Agenda

Monday, June 17, 2013
4:00 – 6:00 pm
CC 321, Interurban
Please bring your own mug or water bottle.

TIME	ITEM	PRESENTER
4:00	**Call to order and declaration of quorum (1 min.)**	**Carly Hall**
4:01	**Acknowledgement of Coast Salish Territory (1 min.)** *We acknowledge that Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'Ianew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. http://camosun.ca/aboriginal/territory.html*	**Carly Hall**
4:02	**Round-Table Check-In (3 min.)**	**Carly Hall**
4:05	**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 Vice-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 (4 min.)**	
	1. Awards (nil)	**Joanne Cumberland**
4:15-4:17	**2. Alternatives & Electives (2 min.)**	**Kathy Tarnai-Lokhorst**
4:17-4:19	**3. Education Council Steering Committee – Education Approvals Review & Renewal (2 min.)**	**Karin Kaercher**
	4. Education Council Governance/Accountability – Education Approvals Review & Renewal (nil)	**Cynthia Wrate**
4:19	**Curriculum Presentations and College Curriculum Committee Report (45 min.)**	
4:19-5:04	**1. Curriculum Items – College Curriculum Report (45 min.)**	**Nicole Greengoe**

TIME	ITEM	PRESENTER
5:04	**Presentations and/or Discussions (40 min.)**	
5:04-5:34	**1. Education Approvals Report to Education Council (30 min.)**	**Karin Kaercher**
5:34-5:44	**2. Credential without Program Admission (10 min.)**	**Karyn Marczak**
TBD	**Governance Items Arising from Curriculum (TBD)** – *may be deferred to following meeting due to timing issues.*	**Carly Hall**
	1.	
	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.

Thank You to Education Council Members whose terms expires July 31, 2013:

Gail Baxter	Patricia Gaudreault
Insu Kim	Paul Brady
John Gordon	Thea Todd
Kathy Tarnai-Lokhorst	Karin Kaercher
Nancy Sly	

Next Meeting:

Regular Meeting

Monday, September 23, 2013
 4:00-6:00 pm
CC 321, Interurban

Members *(Quorum = 10)*

Voting Council Members

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

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\

CAMOSUN

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

Ex-250-002-002

DRAFT Minutes

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

Present

Anita Ferriss (Administration)	Mindy Cui Yu Jiang (Student)
Carly Hall (Faculty), Chair	Nancy Sly (Faculty)
Cynthia Wrate (Faculty), Vice Chair	Nicole Greengoe (Administration)
Gail Baxter (Support Staff)	Patricia Gaudreault (Faculty)
Joanne Cumberland (Support Staff)	Paul Brady (Faculty)
John Boraas (Administration)	Richard Stride (Administration)
John Gordon (Faculty)	Thea Todd (Faculty)
Karin Kaercher (Faculty)	Shelley Butler (Permanent Secretary)
Madeline Keller-MacLeod (Board of Governors)	Cindy Kwok (Permanent Secretary)

Regrets/Absent

Corrine Michel (Faculty)	Insu Kim (Student)
Kathryn Laurin (President)	Kathy Tarnai-Lokhorst (Faculty)

Guests

Peggy Tilley, School of Arts & Science (Faculty)	Elaine Paterson, School of Business
Narine Grigoryan, School of Business (Faculty)	

Meeting

A. CALL TO ORDER AND A DECLARATION OF QUORUM

The Regular Meeting was called to order at 4:15 by Carly Hall, Education Council Chair.

B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY

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

C. WELCOME AND ROUNDTABLE

Carly welcomed everyone and requested a roundtable check-in.

Nicole advised that CCC has received several submissions with substantive changes, and would like to ask EdCo members to attend next EdCo meeting for discussion.

Carly would like to thank all out-going members who will not be able to attend the June EdCo meeting. Their valuable contributions are much appreciated and a thank-you letter will be sent to these members shortly.

D. ACCEPTANCE OF AGENDA

The May 27, 2013 agenda was accepted via unanimous consent.

E. APPROVED MINUTES

The April 15, 2013 minutes were approved via unanimous consent.

F. REPORTS

1. EDUCATION COUNCIL CHAIR – CARLY HALL

Carly advised that EdCo Retreat will take place on August 27, 2013. Various topics, including the newly created Education Approval model, will be discussed at the retreat.

2. VP ACADEMIC – JOHN BORAAS

John advised that the *Program Mix Analysis* was sent to all Chairs, and discussion with all Deans have been carried out continuously. This *Program Mix Analysis* will be brought back to EdCo table once the criteria is confirmed and finalized.

3. BOARD OF GOVERNORS – MADELINE KELLER-MACLEOD

Madeline advised that a significant portion of the Board meeting was held in-camera. The Board has received a letter from CCFA requesting a formal role on Hiring Committees. More information will be presented at next EdCo meeting.

G. COMMITTEE REPORTS

1. AWARDS COMMITTEE – JOANNE CUMBERLAND

Joanne advised that no application was received for the African Awareness Leadership award. The Committee has decided to extend the deadline to Fall 2013, which will align with several other awards. Joanne also advised that new members are needed for the Awards Committee.

2. ALTERNATES AND ELECTIVES – CARLY HALL FOR KATHY TARNAI-LOKHORST

No update available as Kathy was unable to attend this meeting.

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

Karin advised that the Steering Committee has been working very hard to develop the new Education Approval model in such a short time. This new model will provide curriculum support to developers for new programs as well as for program review / renewal. It will prompt implementation and operational discussion in a timely manner, while Student Services will have sufficient time to implement changes and provide information to our students. The model will also look at the process of determining which curriculum change needs to come through formal approval, and which can go through "fast track" process.

Three handouts - *A Developmental/Educational Approach to Curriculum Development & Education Approvals*, *Curriculum Approval Deadlines*, and *Terms of Reference for Integrated Curriculum Committee (ICC)* - were distributed at the table. EdCo members are asked to review these handouts and contact Karin if there are any questions or comments. A Notice of Motion was in place to bring this forward in June.

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

Cynthia thanked the Steering Committee for building such a nice foundation for the Governance Committee in the Fall.

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

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

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.

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)
		Motion Carried

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.

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 "shelf-life" on courses, and students are able to use courses taken since they were offered towards a credential completion.

CCC would not hold-up this submission over shelf-life. However, there is a request for Education Council to review the shelf-life discussion.

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)
		Motion Carried

3. **ELD BUS (ELD Support Course – Business)**

This course 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.

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)
		Motion Carried

4. ART 161 (Lens-Based World)

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.

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)
		Motion Carried

5. ART 278 (Identity/Sexuality in Film)

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. 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)
		Motion Carried

6. CHEM 100 (Introductory Chemistry)

The current pre-requisite for CHEM 100 is "C" in Math 10, or Foundation of Math & Pre-calculus 10, or MATH 053, MATH 057 or assessment. This submission is to add MATH 072, MATH 135 and MATH 137 as alternative pre-requisites. This is because students may have a C- in Math 10 (or no Math 10 on their transcript if their secondary education was several years ago) and a C- in Math 11 and register for and succeed in either MATH 137 (alternate for Math 11) or MATH 072 (first part of Math 11). In addition, now that MATH 135 Career Algebra (contains topics from Math 11) has no math prerequisite, it may be a math course of choice for many students.

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)
		Motion Carried

7. ENGTRC (Engineering Transfer –First Year Engineering)

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.

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)
		Motion Carried

8. ENGL 151 (Academic Writing Strategies)

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.

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)
		Motion Carried

9. FILM 100 (Introduction to Film Culture)

FILM 100 will be a new foundational course in the proposed Film Studies diploma (Fall 2014) and this UT course will be opened to all 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.

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)
		Abstention – 1 (Richard Stride)
		Motion Carried

10. MATH 100 (Calculus 1)

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.

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)
		Motion Carried

11. MATH 110 (Linear Algebra 1)

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.

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)
		Motion Carried

12. MATH 111 (Linear Algebra 2)

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.

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)
		Motion Carried

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)

The Applied Communication Program is cancelled and this submission is to cancel all the COMM courses. Mindy expressed her unhappiness about the entire process around the cancellation of ACP as she felt she has failed our students and she could have done more. She hoped that in future we could get students more involved.

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	Cancel Course	(ID 62207)

Replacement)) -		
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)

Abstention – 2 (Mindy Jiang, Patricia Gaudreault)
Motion Carried

14. Advanced Diploma in Managing for Government

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.

Motion		
It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:		
Managing For Government	Program Admission Requirements, Program Completion	(ID 62241)

(Advanced Diploma) (Substantive/Major Revision) -	Requirements, Program Content, Program Delivery Arrangements, Program Description	
		Motion Carried

15. Certificate in Indigenous Business Leadership

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 asked the department to obtain consultation sign-off from Janice Simcoe to ensure this certificate will not compete with the existing diploma. CCC also requested the department to meet with Academic Advising to discuss the language around "laddering".

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)
		Motion Carried

(NOTE: School of Business is expected to meet with Academic Advising to discuss "laddering")

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

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 requested the department to meet with Academic Advising to discuss the language around "laddering".

Motion
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)
		Motion Carried

(NOTE: School of Business is expected to meet with Academic Advising to discuss "laddering")

17. ELC 240 (Practicum 3)

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.

Brief discussion around operational requirement and curriculum requirement took place at EdCo table. High level of details (eg. class hours and weeks) is sometimes required operationally in order to generate institutional report (such as FTE and Faculty workload reports).

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)
		Motion Carried

18. Bachelor of Sport and Fitness Leadership - Internship

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.

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)
		Motion Carried

19. LRNG 100 (Learning Strategies for Success)

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. This course can be registered through CamLink and is opened to any students. Brief discussion around the definition of "hybrid" took place.

Motion		
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)
		Motion Carried

20. ART 182 (Professional Arts Management)

This new course was brought to EdCo in April, and was pulled as further consultation was needed between the School of Business and the School of Arts & Science. Such consultation has occurred and now a motion is in place to bring this back to EdCo for approval.

School of Business expressed that it was not clear what "consultation" means within the curriculum development process. Carly thanked Richard for his quick action in handling this submission.

Motion

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

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

I.   PRESENTATIONS AND/OR DISCUSSIONS

Nil

J.   GOVERNANCE ITEMS ARISING FROM CURRICULUM

1.   Shelf-life for Courses

Shelley provided an overview regarding shelf-life for courses; members reviewed the briefing notes provided.   Brief discussion took place and it is agreed that EdCo should look into creating some standards or principles to guide the approval process. EdCo Executive will discuss this item at next meeting, and the intent is to bring this item back for discussion at EdCo in the Fall.

John commented that he would like EdCo to undertake strategic "big picture" thinking as an institution, and to put more trust to the Curriculum Committee.

K. NEXT MEETING

Regular Meeting- 2012-2013 Council
Monday, June 17, 2013, 4:00-6:00 pm, CC 321, Interurban

L. ADJOURNMENT

The meeting adjourned at 6:00 pm.

CAMOSUN

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

Ex-250-002-002

Special Meeting Minutes DRAFT
Monday, May 27, 2013
4:00 – 4:10 Meeting
CC321, Interurban

Present

Carly Hall, Faculty
Cynthia Wrate, Faculty
Joanne Cumberland, Support Staff
John Boraas, Administration
Leslie Martin, Support Staff
Mindy Cui Yu Jiang, Student
Narine Grigoryan, Faculty
Nicole Greengoe, Administration
Richard Stride, Administration
Shelley Butler (Permanent Secretary)
Cindy Kwok (Permanent Secretary)

Vacant, Administration
Vacant, Faculty
Vacant, Faculty
Vacant, Faculty
Vacant, Faculty
Vacant, Faculty
Vacant, Student
Vacant, Student
Vacant, Board of Governor Rep

Regrets/Absent

Corrine Michel, Faculty
Insu Kim, Student

Kathryn Laurin, President
Meghan Moore, Faculty

Meeting

A. CALL TO ORDER AND A DECLARATION OF QUORUM

The Special Meeting was called to order at 4:10 by Nicole Greengoe. Quorum declared.

B. REVIEW OF ELECTION PROCESS

Nicole reviewed the election process for the Chair and Vice-Chair of Education Council.

C. ELECTION OF 2013-2014 CHAIR

Nicole called for nomination from the floor for the position of Chair of Education Council. Carly Hall was nominated and she accepted the nomination. Carly Hall was declared the 2013-2014 Chair of Education Council.

D. ELECTION OF 2013-2014 VICE CHAIR

Nicole called for nomination from the floor for the position of Vice-Chair of Education Council. Cynthia Wrate was nominated and she accepted the nomination. Cynthia Wrate was declared the 2013-2014 Vice-Chair of Education Council.

E. NEXT MEETING & ADJOURNMENT

Next Regular meeting for 2013-2014 Education Council will be Monday, September 23, 2013, 4:00-6:00 pm, CC 321, Interurban campus.

Nicole adjourned the meeting at 4:15 pm.

CAMOSUN COLLEGE CURRICULUM COMMITTEE REPORT

May 27, 2013 12:30-3:30, CC 321, Interurban
Present: Nicole Greengoe, Ian Humphries, Peggy Tilley, Lynda Warren, Shohreh Hadian, Kristal Anderson, Shelley Butler, Stephen Bishop (for Marlene), Cindy Kwok
Regrets/Absent: Marlene Welsh, Elizabeth West, Carl Everitt,
Guests: Louise Kallhood

We would like to acknowledge and thank the following CCC members who will not be returning in 2013-2014: Peggy Tilley (retirement), Kristal Anderson, Marlene Welsh, and Carl Everitt.

CURRICULUM REPORT

1. Medical Radiography

Summary/Purpose
The MRT curriculum revisions clarify the admission process language and update the various MRAD course descriptions for currency.

The MRT curriculum and general program requirements are offered within the context of a Memorandum of Understanding partnership agreement between Camosun College, BCIT and the College of New Caledonia. This is a 4 year agreement. At the startup of the program, (Sept 2012) course outlines were forwarded to Camosun faculty. These course outlines had been updated since from the original documents submitted to Education Council. MRT adopted these course outlines. Any significant changes to course outlines must be carried out in cooperation with BCIT and CNC, as the program alignment needs to be similar enough for students to change institution should they request and a seat be available. The only significant change in course outline to date is for MRAD 120 – the first clinical education course. The objectives were aligned with the competencies listed on the feedback/evaluation forms (which were adopted from the BCIT material). The intent of the course objectives was not changed.

Similar to the BCIT and CNC programs, MRT applicants undergo a selective admissions process. Traditionally this involved a one day clinical visit to a hospital site where the applicant was assessed by hospital staff and Clinical Instructor. They also wrote a quiz at the end of the observation day. In March 2013, through the MRT Advisory Committee, we were notified that VIHA would no longer accept these applicants on site due to liability concerns. In order to maintain a meaningful selection process, the selection process now includes the applicants watching a series of video clips representing activities they would have seen or heard about at the hospital visit. The applicant writes a short essay addressing a particular aspect of the video. IN addition there is now an assessment of Math 12, Biology 12 and general knowledge about the profession. This new format, along with mini interviews was used for selection of the September 2013 intake. Assessment includes requiring the applicant to achieve 65% in both the academic and the interview assessment portions of the process .

This assessment process will continue to evolve as we take into account the experience gained from each cohort. The program is tracking results between selection and success in the program.

CCC Concerns/Questions/Comments

1. The CCC requested the department expand their summary/rationale to include a more high-level explanation regarding the overall changes to the program. The department has done.
2. The CCC recommended the department continue to research and/or develop tools to assess program applicants for success in the program. The department will continue to do.
3. The CCC requested confirmation that the program is assessing/testing the applicants for the Grade 12 admission requirements during the short multiple choice test that verifies the Grade 12 admission requirements. The department has confirmed this is the level they are testing for.
4. The CCC requested confirmation on the number of weeks for MRAD 122 and 124.
5. The CCC requested the department forward the curriculum to Arts and Science for consultation as some of the courses are taught by Arts and Science faculty. The department has done.
6. 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:

Medical Radiography (Diploma in) (Substantive/Major Revision) -	Learning Outcomes, Program Admission Requirements, Program Content, Program Description	(ID 62263)
MRAD 102 Radiographic Sciences 1 (Substantive/Major Revision) -	Learning Outcomes	(ID 62264)
MRAD 103 Human Behaviour (Substantive/Major Revision) -	Learning Outcomes	(ID 62265)
MRAD 105 Radio Anatomy & Physiology 1 (Substantive/Major Revision) -	Learning Outcomes	(ID 62266)
MRAD 107 Clinical Orientation (Substantive/Major Revision) -	Course (Activity) & Hours, Course Type (Mode of Delivery), Learning Outcomes	(ID 62261)
MRAD 109 Radiograpic Procedures 1 (Substantive/Major Revision) -	Learning Outcomes	(ID 62267)
MRAD 111 Patient Care (Substantive/Major Revision) -	Learning Outcomes	(ID 62268)
MRAD 115 Rel Anatomy & Physiology 1 (Substantive/Major Revision) -	Learning Outcomes	(ID 62269)
MRAD 120 Clinical Education 1 (Substantive/Major Revision) -	Course (Activity) & Hours, Learning Outcomes	(ID 62260)
MRAD 122 Pathology 1 (Substantive/Major Revision) -	Learning Outcomes	(ID 62270)
MRAD 124 Radiobiology & Radiation Prot (Substantive/Major Revision) -	Learning Outcomes	(ID 62271)
MRAD 125 Rel Anatomy & Physiology 2 (Substantive/Major Revision) -	Learning Outcomes	(ID 62272)
MRAD 127 Ethics & the Healthcare System (Substantive/Major Revision) -	Learning Outcomes	(ID 62273)
MRAD 129 Clinical Applications in CT (Substantive/Major Revision) -	Learning Outcomes	(ID 62274)
MRAD 230 Clinical Education 2 (Substantive/Major Revision) -	Course (Activity) & Hours, Learning Outcomes	(ID 62259)

MRAD 235 Radiographic Procedures 2 (Substantive/Major Revision) -	Learning Outcomes	(ID 62275)
MRAD 237 Interprofessional Health Pract (Substantive/Major Revision) -	Learning Outcomes	(ID 62276)
MRAD 240 Radio Anatomy & Physiology 2 (Substantive/Major Revision) -	Learning Outcomes	(ID 62277)
MRAD 241 Radiographic Procedures 3 (Substantive/Major Revision) -	Learning Outcomes	(ID 62278)
MRAD 243 Radiographic Sciences 2 (Substantive/Major Revision) -	Learning Outcomes	(ID 62279)
MRAD 245 Physics: Medical Radiography 2 (Substantive/Major Revision) -	Learning Outcomes	(ID 62280)
MRAD 246 Rel Anatomy & Physiology 3 (Substantive/Major Revision) -	Learning Outcomes	(ID 62281)
MRAD 247 Communication & Research Skill (Substantive/Major Revision) -	Learning Outcomes	(ID 62282)
MRAD 248 Pathology 2 (Substantive/Major Revision) -	Course (Activity) & Hours, Course Type (Mode of Delivery), Learning Outcomes	(ID 62262)
MRAD 250 Clinical Education 3 (Substantive/Major Revision) -	Learning Outcomes	(ID 62283)
MRAD 255 Capstone (Substantive/Major Revision) -	Learning Outcomes	(ID 62284)

2. Diploma in Arts and Science Studies

Summary/Purpose

The department is removing "BC" from the following wording throughout the document: 100-level or higher courses which must transfer to at least one BC post secondary college, institute, or university per the British Columbia Council of Admissions and Transfer guide at http://www.bctransferguide.ca. The BC transfer guide includes some institutions outside of BC such as Yukon College and Athabasca University. This change provides more flexibility for students and satisfies the spirit of the Diploma in A&S Studies. They also did a bit of wordsmithing in the credential awarded section.

Additionally, they are proposing including Foundations of Math 11, Applications of Math 12, MATH 135 and MATH 072 as alternate acceptable admission requirements. The universities have lowered some of their math course prerequisite requirements and this has allowed them to do the same which means that more UT courses are available to students with lower math prerequisites.

CCC Concerns/Questions/Comments

The CCC expressed a concern regarding the initial submission (that has subsequently been withdrawn). The initial submission resulted in removal of all Admission Requirements from the program. The CCC expressed concern related to the implications for program completion timelines (as outlined in the Standards for Awarding Credentials Policy), potential Financial Aid issues, and the impact on the School of Access and the college prep programming. The department reviewed the concerns and withdrawn the original revision. Instead, they have chosen to revise the Math requirements to include some alternates. The CCC had no concerns.

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:

Arts and Sciences Studies (Diploma in) (Substantive/Major Revision) -	Program Admission Requirements	(ID 62258)

3. **MATH 101**

Summary/Purpose

They propose including an alternate prerequisite of "A" in MATH 108 Applied Calculus. The standard pathway into MATH 101 Calculus 2 is via MATH 100 Calculus 1. MATH 108 is intended to be terminal calculus course; it covers many of the topics in MATH 100 but without the theory and depth.   Allowing students who have really mastered MATH 108 entry into MATH 101 will help those who change their career path and discover that they need MATH 101 (or even enjoy calculus).

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 101 Calculus 2 (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 62257)

4. **PHYS 114**

Summary/Purpose

Two years ago the learning outcomes were updated but the course description was not. This was simply an oversight and they are correcting that now.

In addition, they are revising one of our alternate prerequisites. After carefully reviewing the content of PHYS 150 and 151 in the engineering access program, they found that these courses did not provide proper preparation for the academic calculus-based UT PHYS 114 course. However, they do want to leave options open for students who change career paths and so have decided to allow an "A" in PHYS 151 as an acceptable alternate prerequisite.   This aligns with the admissions requirement for the Engineering Transfer (First Year Engineering) program which permits an "A" in the engineering access courses PHYS 151 and MATH 173 as acceptable alternates.

CCC Concerns/Questions/Comments

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:

PHYS 114 Fundamentals of Physics 1 (Substantive/Major Revision) -	Course Calendar Description, Course Pre-Requisite (increase)	(ID 62256)

5. Baccalaureate of Science in Nursing

Summary/Purpose
(see attached Schematic at end of this report)

Revise the program admission requirements competitive entry process as the current process will not be sustainable to offer:

Remove assessment from Math and English entrance requirements in Stage 1. This will not be accepted at UVIC and the assessment process is not designed to give a student a letter grade.

Remove requirement for volunteer hours. Based on the large number applicants and the limited opportunities for volunteering this will be a barrier to students in being able to apply to the Nursing program.

Remove the required Math and English assessment in Stage 2. This can be assessed during the interview process.

Move from a 4 stage process to a 2 stage process based on GPA ranking (Stage 1) and mini-multiple interviews (Stage 2). Based on GPA and available seats students will be selected for the Stage 2 interviews. The interviews will then be scored to select the successful applicants. This would be a fairer process than originally proposed as it is a better compromise between the academic demands of Nursing and the culture of opportunity we wish to maintain at Camosun.

CCC Concerns/Questions/Comments
1. The CCC did express some concerns over the movement from a four stage process to a two stage process, with the GPA ranking and cutting moving from the last stage to the beginning of the process. Well the department is attempting to compensate by offering 1.5 times the number of interviews as available seats, and not using GPA ranking/cutting off after the interviews to offer seats there was still some unease expressed about this shift in process.
2. The CCC expressed concern that there may still be unanswered questions about this entry and process. It was felt that these needed to be dealt with prior to the enrolment of the first cohort.
3. The CCC recommended the department continue to research and/or develop tools to assess program applicants for success in the program. The department will continue to do.
4. There were concerns expressed over the perceived loss of the "two steams for admission – UT and Secondary Student Stream. The department clarified that the agreement with UVic precludes the two streams. The only access is via the four required academic courses or their equivalents.
5. The CCC recommended the department confirm with UVic regarding the "renumbering of courses" to avoid potential issues with older versions of curriculum being brought forward for transfer credit. The department will discussed at their Joint Curriculum meeting and the conversation will be followed up on.
6. The CCC requested some edits to language for clarity, which the department has done so.

Full Recommendation (with Concerns)

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:		
Nursing (Science in) (Bachelor of) (Substantive/Major Revision) -	Program Admission Requirements	(ID 62255)

6. EXW 220, AET 272 and 310

Summary/Purpose

EXW 220: The course is currently restricted to Exercise and Wellness and Bachelor of Athletic Therapy students only. The revision is to also allow Bachelor of Sport and Fitness Leadership – Exercise and Wellness Specialization (BSFL-EXW) students to take this course too as EXW 220 is a required course in the BSFL- EXW program.

AET 272: Allow for alternate BIOL requirements as they are appropriate courses to ensure student success, and alleviate the need for constant waivers (as currently is happening).

AET 310: The course is currently restricted to Bachelor of Athletic Therapy students only. The revision is to also allow Bachelor of Sport and Fitness Leadership – Exercise and Wellness Specialization (BSFL-EXW) students to take this course too as EXW 220 is a required course in the BSFL- EXW program. In addition, revise the pre-requisites as the currently noted ones are not appropriately reflective of the incoming knowledge required. Lastly, revise the course activity hours to bring them in line with the traditional "lecture-only-hours" offering for this type of course.

CCC Concerns/Questions/Comments

1. **EXW 220:** The CCC requested clarification on why BSFL-Sport Management students were not included in the list of program students restricted to take the course, as there are no pre-requisites listed. The department has clarified that CSEE programming is approved as a cohort model with pre-requisites handled as course restrictions, and that the students would struggle with this course as they do not have sufficient previous course preparation for it.
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:		
AET 272 Field Prevention/Injury Care 1 (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 62253)
AET 310 Pathophysiology (Substantive/Major Revision) -	Course (Activity) & Hours, Course Co-Requisite (relax), Course Pre-requisite (replacement)	(ID 62252)
EXW 220 Lifetime Sports-Fitness Prog. (Substantive/Major Revision) -	Course Pre-Requisite (alternate)	(ID 62254)

7. **Network and Electronics Technician (Program w/ Coop) and ELEX 111 CANCELLATION** *(replaced with new version of program)*

Summary/Purpose

The Network and Electronics Technician Program, the associated Cooperative Education Appendix, and the Internship course ELEX 111 are proposed to be cancelled. This program was replaced by the Computer Network Electronics Technician Program (approved by EdCo in Feb 18, 2013).

Note – The VP Academic seeks consultation from Education Council on this cancellation. It is the responsibility of the VP Academic to bring the program forward to the Board of Governors for cancellation. (See Program Suspension and Cancellation Policy)

Details Re. Cancellation:

1. Has this credential been replaced /restructured into another credential? (yes/no) Explain.	Yes. The new Computer Network Electronics Technician program replaces it.
2. When (i.e. date) was the credential(s) first offered?	2002
3. Why was the credential(s) created? Was there a student/employer need? Was a needs analysis done? Why or why not? Please explain.	Yes. The program was first started as a contract course for HRDC to meet local employer demand. As result of this contarct course, the college got funding to run it as a based funded program.
4. How was the program received when first offered and over subsequent years? Were there formal or informal Program Reviews? What has the history of this credential(s) been?	It was well received and the outcomes for the students were good with employment for students in numerous industries. A formal review was last done in 2004.
5. What internal and/or external forces have come into being that have led you to cancel this credential(s)? Was cancellation the only option? Were their competing priorities?	College budget pressures and small program numbers. A number of students would drop course leading to incomplete credentialing and lower graduation numbers. New program addresses these issues by merging theory courses with applications throughout as opposed to the more traditional siloed course delivery. In addition the new program is delivered in a blended learning model which is proven to increase retention in technical subject areas.
6. Note any additional information related to consultation feedback from students, employers, PAC's, School Curriculum Committees, affected faculty and staff, Unions, College service depts., and administration.	Extensive research was done with both alumni, employers and current students. Our PAC was consulted twice on the topic and the demand for technicians in this area remains strong.
7. Note any additional information related to Program Performance Measures - student demand, graduate employment/transfer to further studies, cost effectiveness, student and employer satisfaction levels, availability of alternate program providers, and other	According to BC Labour market outlook report 2011, 245 jobs available on the island 2010-2015. We are the only public institution on the island providing training in this discipline.

relevant program data.	
8. Identify any impacts to staff, faculty, technology, and other resources, as a result of the cancellation. Clearly identify all impacts.	None if new program is approved.
9. Articulate a Transition & Communication Plan for any students impacted by this cancellation.	All current program student have been informed prior to the start that this program was running for the last time this year. No part time students were accepted. Some DSS students have gone part time but will only be able to complete the vendor exams.

CCC Concerns/Questions/Comments

1. Nil

Full Recommendation

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

Motion

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

Network Elec Tech (Certificate in) (Substantive/Major Cancellation (Replacement)) -	Cancel Program	(ID 62182)
Network Elec Tech (Certificate in) (Substantive/Major Cancellation (Replacement)) -	Cancel Program	(ID 62183)
ELEX 111 Internship (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 62184)

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

Baccalaureate of Science in Nursing - Admission Requirements Change Schematic

Approved – June 18, 2012

Stage 1	Stage 2	Stage 3	Stage 4
• Meet min. "B" academic requirements in English, Math, Chemistry, Biology. • Volunteer Hours • Resume All "400" students that meet this requirement move onto Stage 2.	• English and Math Assessment (verify the admission requirements) All "400" students that meet this requirement move onto Stage 3.	• Multiple Mini-Interviews and short essay. *Interviews will be assessed with "meets/does not meet entry requirements".* All "400" students that meet this requirement move onto Stage 4.	Applicants who meet entry requirements in Stages 1, 2, 3 then ranked in order of GPA. Top "200" students are offered seats to the program Top "200" students out of the "400" possible are offered seats in the program.

Proposed – June 17, 2013

Stage 1	Stage 2
Meet min. "B" academic requirements in English, Math, Chemistry, Biology. All "400" students that meet this requirement move to Stage 2.	**GPA Ranking** Applicants who meet entry requirements in Stage 1 are then ranked in order of GPA. Due to limited resources the school will interview 1.5 students for every seat available in the program. Therefore, out of "200" seats available the department will interview "300" students. **Multiple Mini-Interviews.** Details of the MMI will be sent to applicants prior to the interviews. The interviews will be scored and top "200" successful applicants will be offered a seat in the program. *Note – GPA no longer is used to rank.*

Education Approvals Steering Committee Report to EDCO:
Recommendations for the implementation of the new Educational Approvals Model

Background:

In 2010, the Camosun College Education Plan (2010-2011) called for improved institutional support of curriculum development, the creation of a curriculum framework, the regular review of credentialed programs, and the review of our curriculum approvals process. In the fall of 2010, The VP –Education funded the Curriculum Enhancement Initiative which included a full review of the existing college educational approvals process as one of four strategies that would move the institution towards its goal of enhancing curriculum. A Review Committee consisting of EDCO members, Student Services, and the Educational Approvals Coordinator was struck and a thorough review was facilitated by Program Review and Renewal (PRR) facilitators. During the review, information was collected from over 140 faculty, staff, and administrators.   In August, 2010 the Review committee recommended the adoption of "A Developmental and Educational Approach to Curriculum Development and Education Approvals" (see attached). This new Education Approval Model was endorsed by Education Council and the Senior Leadership team in 2012.

At the September 2012 Education Council meeting, the Council established the Steering Committee on Education Approvals comprised of Education Council members, College Curriculum Committee (CCC) members, Student Services representatives, the Educational Approvals Coordinator and the Director of Educational Planning and tasked them with providing the Council with direction on the implementation of the new approvals model. This report documents the work of the Steering Committee and provides Education Council with direction on the implementation of the new model, a communication plan, Terms of Reference for the new Integrated Curriculum Committee (ICC), approval deadlines, and pathways.

The new Curriculum Approvals Model: a Developmental and Educational Approach to Curriculum Development and Education Approvals

The focus of the new educational approvals model is on quality curriculum and moves the majority of implementation and operational matters to the development stage of curriculum.   The College Curriculum Committee is replaced with the ICC and the scope of ICC and EDCO are focused on, and shift to, that of quality curriculum and governance.

Under this model, development work takes place prior to ICC and includes involvement with student services, education leadership, college services and supports early in the development process. Schools will have both the responsibility and opportunity to create their own individualized curriculum 'approvals' processes that meet the needs of the School and those of the institution, the Education Plan and the Strategic Plan. Some Schools may choose to maintain existing School Curriculum Committees as a forum for reviewing and putting forward new or revised courses and programs. Other Schools may choose to develop an alternate process.

Under the new model, a number of new resources and processes will support and enable the development or renewal of curriculum. During the development phase, developers can access the Centre of Excellence for Teaching and Learning for just-in-time curricular support. Developers will also have the benefit of School –based Advisors who will become an important point of contact for Student Services as curriculum is conceptualized and developed. As curriculum development continues, developers will attend, inform and consult with the Student Services Registration Committee to ensure that all operational and implementation matters are addressed prior to submitting curriculum for approval. In the event a developer wants to propose a brand new program, a **New Program Development and Approval** template has been created by the VP-Academic and establishes the process and information needed to approve the program proposal prior to development of the curriculum.

The curriculum framework document entitled **Leading Practices in Curriculum** (endorsed by EDCO in 2012) will provide the curriculum lens through which ICC will vet curriculum and make recommendations for approval to EDCO.   CETL will take a leadership role in providing education and training on the curriculum lens to those involved in the educational approvals process, and will provide education and resources on curriculum to those involved in curriculum development. Existing Educational policy and standards will be used by the ICC and EDCO to ensure institutional educational standards are met. The ICC Terms of Reference include the responsibility for identifying the need for educational standards, policy or processes to the attention of EDCO for the purpose of creating policy or standards. By entrusting the ICC with the actual review of curriculum, the work of EDCO will shift significantly to that of governance.

To address sustainability issues and to ensure that Camosun College learners can plan their educational studies, two curricular approvals deadlines will be adopted: December for a fall implementation and June for a winter implementation.   Developers will be encouraged to minimize and bundle changes to existing curriculum and in instances where the volume of new or renewed curriculum is such that it cannot be managed by ICC and EDCO within the established deadlines, Deans will be asked to prioritize curriculum from their respective schools.

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A Developmental/Educational Approach to Curriculum Development and Educational Approvals

NEW OR REVISED CURRICULUM

New/revised Curriculum is thoroughly developed by the Curriculum Developer (typically faculty) and implementation, operations and educational principles are addressed prior to submission of an approvals ready curriculum document to the Integrated Curriculum Committee.

Curriculum developers communicate/consult with School leadership, Director, Education Planning/ELT, Student Services, Education Approvals Coordinator, the Center of Excellence for Teaching & Learning & others prior to presentation to the Integrated Curriculum Committee.

INTEGRATED CURRICULUM COMMITTEE
(A SUB-COMMITTEE OF EDUCATION COUNCIL)

MEMBERSHIP:
- FACULTY WITH CURRICULUM EXPERTISE (CHAIR)
- FACULTY REPS FROM EACH SCHOOL/DEPT
- FACULTY – INTERCULTURAL/INDIGENIZATION
- FACULTY - CETL
- DIRECTOR, EDUCATION PLANNING
- STUDENT
- STUDENT SERVICES – REGISTRAR OR DESIGNATE

✓ Review new or revised curriculum submissions to ensure that Institutional & Educational Goals and Standards have been met
✓ Discussion/recommendations guided by Curriculum document (purpose, philosophy, learning outcomes, assessment) and informed by educational principles, standards, Leading Practices in Curriculum.
✓ Confirmation that development, implementation & operational considerations have been addressed

EDUCATION COUNCIL
A GOVERNANCE BODY

✓ APPROVE CURRICULUM BASED UPON ICC RECOMMENDATION
✓ CONSIDER INTERNAL AND EXTERNAL FACTORS IN CURRICULUM APPROVALS
✓ PROVIDE GUIDANCE & DIRECTION TO THE COLLEGE COMMUNITY IN MATTERS OF EDUCATIONAL STANDARDS AND PRINCIPLES
✓ SET AND AFFIRM EDUCATIONAL STANDARDS AND GUIDELINES

CURRICULUM DEVELOPMENT

CURRICULUM SUPPORT (CETL)

IMPLEMENTATION & OPERATIONS

Admin support (Docu-mentation)

Student Services

Schools

College Supports

Dir. Ed. Planning (VP)

Dir. Ed. Planning /ELT

SS RegCom Advisors

CETL PRR DE

Ed. Approval Coord.
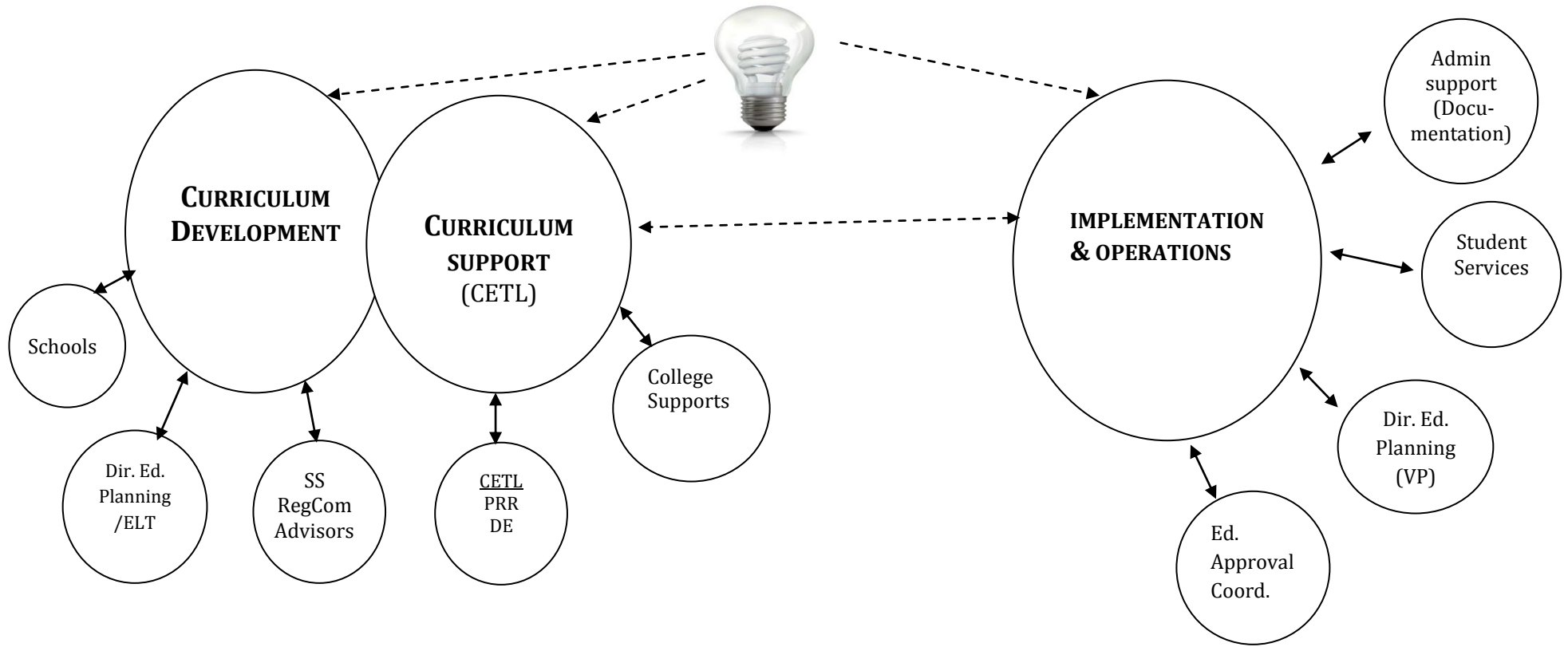
APPROVAL READY CURRICULUM

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Project Charter Deliverables

1. Roles and Responsibilities under this model:

Education Council

The purpose of Education Council is to provide leadership and decision-making for the college in the areas outlined in Section 24 of the College and Institute Act. When reviewing additions, revisions or deletions to curriculum, Education Council is responsible for:

- Setting curriculum content for courses leading to certificates, diplomas or degrees
- Monitoring proposed curriculum changes to ensure that College standards are met
- Approving curriculum change for implementation
- Establishing education standards and guidelines
- Advising the Board of Governors on educational policy

Integrated Curriculum Committee

As a Sub-committee of EDCO, the ICC conducts the review of curriculum on behalf of EDCO to:

- Ensure that Institutional policy and standards have been met
- Confirm that implementation and operational considerations have been addressed
- Make recommendations for curriculum approval
- Refer to EDCO issues/matters that indicate a need for an educational standard/policy or require clarity on the application of a policy or standard

Schools

The new approvals model leaves it up to the Schools to determine a process for the review of curriculum in preparation for approvals. Currently, School Curriculum Committees serve that role and practice varies between the schools. Under the new model, developers can access CETL for just-in-time curricular assistance and Student Services for support with operational and implementation matters through Advisors that participate in the SCCs and the Registration Committee. Schools will continue to provide administrative support to developers with the

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completion of approval documents.   With these supports in place, the work at the school level could shift to a review of curriculum for the purpose of determining:

- Fit and priority within the School's Education plan for new courses or new programs
- Inter-disciplinary or inter-professional opportunities/concerns
- Resolution of implementation and operational matters
- Completion of necessary approval documents
- Need for consultation with other Schools/departments

Education Administration

The Education Leadership Team (ELT) is responsible for determining the program and course offerings at the institution. In the context of education approvals, ELT is responsible for**:**

- Providing consent for the development of new programs and courses
- Determining the resourcing of new curriculum
- Sign-off at the School/Centre level indicating recognition of the impact of new or renewed curriculum both within and across Schools, departments, and the college.

Ed Approvals Coordinator

The Ed Approvals Coordinator provides support to Educational Council and curriculum committees and acts as a resource to developers. The ED Approvals Coordinator is responsible for:

- Receiving, maintaining, and distributing electronic copes of Currciulum documentation coming forward for approval
- Liaising between Student Services, developers, and curriculum committees to facilitate the approvals process
- Applying EDCO standards in determining curricular change requiring EDCO approval
- Identifying matters/issues requiring the development of policy or standards to EDCO/ ICC
- Supporting quality curriculum through the approvals process

Student Services

Student Services supports the implementation and delivery of all programs and courses at the college and therefore any and all curriculum changes impact the work they do and service to students, faculty and staff.   Student services activities include: recruit, admit and register students, administer assessment tests, build course inventories, build timetables, maintain student records, advise students, manage billing tables that drive tuition calculations, articulate Camosun courses, grant and administer transfer credit, administer financial aid and awards, provide credentials, counsel students, and provide learning supports and accommodations.

In the context of educational approval, Student Services is responsible for:

- Assisting developers to consider the implications of curricular change and the operational matters related to the introduction of new programming or courses as it pertains to new, past, present, future and transfer students. School-based Advisors and the Registration Committee will support curriculum developers during the development phase to address operational and implementation matters related to new or renewed curriculum. For further information on Student Services supports/processes as they pertain to curriculum development and implementation, please see **Appendix A- Student Services Processes Re: Curriculum Approvals.**
- Implementing curriculum that has received EDCO approval.

Centre of Excellence for Teaching and Learning

Educational Support and Development facilitators will support quality curriculum development within the institution by:

- Providing curriculum developers with "just in time" curricular support during the development or renewal of curriculum
- Facilitating regular program review and renewal
- Providing curriculum development education and resources to the faculty, staff and Administration
- Providing training on curriculum to approval committee members

College Supports

The new approval model continues the practice of encouraging developers to contact and consult with a variety of College support systems that new or revised curriculum places a demand upon. These support systems include but are not limited to Distributed Education, Institutional Technology Services, Audio Visual Services and the Library.

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2. Approval Deadlines

The Education Approvals Steering Committee recommended that approval deadlines rather than timelines be adopted to ensure that students have complete and accurate information with which to plan their studies. Two deadlines are recommended: a December deadline for curriculum with an effective date of September, and a June deadline for curriculum with an effective date of January.   The deadlines speak to the need to receive EDCO approval of curriculum.   **See Appendix B – Curriculum Approval Deadlines.**

3. **Education Approval Flowcharts**

Education approval flowcharts Approval pathways for new programs, course additions, and renewed programs/courses and cancellations will be updated to reflect the new processes.

4. Curricular Change Requiring EDCO Approval - Recommendations for Approval

Under the new approvals model, EDCO will entrust the ICC to review the curriculum content of programs and courses on behalf of EDCO to ensure compliance with college policies and standards. As such ICC will be forwarding recommendations for approval of curriculum that may take one of 4 forms:

> A. Recommendation for Approval: New Program
> B. Recommendation for Approval: Revised Program
> C. Recommendation for Approval: Revised Courses
> D. Recommendation for Suspension or Cancellation

A) The recommendation to approve a **new program** will be accompanied by a presentation to EDCO by the developer for information and education purposes. The intention is for EDCO to trust the work of the ICC and therefore curriculum should not be re-vetted by EDCO. The opportunity to present to EDCO is also an opportunity for EDCO and the developers to celebrate the accomplishments of developers and their contribution to Camosun's educational offerings.

B) The recommendation to approve a **significantly revised program** will follow the same process: a recommendation for approval and a brief educational presentation will be provided by the developers to EDCO. The decision to recommend a brief presentation of the revised program rests with ICC and will be determined by the nature, complexity and impact of the revisions made.

C) The recommendation to approve revised courses and other less- complex curricular change will simply list the courses/programs affected in one motion and will not expand on the nature of the change.

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D) The recommendation for the suspension or cancellation of courses will simply list the courses, while the recommendation for the suspension or cancellation of a program will include context related to the reasons for the program's suspension/cancellation.

Minor Curricular Changes:

To reduce the volume of curricular change requiring formal approval, the Committee examined current practice to identify potential efficiencies. Under the existing practices, there are numerous relatively minor curricular changes that are submitted for curriculum approval that do not substantively impact our learners or their educational experience. The Committee recommends that these changes be allowed to move to implementation as there is no value added by an ICC review. The Ed Approvals Coordinator would serve as a filter in determining whether the changes require referral to ICC or can move to implementation. As the new model is implemented, EDCO, the Ed Approvals Coordinator and the ICC will continue to identify curricular change that may be defined as "minor" in nature.

As a starting point, the committee suggested the following curricular changes **may** be considered minor under the new approval guidelines and therefore would not require vetting by ICC and EDCO approval:

- Relaxing of pre-requisites
- Relaxing of Admission requirements
- Error correction or wordsmithing of course descriptions and learning outcomes
- The movement of courses from Fall to Winter or vice versa within a program
- Small adjustments of course content or topics within courses that do not significantly impact student learning
- Change in Course numbers or titles
- Change to alternates to pre-requisites
- Other change as identified by the ICC

Policy will be developed to define and identify common "minor" curricular change to guide this process. Change forms would include a set of questions that asks the developer to consider and articulate the need for change and the implications of the proposed change to assist the Ed Approvals Coordinator to determine whether this curricular change needs to go to the ICC and EDCO. Ultimately, this should speed the implementation of curricular change and reduce the volume of work for ICC and EDCO.

d) Communication Plan

A communication plan is attached as **Appendix C – Communication Plan.**

e) **Implementation Plan and Transition Plan**

An implementation plan is attached as **Appendix D – Implementation Plan.**

Respectfully Submitted by the Education Approvals Steering Committee:
Carly Hall
Gail Baxter
Shelley Butler
Lynda Warren
Ian Humphries
Elizabeth West
Corrine Michel
Karin Kaercher (Chair)

Thanks to Karen Robinson for her work on the Student Services Processes

APPENDIX A: *Student Service Processes re: Curriculum Approvals*

Rationale

For curriculum developers, early consultation with Student Services will identify issues, how students are impacted, and ways such issues and impacts can be addressed and overcome. Understanding these issues and impacts early will facilitate the overall approval process by providing accurate information and guidance at the beginning, time to make changes or adjustments, and an opportunity to avoid the frustration of discovering problems later.

Student Services supports the implementation and delivery of all programs and courses at the college. Any and all curriculum changes impact the work they do. Thus informing and involving Student Services early improves service to students, faculty and staff as well as facilitating the approval process. Student services activities include: recruit, admit and register students, administer assessment tests, build course inventories, build timetables, maintain student records, advise students, manage billing tables that drive tuition calculations, articulate Camosun courses, grant and administer transfer credit, administer financial aid and awards, provide credentials, counsel students, and provide learning supports and accommodations.

Recommendations

- During the consultation phase, developers should contact an **Academic Advisor** to discuss programs, courses and any proposed changes. Academic Advisors can outline the implications of academic changes on courses, programs, pre-requisites, co-requisites, admission requirements, and program structure as related to past, present, transfer and future students. Academic Advisors can explain how the post secondary system will respond to changes and how such response affects our students. Advisors can also recommend whether small changes should be presented to Student Services. *(For example, the introduction of ENGL 151 had significant impact even though it was just one course.)*
- For all new programs and substantive changes, developers should present to the Registration Committee (**Reg Comm**), Student Services, prior to School Curriculum Committee (**SCC**). **A consultation with Reg Comm would be informing, supporting, and enabling rather than approving.** Committee membership includes associates and coordinators from all departments within Student Services – a one stop shop.

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Why consult with Reg Comm?

By consulting with Reg Comm, developers will engage and inform all Student Services Coordinators and Associates. In turn, committee members will have the opportunity to identify potential implementation issues, recommend solutions or direct developers to others for additional input re solutions. Students will also be better served because front line staff will have the essential information needed to respond accurately to student inquiries.

What curriculum should come to Reg Comm?

- all new programs
- all major/substantive changes to programs
- any changes that may have broad impact on students (*as assessed by an academic advisor*)

What to discuss at to Reg Comm?

- Rationale
- Effective Date
- Program Admission Requirements
- Program Participation Requirements
- Program Content (Chart of courses with credit and contact hr/wk)
- Program Completion Requirements

Process

The recommendations presented above are part of the curriculum approval process and do not stand alone. The process below demonstrates where these recommendations could fit within the whole process as well as suggesting who would complete the tasks and when. This is an example.

Phase	Action	Actor(s)	Outcome	Timeline*
Initiation	Develop – a new idea or need	developers, CETL	• Creation or revision of programs and courses	Apr – Aug
	Prepare delivery statement and business case Present or submit to Dean/ELT	*Ian Humphries?*	?	?
Consultation	Consultation with: 1. **CETL** re development, design and good practice; 2. **Academic Advising** re scope and potential impact; 3. **Ext Dept** re impact or overlap; 4. **Reg Comm** re impact and changes 5. **School Curr Support** re preparation of approval forms; 6. **Library** re impact and requirements; 7. **ITS** re impact and requirements; 8. **Ed App Coordinator** re outstanding questions.	Developers, and those mentioned in the Action column	• Completed "Program Addition/Revision Form" and "Program Outline" and other material for presentations • Approved name and code • Awareness and resolution of implementation issues • Sign offs as required	Apr – Aug
Presentation	Present to School Curr Comm	Developer(s) SCC	• Input re impact on school, alignment with school plan	Oct/Nov
	Present to Integrated Curr Comm	Developer(s) ICC	• Approved submission • Request for changes	Nov/Dec
	Present to Education Council	Developer(s) EdCo	• Approved submission • Request for changes	Dec
Implementation	Notify students, external community, and internal stakeholders Implement programs and courses	Schools Student Services	• Information available for students to facilitate their planning and decisions • Programs ready for application • Courses ready for registration	Jan/Sep

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APPENDIX B: Curriculum Approval Deadlines

School (Curriculum Committee) Review	Integrated Curriculum Committee Review	Education Council Approval	Targeted Effective Date of New or Renewed Curriculum
September - October	November	December	September (Fall implementation)
January - April	May	June	January (Winter implementation)

Notes:

- To ensure timely approval of curriculum, allow sufficient time for feedback and the approvals process as applied to a specific targeted effective date. These deadlines have been created to ensure that students and future learners can plan their educational studies.
- As much as possible, minimize and bundle changes to a program. Making multiple and frequent changes to a program is unsustainable and detrimental to our students who become confused about which version of the program they are in the process of completing.
- For assistance with curriculum development, contact the Centre of Excellence for Teaching and Learning.
- For assistance with operational or implementation matters, please contact Student Services, or request the opportunity to meet with the Registration Committee (Reg Comm).
- For questions about the Education Approval process, contact the Ed Approvals Coordinator, Shelley Butler.

APPENDIX C: *Communication Plan*

	Audience	What (message)	Timeline
1.	EDCO	• Report of EASC (Background, new model, ICC role, EDCO role, Communication and Implementation plan) • EDCO meeting purpose, agenda items, motions • Support for Developers (CETL, Advisors, Reg Comm etc)	• May/June 2013 EDCO meeting • August Retreat
2.	Integrated College Curriculum	Role • Will provide cross-college perspective. • Focus is on curriculum (not on forms or operations) • Curriculum "lens" and curriculum documents	• August Retreat
3.	School Curriculum Committees	• Overview of new model • Expectations of EDCO/ICC (policy and standards) • Role and function • Will ensure consultation with Student Services (Reg Com/Advisors) has occurred for curriculum development and implementation. • Curriculum lens and curriculum documents • Curriculum deadlines	• Spring 2013 • Fall 2013
4.	Educational Leadership	• Overview of new model and the roles of SCC/ICC/EDCO • Roles and responsbilities • Curriculum deadlines	• Fall 2013
5.	Student Services	• Curriculum deadlines • Resources for developers • Advisors at SCC • ICC representation and role	• Fall 2013
6.	Chairs (attend meeting within each School)	• CETL resources for curriculum development • Advisor roles • Currciulum deadlines • Curriculum documents	• Fall 2013
7.	School based Program/Admin	• Overview of process	• Fall 2013

	Assistants	• Curriculum documents • Forms	
8.	Broader College community	• Supports/resources for developers	• Fall 2013 CamNews
9.	EDCO Website	• Update relevant information, process, deadlines, forms, resources etc.	• Fall 2013
10.	Camosun College Student Society	• New model	• Fall 2013
11.	CC Board of Governors	• New model	• Fall 2013

APPENDIX D: *Implementation Plan*

What	Who	When
1. New Roles and Responsibilities • EDCO - Governance and curriculum approval role • ICC -Terms of reference(vets curriculum on EDCO's behalf) • ELT – New Program Approval • Ed Approvals Coordinator (minor changes) • Student Services (Registration Committee and Advisor role)	• EDCO • ICC • Educational Leadership • ED Approvals Coordinator • Student Services	August 2013 (EDCO, ICC) Fall 2013
2. Approval Deadlines	• EDCO	January 2014
3. Minor Changes • Communication and implementation of new practice • Examples of minor changes will be further defined and described during 2013-14.	• SCC • Developers • ELT • Ed Approvals Coordinator	Beginning Fall 2013
4. Communication of changes • As per Communication Plan	• EDCO Chair? • Ed Approval website	Fall 2013
5. Approval Pathways • Program • Degrees • Courses • Prescribed curriculum • Cancellation/Suspension	• Ed Approval website	Fall 2013
6. Education (As per Communication plan) • EDCO • ICC • SCC • ELT	• Carly, Karin, Ian Lynda & other Steering Com. Members	Beginning Fall 2013

• School- based Curriculum Support Assts • Student Services • Developers	• Shelley • Lynda • CETL	Beginning Fall 2013
7. The Curriculum Approvals "lens" and new curriculum documents	• ICC	Transition will occur Sept. – Dec. 2013
8. New EDCO meeting process • Curriculum Approval recommendations • New/renewed program presentations • Governance matters	• ICC Chair • EDCO Chair • Governance Committee	Transition will occur September – December 2013
9. Communication of Resources for Developers and Approvals bodies: • CETL • Director, Education Planning • VP Education • Educational Approvals Coordinator • Students Services/Advising • Curriculum Development Course/Open resources • TTW • New Program Development and Approval Template • Tuition Committee template • College Policies	• CamNews • As per Communication Plan • Ed Approvals Website • EDCO website • College website	Fall 2013 and ongoing
School Curriculum Committees • Discussion of role	• EDCO • Schools	Fall 2013
School Implementation Support Team • Review Curriculum change documents	• Advisor, Ed. Approvals Coordinator, Lynda Warren with developer	Pilot – Fall 2013

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Education Council Briefing Notes

Submitted by: Elizabeth West, ELD Department, School of Access
Date: June 10, 2013
Topic: University Studies Program (ESL/EAP)

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

Background:

This briefing note is in response to the request on May 22, 2013 for more information regarding the following question that was posed to the Education Council: Would the Education Council consider a credential that requires no program admission but is one that simply can be granted if students take a selection of specific courses? In this way, the credential would be granted after the courses have been taken.

The context for this question stems from operational complexities that have arisen as a result of the proposed University Studies Program (ESL/EAP). The design of this program is very straightforward since, with the exception of the development of one ELD support course, it simply packages existing courses that upper-level second-language students already take: ELD 092, ELD 094, and some University Transfer courses. By simply offering the students the option of a credential after taking a selection of courses, the logistical problem of coding these students who span Access and Arts and Science could be eliminated.

Type of Programming

The proposed University Studies Programs is included in the following recommendation from the CI-ELD Task Force Report (November 30, 2012):
- Develop pathway programs that integrate upper level ELD courses with transferable college courses
- Continue the development of the Arts and Science pathway program.

Rationale for this type of credential:

A key goal of the College's Strategic Plan is to "[g]row and support internationalization throughout the College that reflects the global environment in which our students will live."   To do this effectively, we need to "provide and support pathways and programs that attract and support immigrants, first generation and non-traditional learners." (Strategic Plan 2011 – 2014, Pillar 1, Strategy 3). One key aspect of internationalization in the College is the move to attract larger numbers of international students, assist them in their transition to academic programs, and recognize the academic work they do as part of a coherent program. As enrolment of both international and domestic

non-native speakers of English grows, the need to support their learning and facilitate cross-cultural understanding also grows.

The advantages for this type of programming are outlined in the New Program Business Case Form submitted to the Educational Leadership Team on September 25, 2012. It is copied below.

The University Studies Certificate (EAP) for advanced international and domestic second-language students is a combination of some first-year credit bearing transferable courses, ELD 092 and ELD 094 as non-assigned credit and a tutorial support course. International and domestic ESL students will enroll in existing non-ESL content courses with other college students. Students will gain an improved access to transferable credit to be applied to their future studies.

The specific advantages to this program are:

- The program packages courses Camosun already offers into a coherent university studies program that gives advanced second-language students a certificate and at the same time provides them with transferable courses that can form part of a degree program.
- The program builds on innovative pedagogy that is typical of ESL and inter-cultural communication teaching.
- The program fits smoothly into the learner-centred teaching model promoted at Camosun.
- The students can choose from a variety of courses, so the program is flexible, accommodating students across program areas without the need for a cohort.
- The idea draws from the Diploma in Arts and Science, so the college already has some models to use.
- Credits earned in this certificate will also provide students with some credits towards the next step in their academic studies.

Type of programming: Existing Access and Arts and Science academic courses

What level of credential: Certificate

Other programs Many institutions in Canada and elsewhere offer such pathway programs, but two BC programs are identified here:

UBC-Okanagan (http://www.ubc.ca/okanagan/students/efp/welcome.html)

University of Victoria (http://www.uvcs.uvic.ca/Program/University-Pathway-Program-for-International-Students/PATHWAY/)

It is worth noting here that Camosun essentially offers an academic pathway program, but we have never called it one, and this is an opportunity to name what we already do very effectively.

For a full discussion of the issue, please see the CI-ELD Task Force Report (November 30, 2012).

Educational Standards	**Educational Standard:**	EX 260-001-004 (05)
	Approved by:	Education Council
	Approval Date:	April 15, 2013
	Amendment Date:	
	Office of Primary Responsibility:	VP Academic

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.

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, ranked 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