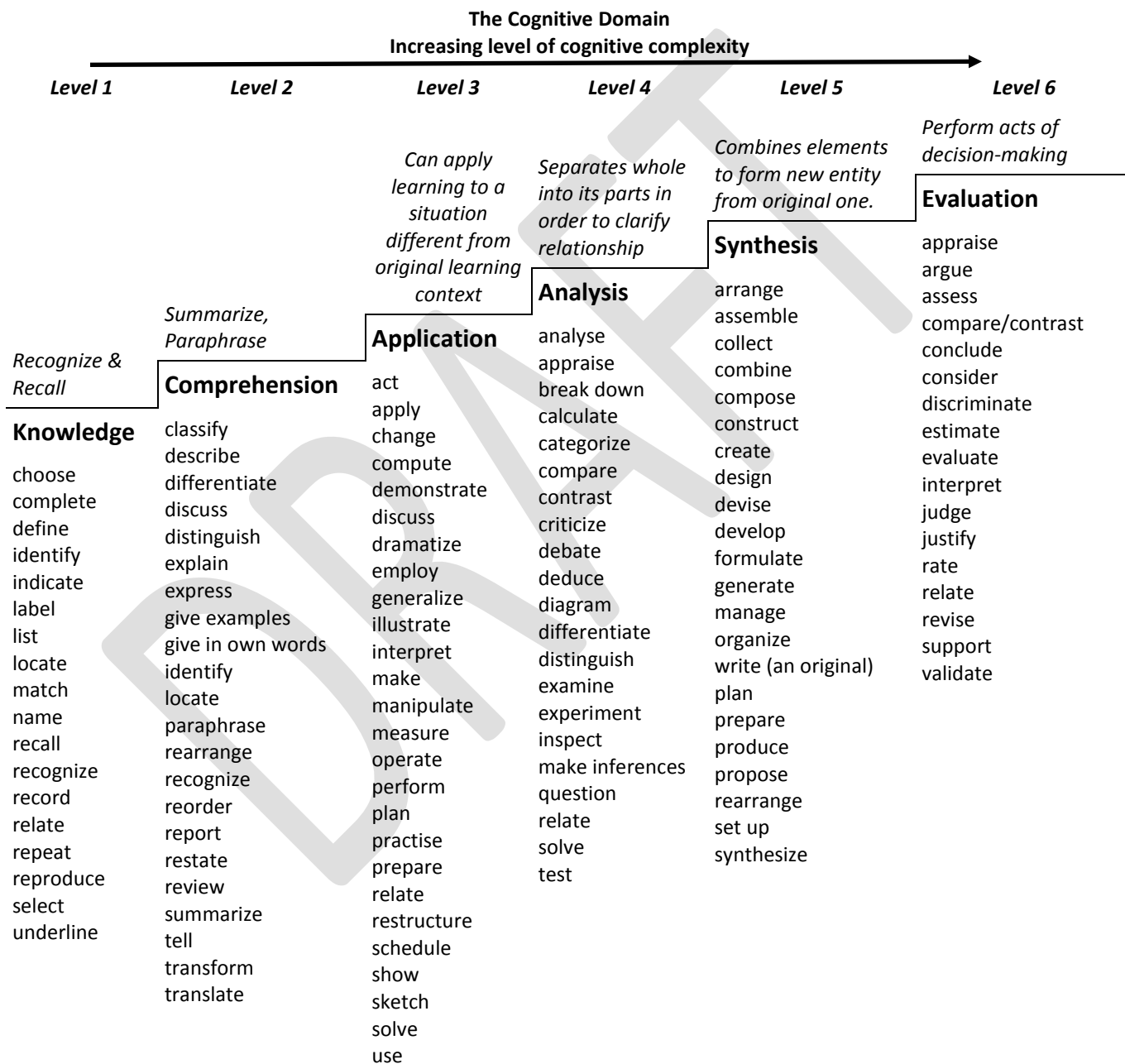
Learning Dimension	Description	Example Outcomes <i>Upon successful completion of this course, a student will be able to:</i>
Foundational Knowledge	To understand and remember information and ideas	Describe, identify, list, recall, summarize
Application	To think critically, creatively, and practically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



PROGRAM-MIX ANALYSIS PROJECT CHARTER

Descriptive DETAILS

PROJECT TITLE: <u>PROGRAM-MIX ANALYSIS</u>	
PROJECT SPONSOR: JOHN BORAAS, VP ACADEMIC	
PROJECT MANAGER/LEADER:	
PROJECT DURATION:	
_____	_____
SIGNED	DATE

A. Purpose / Rationale

At Camosun we embrace student learning as our core purpose, and we honour our identity as a community college, acknowledging our roots in applied learning, labour force development and the social and economic development of the communities we serve. Serving our community effectively requires us to continuously improve the quality of our programs and services. It also requires that we build a sustainable organization with structures and processes that enable excellence in all we do. It was with these values in mind that the following purpose statement was crafted:

The purpose of the Program-Mix Analysis project (Phase I) is to develop a framework the college can use to inform operational, developmental, and programming mix decisions to ensure the sustainability of our programming. Once a model for the program-mix analysis has been established, Phase II of this project will see the implementation of the framework. Once Phase I and II are complete, it is intended that a similar framework will be outlined and applied to college services. Benefits of a program-mix analysis include:

- (i) Continued emphasis on excellence, currency and relevance of programs and services
- (ii) Responsiveness to the learning needs of the community
- (iii) Clarity around the strategic priorities of the college
- (iv) Development of strategic balance – an optimal allocation of available resources
- (v) Clarity of strategic communication to/with internal and external communities

B. Guiding Principles

- 1) Transparency - the process will be accessible to members of the college community with clarity regarding when and where consultation and input will be gathered and how it will be used. Members of the college community will be continually updated regarding the process and how they can participate in it.
- 2) Collaboration - will involve discussion and input from across the college and will incorporate a way of working that will be cross-departmental / cross-school
- 3) Comprehensiveness - approaches that are determined for this process will be applicable across the entire college
- 4) Consistency – the framework will incorporate an approach that will be applicable across the college in a fair and equitable way
- 5) Effectiveness - this charter / exercise will lead to a result that will be used to support a key college process

C. Goals and Objectives for Phase I – Framework Development

- 1) Develop a Communications Plan that keeps the college community involved and seeks appropriate input at various stages of building the framework.
- 2) Develop a project management plan to create the framework.
- 3) Recommend a framework the college can apply to inform operational, developmental, and programming mix decisions.
- 4) Create the foundation for an implementation plan.

D. Deliverables & Specifications

1. See attached program plan

E. Project Risks & Assumptions

1. Risks:

- a. Not completing the work in a timely manner.
- b. Possible lack of access to adequately disaggregated and timely data.
- c. Not having support from various stakeholders, thereby delaying or preventing the framework development.
- d. This approach will require analysis and review of all that we do and as such may be in conflict with current methods of evaluation and review.

2. Assumptions:

- a. There is a growing incompatibility/disconnect between the number of programs we offer and the resources required to maintain quality programming. Adding new programs results in a substantial reduction of resources for existing programs.
- b. Across-the-board budget cuts tend to lead to mediocrity for all programming.

- c. The reallocation of resources cannot be accomplished effectively without a rigorous and academically responsible analysis.
- d. Program planning should incorporate a strong focus on community needs driven by external forces such as job availability and demographics.
- e. Program planning should incorporate a strong focus on student demand.
- f. Programs constitute the real drivers of cost for the entire college.
- g. There has been some growth in programs that has not incorporated a critical analysis of their relative value in the context of our strategic and educational plans.
- h. The most likely source for required resources is a reallocation of existing resources, from weakest to strongest programs.

PEOPLE & PLANNING

F. Who Needs To Be Involved

The Steering Committee for the Program Mix Analysis project includes:

John Boraas, VP Academic

Peter Rehor, Dean, Centre for Sport and Exercise Education

Eric Sehn, Dean, School of Trades & Technology

Richard Stride, Dean, School of Business

Sarah Loewen, Acting Dean, School of Access and AECC

Dominic Bergeron, Acting Dean, School of Arts and Science

Anita Ferriss, Acting Dean, School of Health and Human Services

Gloria Darroch, Director, Co-op Education & Student Employment, Continuing Education & Contract Training

Ian Humphries, Director, Education Planning, Committee Chair

Additional members will be invited on an ad hoc basis when required.

G. Communication

Committee meeting minutes will be taken and circulated after each meeting. The Steering Committee Chair will report to EDCO and ELT at their monthly meetings. Communication to the college community will occur as per the Communications Plan.

H. Overview — Approaches/Processes

This project is undertaken by a steering committee (membership described above). The steering committee will invite other members as needed, or may form sub committees to work on specific areas if appropriate.

I. Resource Requirements

The primary resources required are human resources and members have volunteered to participate in this Steering Committee as part of their college work.

A SharePoint site will be needed for sharing documents.

J. Project Plan – Phase 1 – Framework Development

SPECIFIC ACTIONS, MILESTONES AND TIMELINES

Specific Actions	Who	Completed By
A. Project Concept		
1. Conceptualize Project	Steering Comm.	December 21, 2012
2. Complete Charter Draft	Steering Comm.	January 30, 2013
B. Project Sign-off		
1. Bring to ELT for Information and Support	Committee Chair	
2. Sign-off Charter - CET	CET	
3. Bring to EDCO for Information and Support	Committee Chair	
4. Develop communication plan	Steering Comm.	
5. Announce project to college community	Steering Comm.	
C. Project Conduct		
1. Draft criteria and weighting for framework	Steering Comm.	March 31, 2013
2. Consult re: framework	Steering Comm.	Apr–June, 2013
3. Validate framework	Steering Comm.	July 12, 2013
4. CET approval of the framework	CET	July 15, 2013
5. Develop implementation plan & timeline for Phase 2 (Framework implementation)	Steering Comm.	Sept 30, 2013
D. Project Closure		
1. Report Out To Sponsor & Other Authorities	Committee Chair	Sept 30, 2013
2. Communicate Conclusion	Committee Chair	Sept 30, 2013
3. Evaluate (lessons learned)	All	Sept 30, 2013
4. Celebrate	All	Sept 30, 2013