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

Agenda

Monday, May 27, 2013
4:10 – 6:00 pm
CC 321, Interurban
Please bring your own mug or water bottle.

TIME	ITEM	PRESENTER
4:10	**Call to order and declaration of quorum (1 min.)**	**Carly Hall**
4:11	**Acknowledgement of Coast Salish Territory (1 min.)** *We acknowledge that Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'Ianew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. http://camosun.ca/aboriginal/territory.html*	**Carly Hall**
4:12	**Round-Table Check-In (3 min.)**	**Carly Hall**
4:15	**Acceptance of Agenda (1 min.)**	**Carly Hall**
4:17	**Minutes for approval (2 min.)**	**Carly Hall**
4:17	**Reports (6 min.)**	
4:17-4:19	**1. Education Council Vice-Chair (2 min.)**	**Cynthia Wrate**
4:19-4:21	**2. VP Education (2 min.)** Program Mix Analysis Update	**John Boraas**
4:21-4:23	**3. Board Member (2 min.)**	**Madeline Keller-MacLeod**
4:23	**Committee Reports (21 min.)**	
4:23-4:25	**1. Awards (2 min.)** • Leadership in African Awareness Award (Nil – No applications received. Will extended deadline.)	**Joanne Cumberland**
4:25-4:27	**2. Alternatives & Electives (2 min.)**	**Kathy Tarnai-Lokhorst**
4:27-4:42	**3. Education Council Steering Committee – Education Approvals Review & Renewal (15 min.)**	**Karin Kaercher**
4:42-4:44	**4. Education Council Governance/Accountability – Education Approvals Review & Renewal (2 min.)**	**Cynthia Wrate**

TIME	ITEM	PRESENTER
4:44	**Curriculum Presentations and College Curriculum Committee Report (40 min.)**	
4:44-4:54	**1. MS Office, School of Business (10 min.)**	**Elaine Paterson**
4:54-5:24	**2. Curriculum Items – College Curriculum Report (30 min.)**	**Nicole Greengoe**
Nil	**Presentations and/or Discussions (nil)**	
	1.	
	2.	
	3.	
5:24	**Governance Items Arising from Curriculum (5 min.)** – *may be deferred to following meeting due to timing issues.*	**Carly Hall**
5:24 – 5:29	**1. Shelf-Life for Courses Briefing (5 min.)**	**Shelley Butler**
	2.	
	Goodbye	**Carly Hall**
	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.	

Next Meeting:

Regular Meeting

Monday, June 17, 2013
 4:00-6:00 pm
CC 321, Interurban

Members *(Quorum = 10)*

Voting Council Members

Anita Ferriss, Administration	Nancy Sly, Faculty
Carly Hall, Faculty	Nicole Greengoe, Administration
Corrine Michel, Faculty **(regret)**	Patricia Gaudreault, Faculty
Cynthia Wrate, Faculty	Paul Brady, Faculty
Gail Baxter, Support Staff	Richard Stride, Administration
Insu Kim, Lansdowne Student Rep **(regret)**	Thea Todd, Faculty
Joanne Cumberland, Support Staff	
John Boraas, Administration	**Non-Voting Council Members**
John Gordon, Faculty	Kathryn Laurin, President
Karin Kaercher, Faculty (regret)	Madeline Keller-MacLeod, Board of Governor Rep
Kathy Tarnai-Lokhorst, Faculty	Shelley Butler & Cindy Kwok, Permanent Secretary
Mindy Cui Yu Jiang, Student	

Observer	Elaine Paterson, School of Business
To be confirmed	Leslie Martin, Support Staff
	Meghan Moore, Faculty
Guests	Narine Grigoryan, Faculty

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

DRAFT Minutes

Monday, April 15, 2013
3:55-6:00 pm Meeting
CC 321, Interurban

Present

Anita Ferriss (Administration)	Kathy Tarnai-Lokhorst (Faculty)
Corrine Michel (Faculty)	Mindy Cui Yu Jiang (Student)
Cynthia Wrate (Faculty), Acting Chair	Nancy Sly (Faculty)
Gail Baxter (Support Staff)	Nicole Greengoe (Administration)
Insu Kim (Student)	Paul Brady (Faculty)
Joanne Cumberland (Support Staff)	Richard Stride (Administration)
John Boraas (Administration)	Shelley Butler (Permanent Secretary)
John Gordon (Faculty)	Thea Todd (Faculty)
Kathryn Laurin (President)	

Regrets/Absent

Carly Hall (Faculty), Chair	Madeline Keller-MacLeod (Board of Governors)
Cindy Kwok (Permanent Secretary)	Patricia Gaudreault (Faculty)
Karin Kaercher (Faculty)	

Guests

Troy Dunning, School of Business

Meeting

A. CALL TO ORDER AND A DECLARATION OF QUORUM

The Regular Meeting was called to order at 4:11 by Cynthia Wrate, Acting Education Council Chair.

B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY

Cynthia acknowledged the Coast Salish Territory. Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'Ianew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples.

C. WELCOME AND ROUNDTABLE

Cynthia welcomed everyone and requested a roundtable check-in. Members were requested to let each other know about their first or most interesting job.

D. ACCEPTANCE OF AGENDA

The April 15, 2013 agenda was accepted via unanimous consent.

E. APPROVED MINUTES

The March 18, 2013 minutes were approved via unanimous consent.

F. REPORTS

1. EDUCATION COUNCIL ACTING CHAIR – CYNTHIA WRATE

Cynthia acknowledged the names of the new members for the 2013-2014 council and thanked those council members that would not be returning next year.

2. VP ACADEMIC – JOHN BORAAS

John reported that the College is very close to announcing the search results for the Dean of Health and Human Services. In addition, the postings for the Dean of Arts and Science, and the Dean for Access are in process. John also noted that he is working on a response to the Ministry regarding the program quality assurance model. He noted that we need to be aware of the implications for us.

3. BOARD –JOHN BORAAS (FOR MADELINE)

John reported that the budget was approved at the Board. There was good discussion and positive feedback expressed regarding the budget development and approval process.

G. COMMITTEE REPORTS

1. AWARD'S COMMITTEE – CARLY HALL FOR JOANNE CUMBERLAND

Nil

2. ALTERNATES AND ELECTIVES - KATHY TARNAI-LOKHORST

Kathy advised the committee is focusing on Alternates at this time. Some areas discussed so far related to Alternates, include how we are going to move forward with terminology across the College, working definitions, internal transferability, exemptions, in lieu of, transfer credit, how we indicate in our Colleague system, versioning, shelf-life for course that have replaced, PLA's, discretionary credit, and industry certifications and PLA.

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

Cynthia has advised the committee continues to meet weekly. Karin to have a more detailed report at the next meeting.

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

Cynthia advised this Committee did meet briefly. It was noted that 50% of this small committee would not be on Education Council next year. It was felt it was important this work be done by members of the council so it was decided to postpone any new meetings until the Fall of 2013 when new members could be approached to come on board to the committee.

5. STANDARD FOR COMPETIVE ENTRY – CYNTHIA WRATE

Cynthia presented the Competitive Entry Educational Briefing and Standard (see attached) and requested Education Council grant a motion to approve. The purpose of this standard and procedure is to provide guidance to schools, departments, Education Council and the College approval bodies regarding the use of competitive program entry practices and how this relates to the College Admissions Policy. The program admission will continue to be granted on a "First Qualified, First Served", basis, however the new standard refers to when a competitive entry process may be considered.

It was moved by John Boraas, and seconded by Anita Ferriss that Education Council approved the Standard for Competitive Entry. Questions and discussion followed.

There was a desire by council members to add "ranked" into the Terminology section to be clear of the intent of Competitive Entry. As such it is was suggested to revise to "…where qualified applicants are assessed, **ranked**, and selected using an established process…".

It was moved by Kathy and seconded by Corrine that the standard be amended to include the term "ranked" in the Terminology sections as noted above. Question and discussion followed.

Motion Carried to approve the Standard for Competitive Entry Standard as amended.

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

1. Diploma in Golf Management, School of Business – Troy Dunning

The Golf Management program completed a Program Review and Renewal Process in December 2012 in consultation with graduates, employers and student focus group. The employment opportunities in the golf industry are growing (marketing, hospitality, retail, products etc.). This two-year diploma will prepare graduates to function as beginning leaders or mangers in the golf industry. From managing facilities and grounds, to managing programs, services and events, or to pursue further studies at a baccalaureate level at Royal Roads University and other institutions.

Some of the proposed changes are: removal of MATH 11 as admission requirement, increasing Program Participation hours, adding elective options for 2nd semester, and adding a new course (GOLF 199).

Questions and discussion followed.

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

Golf Management (Diploma in) (Substantive/Major Revision) -	Learning Outcomes, Program Admission Requirements, Program Completion Requirements, Program Content, Program Description, Program Participation Requirements	(ID 62149)
GOLF 199 Integrated Golf Operations (Substantive/Major Addition (New)) -	New Course	(ID 62150)
GOLF 215 Golf Retail Operations (Substantive/Major Revision) -	Course Number, Course Pre-Requisite (increase), Learning Outcomes	(ID 62151)

GOLF 253 Golf Mgmt – Best Practices (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 62152)
GOLF 256 Golf Mgmt – Player Development (Substantive/Major Addition (New)) -	New Course	(ID 62153)
GOLF 257 Golf Mgmt – Business Development (Substantive/Major Addition (New)) -	New Course	(ID 62154)
Golf 254 Biomechanics of Golf	Cancel Course	(ID 65173)
		Motion Carried

2. **BUS 311 Employment Law**

The department is including two fully online sessions plus an addition of one online hour per week. This additional hour will be used to post assignments and facilitate weekly online discussions of assignment deliverables. Learning outcomes have changed to include the addition of drafting of simple contract terms and applying the legal obligations of an employer when terminating an employee. The impact of using social media in the workplace and the potential legal implications has also been added to the course.

Question followed.

Motion		
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:		
BUS 311 Employment Law (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Type (Mode of Delivery), Learning Outcomes	BUS 311 Employment Law (Substantive/Major Revision) -
		Motion Carried

3. **LGL 115 Legal Office Keyboarding**

LGL 115 is now only offered in Term 1 of Legal Office Assistant program, students will benefit from the extra hour of course time to reach the exit speed of 50 WPM with 5 or fewer errors. The entrance speed for the program is 35 wpm, therefore, 56 hours of keyboard instruction (as supposed to the previous 42 hours) to help students achieve the additional 15 wpm.

Motion		
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:		
LGL 115 Legal Office Keyboarding (Substantive/Major Revision) -	Learning Outcomes	(ID 62148)
		Motion Carried

4. **Legal Office Assistant and ABTO 181, 182, 183, 184, 185, 186, 187, 188, 190, 191, 192, 193**

The demand for online learning has increased dramatically, and the department would like to offer this program via online delivery in addition to classroom delivery. The inclusion of online option is based on the Applied Business Technology Online Collaborative throughout BC.

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 Addition (New)) -	Program Content, Program Delivery Arrangements, Program Description	(ID 62146)
ABTO 181 Transcription (Substantive/Major Addition (New)) -	New Course	(ID 62134)
ABTO 182 Legal Office Procedures (Substantive/Major Addition (New)) -	New Course	(ID 62135)
ABTO 183 Introduction to the Canadian Legal System (Substantive/Major Addition (New)) -	New Course	(ID 62136)
ABTO 184 Litigation Procedures 1 (Substantive/Major Addition (New)) -	New Course	(ID 62137)
ABTO 185 Litigation Procedures 2 (Substantive/Major Addition (New)) -	New Course	(ID 62138)
ABTO 186 Familty Litigation Procedures (Substantive/Major Addition (New)) -	New Course	(ID 62139)
ABTO 187 Corporate Procedures 1 (Substantive/Major Addition (New)) -	New Course	(ID 62140)
ABTO 188 Corporate Procedures 2 (Substantive/Major Addition (New)) -	New Course	(ID 62141)
ABTO 190 Conveyancing Procedures 1 (Substantive/Major Addition (New)) -	New Course	(ID 62142)
ABTO 191 Conveyancing Procedures 2 (Substantive/Major Addition (New)) -	New Course	(ID 62143)
ABTO 192 Wills and Estates (Substantive/Major Addition (New)) -	New Course	(ID 62144)
ABTO 193 Personal Injury (Substantive/Major Addition (New)) -	New Course	(ID 62145)

Motion Carried

5. **Indigenous College Prep (ICP) and Indigenous Human Services Career Access Program (IHSCAP)**

This is to have Indigenous College Prep (ICP) to be delivered in conjunction with the Indigenous Human Services Career Access Program (IHSCAP). The primary purpose for this change is sustainability for IHSCAP. Moreover, ICP is in process of a Program Review by CETL. Many of the emerging suggestions for program change can be addressed by including some curriculum currently available in IHSCAP.

IHSCAP is an award-winning program which has provided excellent learning experience for students. However, IHSCAP has never been able to be supported by College's base funding, and has been dependent on funding by the Aboriginal Service Plan (ASP). To support its sustainability, IHSCAP is moving from HHS to AECC so that elements of its curriculum can provided to IHSCAP and ICP students. The proposed program change is to offer students the choice between taking HLTH 112 (Holistic Health and Learning) offered to IHSCAP students, and taking IST 104 (Indigenous Ways of Knowing) with ICP students.

Motion

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

Indigenous College Prep (Certificate in) (Substantive/Major Revision) -	Learning Outcomes, Program Completion Requirements, Program Content	(ID 62155)

Indigenous Human Services Career Access () (Substantive/Major Revision) -	Program Completion Requirements, Program Content	(ID 62132)
		Motion Carried

6. Computer and Network Technician (Appendix and ELEX 103)

This submission is the new co-op/internship appendix form for the new Computer Network Electronics Technician program.

Motion

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

Computer Network Electronics Technician – Coop Appendix (Certificate in) (Substantive/Major Addition (New)) -	Other:	(ID 62133)
ELEX 103 Internship (Substantive/Major Addition (New)) -	New Course	(ID 62156)
		Motion Carried

7. TEAC 108 Explorations in Technology

This submission is to change the grading system from Competency Based to Letter Grade (percentage) in order to meet the Ministry of Education audit requirement.

Motion

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

TEAC 105 Explorations in Technology (Substantive/Major Revision) -	Course Grading System	(ID 62157)
		Motion Carried

8. ART 182 Professional Arts Management

This new course will provide practical topical information including management and marketing skills for creative practitioners. It will be an elective for UT students.

Questions and discussion followed.

Council members expressed confusion regarding an art course that is teaching the business skills of marketing and management. Is this an art course or a business course? The current course description looks misleading if it is only an art course and not a business course. Looks very much like a business course.

Motion

It was moved by Kathy and seconded by John Gordon that Education Council **table the ART 182 submission** until there has been further consultation between the School of Business and the School of Arts and Science.

ART 182 Professional Arts Management (Substantive/Major Addition (New)) -	New Course	(ID 62158)
		Motion Carried

9.   MATH 109

This course, currently taught at Camosun and UVIC, no longer cover the short statistics unit as almost all students continue on and take a course in statistics in either a mathematic, business, geography or psychology department.   In addition, both Camosun and UVIC has removed Simplex method in the linear programming section.   The course will now be 4 hrs/week only, and will be 3 credits.

Question and discussion followed.   There was concern expressed that International students will pay the same cost of this course but receive 1 hour less instruction per week.

Motion

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

MATH 109 Finite Mathematics (Substantive/Major Revision) -	Learning Outcomes, Course (Activity) & Hours, Course Calendar Description, Course Credits, Learning Outcomes	(ID 62159)
		Motion Carried

No – Insu Kim, Abstain – Mindy Cui Yu Jiang, and Gail Baxter

10.   REL 290 Special Topics in Religion

This new course is an introduction to selected topics or problems in religion.   Students have expressed an interest in a wide variety of topics, and there are instructional expertise from both History and Philosophy department to offer specialized topics.   This course has met with acceptance from UVIC's religious studies.

Motion

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

REL 290 Special Topics in Religion (Substantive/Major Addition (New)) -	New Course	(ID 62160)
		Motion Carried

I.   PRESENTATIONS AND/OR DISCUSSIONS

1.   ENGLISH ROAD MAP – CYNTHIA WRATE

The council reviewed the English Upgrading Roadmap and Advanced/Provincial Courses at Camosun College (as presented by the Department of English).   There was discussion regarding the various courses, how they can be used, how they transfer, and how they relate to financial aid requirements.   There are some folks who believe students find the number of possibilities to upgrade English requirements overly complex and confusing to understand.   John Boraas recommends this be directed back to the School and English Department to do a presentation and join the council at the table for a discussion regarding this.

J.   NEXT MEETING

Special Meeting (Election) – 2013-2014 Council
Monday, May 27, 2013, 4:00-4:10, CC 321, Interurban

Regular Meeting- 2012-2013 Council
Monday, May 27, 2013, 4:10-6:00 pm, CC 321, Interurban

K. ADJOURNMENT

The meeting adjourned at 6:10 pm.

CAMOSUN COLLEGE

PROGRAM-MIX ANALYSIS PROJECT - FRAMEWORK DRAFT

A. Purpose / Rationale

At stated in our Education Plan, "Inspiring Learning", 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. The reports generated by the analysis will serve as a resource to Deans when making school-based program-related decisions. The intent is to support, grow, and/or reinvent programs identified as struggling relative to others in their school by fast-tracking them into our Program Review and Renewal process. Once a framework for the program-mix analysis has been established, Phase ll of this project will see the implementation of the framework. Once Phase l and ll are complete, it is intended that a similar framework will be outlined and applied to college services. This process will be initiated through the Vice President, Academic, with collaboration within the Deans and with the Education Leadership Team. Benefits of a program-mix analysis include:

(i)   Continued emphasis on excellence, currency and relevance of programs and services

(ii)   An alignment with and responsiveness to student success data

(iii)   Responsiveness to the learning needs of the community

(iv)   Clarity around the strategic priorities of the college

(v)   Development of strategic balance – an optimal allocation of available resources

(vi)   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 regularly updated regarding the process and how they can participate in it.

2) Collaboration - will involve discussion and input from across the college.   Input will be sought regularly and will feed into the decision making process at ELT.

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 exercise will lead to a result that will be used to support a key college process

C.　Proposed Framework Criteria

Note: Robert Dickeson's work on "Prioritizing Academic Programs and Services – Reallocating resources to Achieve Strategic Balance" (2010) was drawn upon heavily in the creation of the following criteria.

Stage 1 Criteria (Quantitative)

1) External Demand for the Program

   This criterion seeks to assess the need for and attractiveness of the program.
   a) Enrolments in the program for the past five years?
   b) How is demand being met by competing institutions that offer the same program?
   c) Are other institutions in the same enrolment catchment zone experiencing the same kinds of proportionate numbers by program?
   d) What is the likely potential for future enrolments – a demonstrated documentable potential?
   e) Is the program offered at a level that corresponds to the demand? For example, degree versus diploma versus certificate?
   f) What are the characteristics of the program learners. Will their numbers and interest foretell a continuing need for the program?
   g) What other forces are at work in the surrounding environment that affect this program? Do external demands suggest that the institution continue with this program?

2) Internal Demand for the Program

   Some Camosun programs are necessary simply because they are required to support other programs. Some disciplines perform extraordinary service beyond taking care of their own credentials and should be given appropriate credit for doing so.
   a) What are the enrolments in courses required for other programs?
   b) What proportion of enrolments are for major, minor, general studies, or service purposes?
   c) What programs would suffer, or possibly fail, without the service courses offered by another program?
   d) Are there other internal claims on the program's resources that should be revealed? Does the program produce services needed by other parts of the campus?

e) Looking into the future, is there potential for internal demand because this program may have pioneered new approaches to collaborative learning or uses of technology likely to be emulated by other programs?

3) Quality of Program Outcomes

a) What is the degree of student satisfaction, alumni satisfaction, employer satisfaction?

b) Do alumni records and placement data give insights into program success?

c) Do program students articulate well into next-level pathways?

d) How successful are program graduates in seeking graduate and professional admission?

e) To what extent are the program's courses articulated with other institutions?

f) How successful are we in meeting the needs of students taking courses/programs for personal interest and understanding?

4) Size, Scope, and Productivity of the Program

a) How many students are being served?

b) How many faculty and staff are assigned, including service courses and supports?

c) What other resources are committed?

d) How productive is the program? How many student FTE are generated? How many credentials are students eligible for, and how many credentials are awarded? Services rendered? Research developed? Creative efforts produced? Attendance at performances?

5) Revenue and Other Resources Generated by the Program

a) Enrolments. What internal subsidy would be appropriate to account for the enrolment the program attracts?

b) Cross-subsidies. What subsidy should the program receive for services it provides other internal programs? Is the program a net payer or a net receiver?

c) Research grants. From its research grant activity, what has the program generated for itself? How reliant is the institution on this source of funds for purposes other than the direct program costs?

d) Fundraising. Is the institution a recipient of development or advancement dollars or other gifts because of the program? How significant are program-restricted funds?

e) Equipment grants. Has the program attracted equipment or other capital items to the institution, and what is the use of these items by other programs? Do these items represent outlays the institution would have had to make without them, and at what value?

f) Other sources. Does the program generate revenues from admission fees, special fees, laboratory fees, ticket revenues, or other user fees, or by other means that help offset some or all of the expenses associated with the program?

g) Potential revenue. Are there conditions of anticipated gifts, bequests, or endowment that require maintaining the program?

h) What is the degree to which the program has cultivated relationships that benefit the institution and our community, for example, Program Advisory Committees, Co-operative Education opportunities, etc.

6) Costs and Other Expenses Associated with the Program

a) What are the relevant costs, direct and indirect, that are associated with delivering the program?

b) What investment in new resources, if any, will be required to bring the program up to a high level of quality?

Stage 2 Criteria (Qualitative)

1) History, Development, and Expectations of the Program

a) Why was the program established? What is its academic background? How has the program evolved over the years? What were the institution's original expectations? How have those expectations changed? What were the origins of initial support? What is the degree to which the program has adapted to meet change?

b) To the extent that students are more likely to enroll on a part-time than full-time basis, what has the program done to engage these students?

c) What is the maturity level of the program? Is it a fledgling program, recently authorized and still building toward its initial survival threshold? What progress is it making? Or is it a solid cornerstone of the overall curriculum, fully mature and attracting attention to the institution?

d) To what extent does the program fit with the stated goals of our Education Plan? Have efforts been made to e.g. indigenize curriculum, seek more interdisciplinary offerings, expand dual credit opportunities etc.?

e) Finally, has the context changed within which the program is expected to operate? Would this program, for example, meet the expectations that the institution now places on new programs up for approval today?

2) Quality of Program Inputs and Processes

    a) Adaptability to Technology
What is the degree to which this program has taken advantage of advancements in technology to enhance learning, reinforce computer skills and computer literacy to prepare students for the higher-tech world in which they will live and work, attract technological support to the institution, enhance research, and enhance program-related public service?

    b) Equipment, Facilities, and Other Resources
Programs differ widely in the physical resources required to deliver them. This measure purports to evaluate the program on its capital capacities. How current are equipment and materials? What is the degree of modernization of laboratories and specialized facilities necessary to ensure that students are adequately prepared? How significant are the program holdings in the library and other learning centers? What is the degree of student and faculty access to electronic sources of program information? To what extent are the facilities conducive to quality learning experiences? What physical resources will it take to maintain or enhance program quality?

    c) How relevant, responsive and current is the program's curriculum?

3) Impact, Justification, and Overall Essentiality of the Program

    a) What impact has this program had or does it promise to have?

    b) What are the benefits to the institution of offering this program?

    c) Does the program aid in serving underserved or underrepresented populations?

    d) What is the connection relationship between this program and achievement of the institution's mission? How essential is this program to the institution?

    e) What is the relationship of this program to the success of other programs?

    f) Does this program serve people in ways that no other program does?

    g) Does it respond to a unique societal need that the institution values?

    h) To what extent does this program help the institution differentiate itself from the crowd of other colleges and universities?

    i) In the final analysis, how is this program linked with the institution's overall strategy?

4) Opportunity Analysis of the Program

    a) What external environmental factors affect the institution in such ways that opportunities are created? Which among these might this program seize?

    b) Are there opportunities for the program to continue, but in a different format? Are their opportunities for productivity gains that, if followed, would salvage the program? Can we implement cost-containment measures due to restructuring or technological innovation? What about cooperative or collaborative relationships with other programs? With other institutions? What are the opportunities for combining courses or sections? Where is duplication avoidable? What is the potential for reengineering

the way the curriculum is delivered? What is the relationship of the program to emerging trends in distance learning? Is this program poised to transform itself in new and different ways?

D.   Project Plan
SPECIFIC ACTIONS, MILESTONES AND TIMELINES

Specific Actions	Who	Completed By
Project Conduct		
1. Draft criteria 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 updated re: framework	John	July 15, 2013
5. Develop implementation plan & timeline for Phase 2 (Framework implementation)	Steering Comm.	Sept 30, 2013
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) and launch Phase II	All	Sept 30, 2013
4. Celebrate	All	Sept 30, 2013

CAMOSUN COLLEGE CURRICULUM COMMITTEE REPORT

April 29, 2013 1:00-4:00, E344, Lansdowne
Present: Nicole Greengoe, Ian Humphries, Peggy Tilley, Lynda Warren, Carl Everitt, Shohreh Hadian, Elizabeth West, Shelley Butler, Cindy Kwok
Regrets/Absent: Marlene Welsh, Kristal Anderson
Guests: Martha McAlister, Elaine Paterson

CURRICULUM REPORT

1. **CFCS 230B (Support Strategies Bridge), CFCS 241 (Practicum 2), and CFCS 250 (Social Justice Today)**

   Summary/Purpose

   This submission is to create a new course – CFCS 230B ("B" stands for Bridge). Currently, Community Support & Education Assistant (CSEA) Certificate Graduates entering the Community, Family and Child Studies (CFCS) Diploma require the group facilitation content from CFCS 230 but do not require the rest of the CFCS 230 content. This new course will bridge that gap and will be added as an alternative pre/co-requisite for CFCS 241 and CFCS 250.

   CCC Concerns/Questions/Comments
   1. The CCC asked the department who are the target students as it may change the pre-requisites and short description. The department confirmed the target students are CSEA graduates.
   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:		
CFCS 230B Support Strategies Bridge (Substantive/Major Addition (New)) -	New Course	(ID 62188)
CFCS 241 Practicum 2 (Substantive/Major Revision) -	Course Pre/Co-Requisite (alternate)	(ID 62189)
CFCS 250 Social Justice Today (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 62190)

2. **Certificate in MS Office – presented by Elaine Paterson, School of Business**

Certificate in MS Office
The program is updated and lengthened in response to feedback from instructors, students and employers. Some of the changes are: to lengthen the program from 175 hours to 216 hours, to add MS Publisher and MS OneNote, to add more hours to MS Access and MS Outlook, to add "Starting Strong" as orientation to students, to remove MS Pictures and Graphic course and distribute the content to other courses within the program. Learning outcomes and course descriptions have also been updated as well.

Certificate in MS Office – Fast Track Option
This program has just one course number (BSCM585V) and includes all learning objectives from all fifteen courses in the above *Certificate in MS Office* program. Similar to the above, the program is updated and lengthened from 132 hours to 162 hours.

CCC Concerns/Questions/Comments
1. The CCC expressed a concern over an existing statement under the Program Participation Requirements – "*All courses must be completed within two years of starting the program*". This statement effectively puts a "2 year shelf-life" on the usability of the course toward the credential. The College does not have a "self-life" on courses, and students are able to use courses taken since they were offered towards a credential completion.
2. The CCC suggested the department to add attendance requirement under Program Completion Requirement.
3. The CCC suggested the department to add all applicable Grade 12 equivalencies under Program Pre-Requisite.
4. The CCC requested some edits to language for clarity, which the department has done so.

General comments speak to not holding up the submission over shelf-life. However, there is a
~~**No Consensus**~~ request for Education Council to review the shelf-life discussion.
CCC has reviewed the curriculum, and any subsequent revisions and/or responses and the following recommendations have come forward:
- *Undecided/Forward to EdCo for Decision (due to "shelf-life" issue).*
- *Full Recommendation*

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

MS-Office (Certificate in) (Substantive/Major Revision) -	Course Calendar Description, Learning Outcomes, Program Content, Program Name (and Program Code), Program Participation Requirements	(ID 62191)
BSCM 511V Excel - Level 1 (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 62227)
BSCM 512V Excel - Level 2 (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 62228)
BSCM 521V Access - Level 1 (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 62229)
BSCM 531V PowerPoint - Level 1 (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 62230)
BSCM 532V Publisher (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 62236)
BSCM 543V MS Office - Starting Strong (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 62237)

BSCM 544V OneNote (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 62238)
BSCM 545V Outlook Beyond Email (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 62231)
BSCM 550V MS Office Integration (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 62232)
BSCM 559V MS Office Certificate Assignments (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 62233)
BSCM 561V Word Level 1 (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 62234)
BSCM 562V Word Level 2 (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 62235)
BSCM 585V MS Office Certificate Fast Track Option (Substantive/Major Revision) -	Course (Activity) & Hours, Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes	(ID 62239)

3. ELD BUS (ELD Support Course – Business)

Summary/Purpose

ELD BUS (ELD Support Course – Business) will provide support to students to meet their specific language, learning, and cross-cultural communication needs. This non-credit course is designed to address common areas of difficulty that international or immigrant Business students face, while also being flexible enough to address individual students' needs. Students will learn strategies to improve group discussion and team building skills, interact effectively with instructors and colleagues, comprehend course content, and demonstrate comprehension clearly. This course is only open to students enrolled concurrently in a School of Business course or program.

CCC Concerns/Questions/Comments

1. The CCC asked the department to clarify if students from any Business course or program can register for this course (eg. how about CE students?).
2. The CCC asked the department what is the proper way for students to register for this course (CamLink? Closed enrollment? By permission from ELD-BUS instructor?)
3. The CCC requested some edits to language for clarity, which the department has done so.

Full Recommendation ~~Pending~~   Full Recommendation Received by CCC.
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:

ELD BUS ELD Support Course - Business (Substantive/Major Addition (New)) -	New Course	(ID 62192)

4. **ART 161 (Lens-Based World)**

Summary/Purpose

The addition of ART 161 opens a foundational level video and photography course to non-Visual Arts students who wish to take UT Visual Art courses for credit. This course will introduce students to fundamental concepts required in active participation of visual experience. It will be an anticipated course for the emerging Film Studies program.

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:		
ART 161 Lens-Based World (Substantive/Major Addition (New)) -	New Course	(ID 62193)

5. **ART 278 (Identity/Sexuality in Film)**

Summary/Purpose

This new course is designed to be offered in several different contexts and may be of interest to students in the Visual Art program. It will be a required course in the emerging Film Studies program. Students interested in film or gender issues may also take this course for credit as an UT elective.

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:		
ART 278 Identity/Sexuality in Film (Substantive/Major Addition (New)) -	New Course	(ID 62194)

6. **CHEM 100 (Introductory Chemistry)**

Summary/Purpose

The current pre-requisite for CHEM 100 is "C" in Math 10 or Camosun alternative.

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:		
CHEM 100 Introductory Chemistry (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 62195)

7. ENGTRC (Engineering Transfer –First Year Engineering)

Summary/Purpose

This submission is to include acceptable admission alternatives for students pursuing Engineering Transfer program who have already taken various specialized engineering access courses at Interurban. Some of the changes are: to add applicable Engineering access courses as acceptable prerequisites; to update Program Admission Requirements; and to add Math alternative courses; to add CHEM 110 (an alternate for Chemistry 12) as a required course.

CCC Concerns/Questions/Comments

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

2. The CCC asked the department to clearly articulate all applicable CHEM and COMP courses, 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:		
Engineering Transfer (Certificate in) (Substantive/Major Revision) -	Program Admission Requirements, Program Completion Requirements, Program Content, Program Credential Awarded, Program Name (and Program Code)	(ID 62196)

8. ENGL 151 (Academic Writing Strategies)

Summary/Purpose

This submission is to include ENGL 170 *Technical & Professional Communications 1* as an alternate prerequisite. This will be particularly beneficial for engineering access students and technology students who change their career path. Students with "B" in ENGL 170 will be prepared for ENGL 151.

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:		
ENGL 151 Academic Writing Strategies (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 62197)

9. FILM 100 (Introduction to Film Culture)

Summary/Purpose

FILM 100 will be a new foundational course in the proposed Film Studies diploma (Fall 2014) and this course will be opened to all university transfer students. The course introduces students to the academic, critical and theoretical study of film as an art form and as a technical medium of express.

CCC Concerns/Questions/Comments

1. The CCC suggested the department to ensure Program Admission and Program Completion Requirements are clearly articulated.

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:		
FILM 100 Introduction to Film Culture (Substantive/Major Addition (New)) -	New Course	(ID 62198)

10. MATH 100 (Calculus 1)

Summary/Purpose

This submission is to include two alternate prerequisites – MATH 107 or MATH 173. This will be advantageous to students who change their career path. The standard prerequisite for MATH 100 is "B" in MATH 115. Note that both MATH 107 and 173 have similar content but are less theoretical and less intense than MATH 115, hence the department is requiring an "A" in either MATH 107 or MATH 173 for entry into MATH 100.

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 100 Calculus 1 (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 62200)

11. MATH 110 (Linear Algebra 1)

Summary/Purpose

The two-semester linear algebra sequence (MATH 110 / MATH 111) is being replaced with the single-term linear algebra course (MATH 125) starting Fall 2013. This new course has now received transfer credit from institutions around the province and this submission is to cancel MATH 110.

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 110 Linear Algebra 1 (Minor Cancellation (No Replacement)) -	Cancel Course	(ID 62186)

12. MATH 111 (Linear Algebra 2)

Summary/Purpose

The two-semester linear algebra sequence (MATH 110 / MATH 111) is being replaced with the single-term linear algebra course (MATH 125) starting Fall 2013. This new course has now received transfer credit from institutions around the province and this submission is to cancel MATH 111.

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 111 Linear Algebra 2 (Minor Cancellation (No Replacement)) -	Cancel Course	(ID 62187)

13. **COMM 100, 101, 110, 111, 120, 121, 130, 131, 140, 150, 161, 200, 201, 210, 211, 220, 221, 230, 231, 261, 270, 290 (Applied Communication Program)**

Summary/Purpose

The Applied Communication Program is cancelled and this submission is to cancel all the COMM courses.

CCC Concerns/Questions/Comments
Nil.

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

Motion		
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:		
COMM 100 Communication Process 1 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62203)
COMM 101 Internship 1 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62204)
COMM 110 Publishing 1 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62205)
COMM 111 Publishing 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62206)
COMM 120 Radio 1 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62207)
COMM 121 Radio 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62208)
COMM 130 Video 1 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62209)
COMM 131 Video 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62210)
COMM 140 Photography (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62211)
COMM 150 Writing 1 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62212)
COMM 151 Writing 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62213)
COMM 161 Seminar 1 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62214)
COMM 200 Communication Process 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62215)
COMM 201 Internship 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62216)
COMM 210 Publishing 3 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62217)
COMM 211 Publishing 4 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62218)

COMM 220 Radio 3 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62219)
COMM 221 Radio 4 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62220)
COMM 230 Video 3 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62221)
COMM 231 Video 4 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62222)
COMM 261 Seminar 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62223)
COMM 270 Major Portfolio Project (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62224)
COMM 290 Independent Studies (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 62225)
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)

14. Advanced Diploma in Managing for Government

Summary/Purpose

As part of the BBA Marketing Program Review (which resulted in changes to the program and courses as approved by EdCo), MARK 260 was cancelled. This submission is to remove MARK 260 from the Advance Diploma in Managing for Government, and BUS 215 *Agreement Seeking At Work* will now be a required course.

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:

Managing For Government (Advanced Diploma) (Substantive/Major Revision) -	Program Admission Requirements, Program Completion Requirements, Program Content, Program Delivery Arrangements, Program Description	(ID 62241)

15. Certificate in Indigenous Business Leadership

Summary/Purpose

This new certificate is derived from the existing Diploma in Indigenous Business Leadership (year 1). This certificate will allow students to study business management courses along with Indigenous Studies / Indigenous Business Leadership within one year (30 credits). This will provide a flexible pathway (entry and exit point) for Aboriginal learners as they will be able to gain a credential while acquiring applied administrative and management skills. Note that this certificate will not compete with

the existing Business Administration Certificate as students will likely be laddering in from program areas other than Business.

CCC Concerns/Questions/Comments
1. The CCC asked the department to obtain consultation sign-off from Janice Simcoe to ensure this certificate will not compete with the existing diploma.
2. The CCC asked the department to contact Academic Advising to ensure Program Content is clearly articulated.
3. The CCC requested some edits to language for clarity, which the department has done so.

Full Recommendation with concerns. (Request to Dept to revise "laddering language". Dept has done. Awaiting responses by the CCC.)

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:

Indigenous Business Leadership (Certificate in) (Substantive/Major Addition (New)) -	New Program/Credential	(ID 62199)

16. Diploma in Business Administration, Indigenous Business Leadership Option (IBL)

Summary/Purpose

This submission is to revise Program Content, and to revise Admission Requirement (resume and candidate's letter will no longer be required).   Some of the revisions are: to replace ECON 102 with ECON 103, to add two electives and two Indigenous Studies (IST) electives in Year 2, and to update Program Description.

CCC Concerns/Questions/Comments
1. The CCC requested some edits to language for clarity, which the department has done so.
2. The CCC asked the department to contact Academic Advising to ensure Program Content is clearly articulated. Full Recommendation with concerns. (Request to Dept to revise "laddering language". Dept has done. Awaiting responses by the CCC.)

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:

Indigenous Business Leadership Option (Diploma in) (Substantive/Major Revision) -	Program Admission Requirements, Program Content, Program Description	(ID 62201)

17. ELC 240 (Practicum 3)

Summary/Purpose

This submission is to change the practicum seminar for ELC 240 from 2 hours for 10 weeks to 1.5 hours for 14 weeks. This would allow the department to have a number of weeks at the beginning of the semester to prepare for practicum and weekly support throughout the semester to discuss issues, complete assignments, and share projects at the end of the semester. In addition, the department would like to extend the practicum itself from 10 weeks to 11 weeks. This will allow students more time to get to know the children and implement their learning plans with a bit more time.

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:

ELC 240 Practicum 3 (Substantive/Major Revision) -	Course (Activity) & Hours	(ID 62202)

18. Bachelor of Sport and Fitness Leadership - Internship

Summary/Purpose

This submission is to change SFL 401 – Internship from mandatory to optional. The degree requires students to complete work experience through SFL 401 - Internship or SFL 491 Applied Exercise & Sport Management.

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:

Coop Appendix - Sport and Fitness Leadership, Sport Management Specialization (Bachelor of) (Minor Revision) -	Other:	(ID 62240)

LRNG 100 (Learning Strategies for Success)

Summary/Purpose

This new course is the result of the creation and development of learning strategies curriculum for online, hybrid and modularized delivery to support student success at Camosun. Students will develop study skills for success in college courses and program. The course is developed in modules that can be delivered in a targeted fashion independently of the full course offering.

CCC Concerns/Questions/Comments

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

Full Recommendation Pending   Full Recommendation has been received by the CCC.

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:

LRNG 100 Learning Strategies for Success (Substantive/Major Addition (New)) -	New Course	(ID 62226)

Documents as submitted to CCC (prior to any revisions):

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

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

Documents post-CCC meeting (revisions incorporated):

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Search by School, Course or Program

CAMOSUN COLLEGE

Education Council Briefing Notes

Submitted by: Shelley Butler, Coordinator Education Approvals
Date: May 27, 2013
Topic: Shelf-Life of Courses to be used toward a Credential

Background:
A recent curriculum submission to Education Council has again brought up the conversation regarding shelf-life for courses. Shelf-life refers to only allowing a particular course to be used toward a credential for a set length of time. If a student needs this course after this length of time they need to retake it, regardless of the grade they received.

> For example,
> **BSCM 511 V - Excel Level 1**
> *2 year Shelf-Life:* *This course must have been taken within the last two years to be applicable to the credential.*
> *No Shelf-Life:* *This course can be taken at any time in the past and be applicable to the credential.*

Currently, the College has been operating under practice that there is no shelf-life for courses that lead to credentials. As such, when a credential attempts to come forward with language that suggests shelf-life for courses there are no College-wide standards, terminology, principles or process to guide the approval and implementation. Further research, analysis, briefing, and discussion are required to more fully understand the breadth and scope of the issue and gain College-wide consensus.

Decision Being Sought (for information only, for decision, etc.):
Request that Education Council further research and analyze the issue, and clearly outline a College-wide consensus (i.e. educational standard, etc.) on shelf-life for courses.

Note – Policy Related to "Standards for Awarding Camosun College Credentials" -
http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.4.pdf