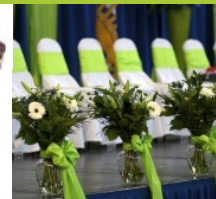




Education Council

Ensuring that our students are provided with quality educational experiences




Agenda

Monday, Sept 23 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.) <i>We acknowledge that Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'lanew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. http://camosun.ca/aboriginal/territory.html</i>	Carly Hall
4:02	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.)	
	1. Education Council Vice-Chair (2 min.)	Carly Hall
	2. VP Academic (2 min.)	John Boraas
	3. Board Member (2 min.)	vacant
4:15	Committee Reports (10 min.)	
	 1. Awards (2 min.) <ol style="list-style-type: none"> 1. Call for New Members 2. Meeting on Oct 22, 1:00-3:30, CC 321, Interurban <i>(Select recipients for the African Awareness Award, Mixon Award, Donald Family Award, Gordon Diewert Award). See Attached About Us Guide for more information.</i> 	Joanne Cumberland
	2. Alternates (nil)	vacant
	3. Education Council Steering Committee – Education Approvals Review & Renewal (3 min.)	Karin Kaercher
	4. Education Council Governance/Accountability – Education Approvals Review & Renewal (5 min)	Cynthia Wrate

4:25 Integrated Curriculum Committee Report (10 min.)**1. Curriculum Recommended for Approval (3 min.)**

Nicole Greengoe

2. Issues Arising from Curriculum Review (7 min.)

Nicole Greengoe

4:35 Presentations and/or Discussions (40 min.)**1. Education Approvals Policy – changes re. new process (10 min)**

Carly Hall

**2. Nursing Changes (30 min.)** *Still awaiting Nursing Briefing Document*Stephen Bishop, and
Lisa Robertson
Carly Hall &
Karin Kaercher**3. Education Council Discussion (30 min.)****Next Meeting:*****Regular Meeting***

Monday, Oct 21, 2013

4:00-6:00 pm

CC 321, Interurban

Members (*Quorum = 7*)**Voting Council Members**

Carly Hall, Faculty

Corrine Michel, Faculty

Cynthia Wrate, Faculty

Dominic Bergeron, Administration

Leslie Martin, Support Staff

Joanne Cumberland, Support Staff

John Boraas, Administration

Mindy Cui Yu Jiang, Student

Nicole Greengoe, Administration

Narine Grigoryan, Faculty

Richard Stride, Administration

Non-Voting Council Members

Kathryn Laurin, President

Shelley Butler Permanent Secretary

Karin Kaercher, ICC Representative (*Regular Guest*)**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**ICC 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, Office of VP Academic, Interurban, 370-4690, edapprovals@camosun.bc.ca**Intranet:**

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



Ex-250-002-002

DRAFT Minutes

Monday, June 17, 2013

4:00-6:00 pm Meeting

CC 321, Interurban

Present

Anita Ferriss (Administration)

Carly Hall (Faculty), Chair

Cindy Kwok (Permanent Secretary)

Corrine Michel (Faculty)

Cynthia Wrate (Faculty), Vice Chair

Gail Baxter (Support Staff)

Joanne Cumberland (Support Staff)

John Boraas (Administration)

Karin Kaercher (Faculty)

Kathy Tarnai-Lokhorst (Faculty)

Madeline Keller-MacLeod (Board of Governors)

Mindy Cui Yu Jiang (Student)

Nancy Sly (Faculty)

Nicole Greengoe (Administration)

Richard Stride (Administration)

Shelley Butler (Permanent Secretary)

Regrets/Absent

John Gordon (Faculty)

Thea Todd (Faculty)

Kathryn Laurin (President)

Patricia Gaudreault (Faculty)

Paul Brady (Faculty)

Guests

Stephen Bishop, Health and Human

Narine Grigoryan, Council-Elect

Peggy Tilley, Arts and Science

Jordon Sandwith, Student

Louise Kallhood, Health and Human

Karyn Marczak, Access

Simka Megan Marshall, Student

Meeting

1. CALL TO ORDER AND A DECLARATION OF QUORUM

The Regular Meeting was called to order at 4:06 by Carly Hall, Education Council Chair.

2. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY

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

3. WELCOME AND ROUNDTABLE

Carly welcomed everyone and requested a roundtable check-in.

4. ACCEPTANCE OF AGENDA

The June 17, 2013 agenda was accepted via unanimous consent.

5. APPROVED MINUTES

The May 27, 2013 minutes were approved via unanimous consent with one correction – Committee Reports. Remove the statement “for new programs as well as for program review/renewal” under the Education Council Steering Committee report.

6. 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.

THANK YOU

Carly thanked all outgoing Education Council members – Karin Kaercher, Nancy Sly, Gail Baxter, Insu Kim (recently resigned), John Gordon, Kathy Tarnai-Lokhorst, Patricia Gaudreault, Paul Brady, and Thea Todd. She presented a small gift to those members present. Other members will receive their gift through campus delivery.

2. VP ACADEMIC – JOHN BORAAS

John reported that the College is in process conducting Dean searches. An offer has been made for the Dean of Arts and Science, and we are currently in process of interviewing for the Dean of Access.

3. BOARD OF GOVERNORS – MADELINE KELLER-MACLEOD

Madeline reported that she has received the 2012-2013 FTE Enrolment Report. <https://web.camosun.ca/erp/full-time-equivalent-fte-enrolment-reports> Madeline reviewed a number of highlights she saw in the report, particularly with utilization rates.

7. COMMITTEE REPORTS

1. AWARDS COMMITTEE – JOANNE CUMBERLAND

Nil

2. ALTERNATES–KATHY TARNAI-LOKHORST

Kathy has sent out a meeting invite to the subcommittee members for the next 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. This new model will provide curriculum support to developers for new programs. 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. Karin noted one anomaly with regard to the Chair of the

Integrated Curriculum Committee (ICC). It was proposed this member would be a member of Education Council, which is does not meet the terms outlined in the College and Institute Act. As such it was proposed to change the language related to the Chair’s position to a “voting or non-voting” member of Education Council. Karin will speak to this item more during the discussion portion of the meeting.

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

Nil

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

1. Baccalaureate of Science in Nursing

Stephen Bishop presented further revisions to the Nursing Admission requirements:

- 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 the department wishes to maintain at Camosun.

Questions and discussion followed. Concern included, but was not limited to:

- *Concern expressed about the appropriateness of the Nursing faculty from Camosun and UVic assessing the English skills of applicants in a subjective manner. Are the assessors aware of their own biases and assumptions based on accent, non-verbal language? Why not use an objective assessment?*
- *Concern expressed about how applicants will be ranked if many score the same score but there are not enough seats.*

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)
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Motion Not Carried
5 Yes, 5 No, 2 Abstention

2. Medical Radiography

Louise Kallhood presented the MRT revisions. 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.

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 Radiographic 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	Course (Activity) & Hours, Learning	(ID 62260)

(Substantive/Major Revision) -	Outcomes	
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)

Motion Carried

3. Diploma in Arts and Science Studies

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 edited 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.

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)
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Motion Carried**4. MATH 101**

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).

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)
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Motion Carried**5. PHYS 114**

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.

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)
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Motion Carried**6. EXW 220, AET 272 and 310**

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.

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)

Motion Carried

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

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).

Questions and discussion followed.

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)

Motion Carried

8. PRESENTATIONS AND/OR DISCUSSIONS

1. UNIVERSITY STUDIES PROGRAM (ESL/ESP)

Carly introduced Karyn Marczak to present the briefing – “University Studies Program (ESL/EAP)”. This briefing note is in response to an Education Council Executive request on May 22, 2013 for more information regarding the following question: 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.

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.

Questions and discussion followed. Feedback included but was not limited to:

- *Some of these issues may be solvable at the operational level and not require Education Council.*
- *This model does not appear to be eligible for financial aid.*
- *This model could be very confusing for marketing to students as they may not be sure what they are in.*
- *If we are not going to enroll students in the program, how can we ensure they take the appropriate courses and get the supports they need?*
- *Seems to be a pathway for students and not a “credential”. Seems to be missing something to make it a credential.*
- *Education Council would consider a credential such as this if the department addressed some of the feedback given.*

2. EDUCATION APPROVALS REPORT TO EDUCATION COUNCIL

Karin Kaercher presented highlights from the Education Approvals Steering Committee Report to Education Council: Recommendations for the implementation of the new Educational Approvals Model.

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. The 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.

Questions and discussion followed.

It was made clear that Education Council would move forward with recommendations from the model for a transition period from Sept 2013 to Dec 2013, with full implementation recommended for January 2014.

9. GOVERNANCE ITEMS ARISING FROM CURRICULUM

Nil

10.NEXT MEETING

Regular Meeting- 2013-2014 Council

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

11.ADJOURNMENT

The Meeting adjourned at 6:30 pm.



Education Council Awards Committee



“Jason demonstrated leadership and vision throughout his time in the program and made a positive impact on his fellow classmates, the school and community.”

*Saryta Schaerer,
Chair of Computer
Science Dept who
nominated Jason
Keddie, Winner of
2013 Lt. Governor’s
Silver Medal Award.*

2013-2014 About Us

Published by the Office of the Permanent Secretary to Education Council
Contact Shelley Butler, Permanent Secretary to Education Council
Office of the VP Academi, Interurban
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Mandate & Purpose

The Awards Committee is an ad hoc committee of the Education Council and is established by the Education Council. The committee will administer college-wide awards open to faculty, staff, or students of Camosun College. The awards administered by the committee are those which are established and recognized and have defined criteria for eligibility.

Responsibilities

- ▶ Review incoming material and determine if the award falls within the mandate of the committee. Otherwise, the committee may forward the material to the appropriate department or school;
- ▶ Develop an annual schedule of awards;
- ▶ Publicize awards criteria to the college community;
- ▶ Assess applicants and nominees based on applicable criteria;
- ▶ Coordinate the selection process for awards drawing on expertise from the college community;
- ▶ Coordinate disbursement and presentation of the awards;
- ▶ Inform the college community about the recipients of major awards.

Membership

All committee members are appointed by the chair of Education Council and will consist of the following:

1. Three faculty members representing different schools or divisions;
2. One support staff member;
3. One student;
4. Registrar or designate.

Chair

The chair is appointed by the chair of Education Council from amongst the members of the committee.

Term of Office

All committee members will serve a one-year term and may be appointed to further terms.

Administrative Support

Administrative support will be determined by the Office of the Vice-President Academic.

Meetings

Meetings will be scheduled at the discretion of the committee chair as required, but in any case no less than four times an academic year.

Website: <http://camosun.ca/about/education-council/awards.html>

Members 2013-2014

1. Joanne Cumberland, Support Staff, Student Services (**Chair**)
2. Anne Gilbody, Support Staff, Access
3. Franklyn Roy, Support Staff, Access
4. Karin Kaercher, Faculty, ERD
5. Nicole Greengoe, Registrar, Student Services
6. Patricia Gaudreault, Faculty, Business
7. Shelley Butler, Coordinator Education Approvals (Awards Committee Support)

Past Practices in Our Decision Making

- We base our decision on the stated criteria for the award (i.e. we do not make-up additional criteria that was not communicated to the student or nominator)
- We base our decision only on the information provided (i.e. we do not want to make assumptions, because we are missing or have limited information)
- We aim for consensus with our decision-making, however, when consensus can not be reached we may take a vote to determine a candidate for the award.
- We articulate a clear and concise rationale for why a particular candidate(s) was selected over other nominees for a particular award.
- We communicate back to all nominees of the various awards. The type of communication may vary between awards.
- We communicate our recommendation to Education Council for a “Motion to Approve” the selected candidate for the award.

The goal of the committee is to recommend students to Education Council for final approval.

"It was moved and seconded by the Education Council Awards Committee that (insert Student/Staff Name here) be awarded the (insert Award name here)."

Lt. Governors Silver Medal Award

Deadline for submission is **Feb 17, 2014**.

The Lieutenant-Governor of British Columbia annually awards a medal to a student graduating from a program that is fewer than 2 years in duration. The recipient must have an excellent academic record and have contributed positively to the college or community at large. This is a very competitive award and only one student at Camosun is annually chosen.

Award Criteria

- Student must have been registered at Camosun College from **Sept 1, 2012 – Dec 31, 2013** (and certified in this period)
- Student must have an excellent academic record (min. GPA of 7) for a “Career or Vocational” program fewer than 2 years in duration (note program should be a minimum of 6 months in duration. College prep, “Access to..”, language development, bridge, etc. programs **are not** considered to meet the definition for this award)
- Student must have contributed positively to the college or to the community at large. The following are examples of college and community contributions that can be expanded on:
 - The College: Camfest, leader/advocate, club, college committee, graduation, program promotion, sports, student orientation, student society, tutoring.
 - The Community: Coop/Practicum related activities, fundraising, leader/advocate, volunteer work, work-related activities.

Notes on selection process:

1. The Awards Committee only selects the recipient based on the information they receive.
2. As all students nominated will demonstrate an excellent academic record, **the primary focus** during the selection process is on the **student’s college or community contribution**.
3. Past recipients of the award have all made **significant and noteworthy** contributions to the college or community that were documented in clear, concise, and compelling examples.
4. Generally speaking, the selection committee places more value on contributions that are done by the **student’s own choice**, and are not connected to required program assignments or projects.



The Silver Medal Award

Nomination and Award Process

1. Deadline for Nominations is **Feb 17, 2014**. Electronic format is acceptable.
2. A student may self-nominate or a college employee may nominate the student.
3. The student or college employee completes the following information in full.
 - Student's Full Name
 - Student's ID Number
 - Credential Awarded
 - Confirmation that the student was registered between **Sept 1, 2012 – Dec 31, 2013**
 - Student's GPA or % average
4. Using the criteria noted above a minimum of one reference letter is required. Letter must include:
 - Header that includes the date and letter writer's name, title, organization, address
 - Statement that recommends the student for this Award
 - Statement that outlines the relationship between the student and the letter writer (e.g. instructor, teacher, supervisor, etc.)
 - How long the letter writer has known the student (e.g. number of months, years, etc.)
 - Specific, clear, concise, and compelling examples that demonstrate the positive contribution(s) made by the student to the college or community.
 - Typed, hand-written, or scanned signature of the letter writer.
5. Using the criteria noted above a letter or statement by the student is required that outlines their positive contribution(s).
 - Header that includes the date and student's name
 - Specific clear, concise, and compelling examples that demonstrate the positive contribution(s) made by the student to the college or community.
 - Typed, hand-written, or scanned signature of the student.
6. Using the criteria noted above include any additional information or supporting materials that will enhance the submission (e.g. photos, news articles, etc.)
7. The student or college employee forwards all the information above to the Education Council Awards Committee by the submission deadline. **Electronic format is acceptable.**
 - E-Mail: butler@camosun.bc.ca
 - Snail Mail: Education Council Awards Committee c/o Shelley Butler, VP Ed & SS, Campus Centre, Interurban. (4461 Interurban Rd., Victoria, BC, V9E 2C1).
8. Education Council Awards Committee will meet in March to select the recipient of the award. The recommendation from the Awards Committee must be approved by Education Council before the decision is official.
9. The recipient of the award will be contacted and receive their medal at the summer graduation ceremony.
10. All other nominees and nominators will be contacted to advise them of the result of the selection process.

Our Past Winners

Jason Keddie – Computer Systems Technician

This year the award is presented to Jason Keddie, a graduate of the Certificate in Computer Systems Technician program. Jason enrolled in Camosun's Computer Systems Technician program after completing a Diploma in Arts and Science studies at Lansdowne campus. He says he chose the program because he has always had an interest in computers and had already taken a few first-year computer science courses. "The best part of my program was the experience I had with my fellow classmates," he says.

Jason's contributions included the development of a course scheduling tool in consultation with the College's IT Department, the regular organization of study groups for fellow students, and volunteer work with the NEED Crisis and Information Line.

Charlene Caldwell - Advanced Diploma in Human Resource Management

This year's recipient is Charlene Caldwell, awarded for her accomplishments in the Advanced Diploma in Human Resources Management program. Caldwell also holds a Certificate in Management, a Diploma in General Business, and a Bachelor of Business Administration in Human Resources Management and Leadership from the college. She also volunteered for several local charities and helped establish DECA Camosun, an international-wide business student club that promotes career development and civic consciousness. [Read More...](#)

Michele Spencer – Indigenous Family Support

Spencer has volunteered over the past six years with Aboriginal children to promote self-esteem and empowerment. She fulfilled a similar role in her program at Camosun, providing advice and support to her classmates, which contributed to their overall program success and morale. There she was recognized as a leader and role model, and was extremely effective in opening dialogue between the Saanich people and her program practicum site. Robert Wells, who nominated Spencer, says "Michele is a highly committed graduate, who will one day become a leader in her community. She exemplifies the true spirit behind the Lt. Governor's Silver Medal. [Read more...](#)

Henry Mark – Practical Nursing

It's not everyday you meet a student like Henry Mark, let alone have him as a classmate. Mark's Practical Nursing instructors describe him as a really smart, mellow sort of guy with a big heart and a drive to help people in need. Whether it's sharing his knowledge and research findings with classmates, or travelling to Haiti to assist people with severe disability, Mark is always ready to reach out and lend a helping hand. [Read more...](#)

Troy Neave – Professional Accounting

Jeffery Knight – Network and Electronics Technician

Awards – The Peter and Muriel Mixon Animal Rights Endowment Award

Student \$900

Dr. Peter Mixon, a long-time teacher of English Literature at Camosun College who retired in 1985 established this award in 2003. This award will recognize a full-time Camosun College student in any discipline who, along with a strong academic record, demonstrates an active interest in the cause of animal rights. The award is intended to raise awareness of the plight of animals and to encourage a change in attitude toward animals used in research and the treatment of animals in our community.

1. Criteria

- The student must be a registered full-time Camosun College student with a term minimum Grade Point Average of 5.0 (B) for the recently completed semester, and
- The student must demonstrate active volunteering interest in the cause of animal rights

2. Application Process and Deadline

- Application deadline is September 30th (late applications not accepted)
- The applicant will submit an 'essay' outlining their course of study and describing their interest in animal rights with the essay not exceeding 750 words typed double spaced
- A covering letter is to accompany the essay and must include the applicant's email address, mailing address, telephone number, Camosun student #, social insurance number, and transcript of marks from two most recent terms
- Two letters of reference are to accompany the application (one must be from a 'professional' source familiar with the applicant's active volunteering interest)
- Applications can be submitted in person during business hours to Camosun College Foundation, Room 323, Liz Ashton Campus Centre Building, Interurban Campus or by PDF to foundation@camosun.ca with subject line 'Peter and Muriel Mixon Award – *name of applicant*'

3. Award Process

- a. The Awards Committee of the Education Council will review the applications and recommend the recipient
- b. The successful recipient will be notified no later than October 31st
- c. Value of the 2013 award is \$900

For further information please contact Camosun College Foundation, foundation@camosun.ca or 250-370-4233.

Awards – The Executive Network Inc./Donald Family – Annual Leadership Award

One (1) Staff - \$600 and one (1) Student - \$600 (plus Coaching Program)

Mr. Walter Donald and the Donald Family established this award in 1998 in memory of grandfather William, to recognize leadership “despite the odds”. Consideration will be given to Camosun College students and employees who have overcome exceptional difficulties, barriers or tragedies in any of the following areas: health, financial, personal, or career and who have also demonstrated outstanding leadership to others.

Criteria

- Must be a registered Camosun College student or a current Camosun College employee
- Nominations should provide evidence that the individual has shown strong leadership and has achieved their goals despite overwhelming barriers within that individual's life

Nomination Process

- Using the criteria outlined above, please forward a brief statement (typed one page maximum) outlining the difficulty that the individual has overcome, what was exceptional in the way they overcame that particular difficulty, and also how they have shown strong leadership to others.
- While nominations may originate from any area or organizational level of the College, we ask that two letters of reference accompany each nomination (no family or close friendship relationship)
- The attached nomination form must be filled in completely and returned with the nomination package.

Closing Date for Nominations

- September 30th (late applications not accepted)

Selection Process

- Nomination materials will be reviewed and evaluated by the Education Council Awards Committee who will select the recipient(s). All nominees will be notified of the decisions by October 31st.

Award Presentation

- The successful nominees will be presented with \$600 cash awards and framed certificates at an appropriate School awards or graduation ceremony. In addition, the successful **student** nominee will receive a 3 month Executive Network Career Self Management Coaching Program, including one on one career coaching (value \$4,500)

Applications can be submitted in person during business hours to Camosun College Foundation, Liz Ashton Campus Centre Building room 323 or by PDF to foundation@camosun.ca with the subject line ‘Executive Network Inc – Donald Family Leadership Award – *name of applicant*’

“Strong Leadership”

The Awards Committee has established some qualities that they believe show evidence of “strong leadership”. These criteria may be used to evaluate the nominations. Although the committee is not limited to these only.

Leadership can be defined a number of different ways. Below are some examples of leadership qualities (note – there is no intended hierarchy in the list order).

- Accessible to others.
- Charisma – qualities that draw people to him/her.
- Clear sense of vision – “an eye on the horizon”
- Coordinate shared decision-making – participatory leadership quality
- Creates other leaders
- Fierce resolve with genuine modesty
- Leads by “making other better” – encourages and nurtures others
- Manages transition for others successfully
- Motivates and/or influences others
- Optimist
- Passionate about people and the area they demonstrate leadership in.
- Performs in moments of crisis where the actions of one person is pivotal
- Raise level of other’s awareness and transcend their own self-interest – transformational leadership quality.
- Respect of peer(s), subordinate(s), and superior(s)
- Role-model for others
- Skilled in area they demonstrate leadership in.
- Teaches, coaches, or mentors others
- Team-player
- They are their “own-person” – show originality.

Awards – Leadership in African Awareness Award

Student - \$500

This award is offered through the Camosun College Foundation. It was created by the faculty, staff and students on the Camosun African Awareness Committee.

The award is intended to recognize the volunteer work of a student who has demonstrated a leadership role as well as a strong commitment to raising awareness regarding achievements and issues pertaining to Africa.

To be eligible to receive this award you must:

- be enrolled at Camosun College
- demonstrate strong academic performance with a minimum GPA of 5.0
- have a strong commitment to African issues



To apply please submit an application package that includes:

- this completed application form
- an essay of no more than 500 words describing your activities pertaining to raising awareness about the achievements and issues in one or more African countries
- an unofficial academic transcript for the past two semesters
- at least one reference letter in support of your commitment to raising awareness of African issues

Deadline: September 30th (late applications will not be accepted)

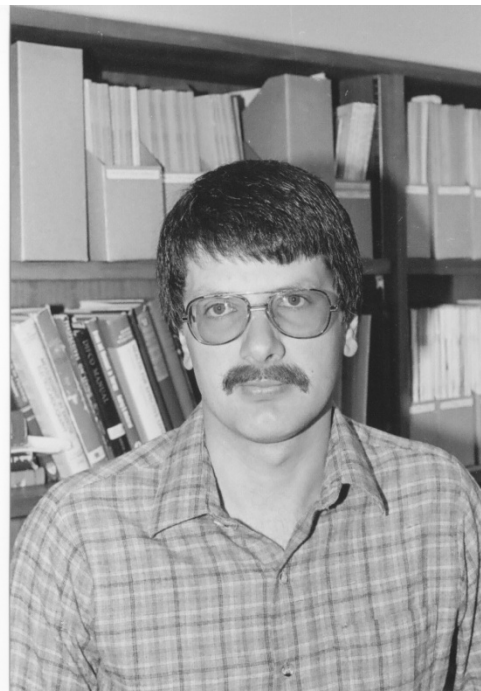
- Applications can be submitted in person during business hours to Camosun College Foundation, Room 323, Liz Ashton Campus Centre Building, Interurban Campus or by PDF to foundation@camosun.ca with subject line 'Leadership in African Awareness Award – *name of applicant*'

Awards - The Dr. Gordon L Diewert Community Service Entrance Award

Student - \$1000

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

The award is valued at \$1,000 and is granted annually in the Fall of each year for a first year Camosun College student attending full-time, on the basis of good academic high school performance (minimum 'B' average in grade 12) and leadership and/or community service. The recipient must have demonstrated participation in volunteer activities associated with the prevention of drinking and driving. Preference will be given to a student who took a leadership role in their high school Dry Grad activities.



Application Process:

- submit a one page double spaced application letter, providing a brief description of their volunteer work related to the prevention of drinking and driving, the reason for their participation and leadership in prevention activities, their course of study at Camosun College and their career plans; please include an email address, mailing address and phone number
- submit a letter of reference **at the same time as the application letter**, from a high school teacher or counselor verifying the student's Grade 12 average of a minimum 'B' and the student's suitability to be considered for the award

Application Deadline:

- September 30th (late applications will not be accepted)
- Applications can be submitted in person during business hours to Camosun College Foundation, Room 323, Liz Ashton Campus Centre Building, Interurban Campus or by PDF to foundation@camosun.ca with subject line 'Dr. Gordon L. Diewert Community Service Entrance Award – *name of applicant*'



EX-250-003-001-002

Sept 9, 2013 1:00-4:00 LLC 151, Lansdowne

Present: Nicole Greengoe, Lynda Warren, Connie Klassen, Clarence Bolt, Troy Dunning, Karin Kaercher, Shelley Butler

Regrets/Absent: Vacant (Trades/Tech), Vacant (Health/Human)

Guests: Peter Rehor, Nevin Harper, Andy Van Neutegem

A. PROGRAM CANCELLATION

1. Diploma in Business Administration, Chinook Option

Summary/Purpose

Cancel the Business Administration, Chinook Option.

The Chinook Diploma program (first available in January 2007) was a three-year program in business foundations and fundamentals that allowed students of Aboriginal ancestry to gain the skills required for a career in business. It was equivalent to the two year diploma in general business, stretched over three years to accommodate the additional Chinook courses.

The program was offered by the following Chinook partner colleges: Camosun College, Capilano College, College of New Caledonia, Institute of Indigenous Government, Langara College, Northwest Community College. The first year was designed to prepare the student for business studies, and includes courses in math, computer training and communication skills development. In the second and third years student was to continue to study math, economics, communications, accounting, additional business topics, and First Nations studies. In addition, an integrative Chinook Program course was taken as a visiting student at UBC.

With a Chinook Diploma in hand, students were expected to be able to enter the workforce or continue on to advanced business studies at UBC. The BCom (Chinook Major) offers students an opportunity to continue their studies at an advanced level. By earning a diploma or a degree in business the students were to gain the skills, confidence and credentials needed for a wide variety of career opportunities in entrepreneurship, private industry, government, and Aboriginal organizations in such fields as marketing, accounting, finance, human resources and more.

There have never been any Camosun students who have enrolled in this program. Furthermore, Camosun has a more desirable program option in place for Aboriginal students – the Business Administration, Indigenous Business Leadership option (offered since Sept 2008). Moreover, UBC is no longer offering the program. As such, this program was suspended in May 2013, and is now being brought forward for full cancellation.

Note – Programs are cancelled by the Board of Governors. Education Council is consulted on programs cancellations (See Program Suspension and Cancellation Policy E-1.11)

Full Recommendation

ICC has reviewed the cancellation request and is prepared to recommend for approval.

Motion

It was moved and seconded by the Integrated Curriculum Committee that Education Council approves cancellation of the Chinook Option of the Diploma in Business Administration:

Business Admin, Chinook (Diploma in)

(ID 62405)

B. CURRICULUM FOR FULL RECOMMENDATION

1. Regular Curriculum

The ICC reviewed changes to the following regular curriculum and recommends full approval.

Motion

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

- Certified Dental Assistant (ID 62404), CDA 141 (ID 62403), CDA 151 (ID 62402)
- Health Care Assistant *Indigenous Program* (ID 62401), IFS 120 (ID 62399), IFS 121 (ID 62400), IFS 122 (ID 62406), IFS 123 (ID 62407)
- MHA 140 (ID 62398)
- COMP 139E (ID 62397)
- Indigenous Human Services Career Access (ID 62394), IST 118 (ID 62393), IST 119 (ID 62392)
- Plumbing and Pipe Trades Foundation (ID 62362), PIPE 100 (ID 62363), PIPE 199 (ID 62361), PIPE 199B (ID 62396)
- Arts and Science Studies – Global Studies (ID 62395)

2. Prescribed Curriculum

The ICC reviewed the ITA - mandated changes to this curriculum and recommends full approval.

Motion

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

- Plumbing and Pipe Trades Foundation (ID 62362), PIPE 100 (ID 62363). PIPE 199 (ID 62361), PIPE 199B (62396)

C. Governance and Standards Issues Arising from ICC Review of Curriculum

1. Education Council, the Integrated Curriculum Committee (former CCC), and individuals involved in the Education Approvals process over the years have identified various gaps and issues. To fully address the gaps and issues the college and/or Education Council needs to:
 - a. Identify and prioritize.
 - b. Research.
 - c. Develop standards or policy.
 - d. Develop sustainable process and systems (including technical systems) to support the successful implementation of standards and policy.
 - e. Implement/operationalize/maintain.

Below are three new issues that have been identified:

a. Program Cancellation, Program Version Changes and Credentialing

The College does not have specific language articulated in our policies or standards that would limit a student from receiving a cancelled or past version of a credential. For example, a student can choose to leave the college without completing their Business Administration Diploma, then return at a later date, and credential off a “retired” version of a Business Administration Diploma by picking up a couple of the courses (that we still offer) from that retired Diploma version. The student will credential on the older Diploma version (could be from any years ago), even though we can no longer ensure the relevance or currency of their credential. The credential completion date would be noted as the day on which the credential was issued by the College (rather than when most courses were taken).

Additionally, the College will also issue a credential to a student for a program that is no longer offered or cancelled if they are able to successfully complete any courses they are missing that are still offered. For example a student that did not fully complete the Recreation Leadership program (available approx. 10 years ago) can return to the college and pick up any courses we still offer from this program that they may be short. The student can then credential in this program, even though we can no longer ensure the relevance or currency of their credential.

This gap in policy puts the college in a vulnerable position.

b. Course Duplication – Same Course, Different Course Abbreviation/Number?

Generally our practice has been to not allow the same course to have different abbreviations and/or numbers. This creates a number of systems issues to manage and can cause confusion for students. However, we have a situation whereby it may be considered appropriate to allow for course duplication.

The Circle and Elder’s courses are 1.5 hrs/wk discussion/debriefing based courses that support Indigenous students as they move through a program. The learning that takes place in the course is intended to occur in the context of the program the student is enrolled in. A student that has already completed a Circle and Elder’s course from a previous program and re-takes that Circle and Elder’s course for the new program may not be eligible for financial aid and will only receive credit for one of the courses. This is highly disadvantageous for students.

This type of situation would also apply to many of the work integrated learning courses.

We have a gap in expressed standards around when it is appropriate to allow and or not allow course duplication.

c. Alternates – What is the best way to communicate them clearly?

In order to promote flexibility for students “alternate” courses may often be used for program admission, program content/completion, and course requisites. We lack consistent, fair and equitable processes and systems across the institution with how they are applied, and made transparent for students and staff.

Merely listing all the alternates in a “college-wide” curriculum document and publishing them in the admission requirements, program content, or course requisites is not necessarily serving anyone. Long strings of alternate courses (with many “ands”/“ors”) often makes the document unreadable. Curriculum pathways become unclear and lead to confusion with so many alternate options for students; however, not including these alternates in the document generally results in inequitable “college-wide” application and loss of transparency.

Alternates can also appear in a number of places, and may be inconsistent. There is no clearly identified primary document that we can look to for information.

- a. *“College-wide” curriculum documents*
- b. *College website/publications (i.e. information to students)*
- c. *Degree audit charts (list of program version’s courses used to credential students)*
- d. *Individual school/dept charts.*

We lack a transparent yet effective way to communicate alternates that pulls information from an identified primary source.

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

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

Select the ICC Agenda Package – View PDF’s of the curriculum.

Documents post-CCC meeting (revisions incorporated):

<\\nas2\cecp>

Search by School, Course or Program



Education Council Briefing Notes

- Submitted by:** Carly Hall
- Date:** Sept 23, 2013
- Topic:** **Amendment to E-1.6 Educational Approvals Policy**
- Background:** The following are recommended updates to this policy to bring it in alignment with the Integrated Curriculum Committee Terms of Reference, and new Ed Approvals process, approved on June 17, 2013 (see attached communications).
1. Change "College Curriculum Committee" to "Integrated Curriculum Committee".
 2. Remove reference to "School Curriculum Committees". Schools have the responsibility to determine their own process for review of curriculum in preparation for college-wide approvals.
- Decision Being Sought:** It was moved by Carly Hall and seconded by _____ that Education Council approve the amendments noted above to the Educational Approvals Policy E-1.6.



Policy:	E-1.6
Jointly Approved By:	Board of Governors & Education Council
Approval Date:	Board: Jun. 8, 2000 EdCo: May 15, 2000
Amendment Date:	Board: Oct. 4, 2004 Board: Sept. 6, 2006 EdCo: Sep. 20, 2004 EdCo: June 19, 2006 EdCo: June 16, 2008
Policy Holder	VP Academic

EDUCATIONAL APPROVALS

Purpose / Rationale

The purpose of this policy is to establish the process for the approval of all educational programs at Camosun College and to identify the approval body for each type of program.

Scope / Limits

1. This policy applies to all members of the Camosun College community involved in the educational approvals process.
2. Education Council approval is not required for programming which does not lead to a Camosun College credential.

Principles

1. Camosun College programs will meet quality standards that will enhance the College's reputation as a provider of sound educational programs that are recognized in the BC colleges and institute system and beyond.
2. College programs will reflect the organizational and educational goals of Camosun College as defined in the College's *Mission Statement* and *Strategic Plan* (see link).
3. Programs will be reviewed in a rigorous and open manner in order to ensure quality while addressing educational needs of the Camosun College region.
4. College programs will be developed in response to identified educational needs. Long-term needs typically will be addressed through permanent, stable programming—the primary focus for base funding.
5. In response to more immediate and changing educational needs for which government does not provide funding, the College will endeavour to provide self-funded programming where feasible.
6. All approved programs developed by the College will require College-wide and external critique. The latter may include government, industry, university, licensing bodies, professional associations or community groups.

Specific Policy Requirements

7. All credentials issued by the College must receive approval of Education Council. All credentials issued by the College must meet the standard defined by the College.
8. A college-wide curriculum committee, called the **Integrated College Curriculum Committee** (see link). will be established that will make recommendations to Education Council regarding curriculum proposals.
9. ~~Each school must establish a curriculum committee, called a *School Curriculum Committee* (see link), to assess all curriculum proposals emanating from its departments and to make recommendations to the College Curriculum Committee.~~
10. Each school determines a process for the review of curriculum in preparation for college-wide approvals. Curriculum developers may access the Centre of Excellence in Teaching and Learning (CETL) for just-in time curricular assistance, and Student Services for support with operational and implementation matters via school Academic Advisors and the Registration Committee. Schools will provide administrative support to developers with the completion of approval ready documents.

Accountability and Responsibility

11. Education Council is the senior educational body within the institution responsible for program and curricular approvals, reporting to the Board of Governors through its minutes at each meeting of the Board.
12. Through the minutes, and at each Board of Governor's meeting, Education Council will report on its newly adopted key programming changes and will seek approval, as appropriate, for new programs.

A. DEFINITIONS

1. **Credentialed**

Programming that has received formal College approval through Education Council. Students *will* receive a Camosun College credential for these programs.

2. **Non-Credentialed**

Programming that has received school approval rather than formal approval through Education Council. Students *will not* receive a credential for these programs

3. **Certificate**

Completion of an approved basic level program. (Equivalent to 60 hours to one year of full-time studies. Duration of the program must be stated on the Certificate.)

4. **Advanced Certificate**

Completion of an approved advanced-level or specialized, program which builds on a previously completed certificate of a minimum duration of 6 months. (Equivalent to a minimum of 3 months of full-time study beyond a certificate.)

5. **Diploma**

Completion of an approved two or three-year career/technical program. (Equivalent to 16 – 30 months of full-time studies.)

6. **Advanced Diploma**

Completion of an approved advanced-level or specialized program which builds on a previously completed diploma, or on at least five years related work experience. (Equivalent to a minimum of 3 months of full-time study beyond a diploma.)

7. **Associate Degree**

Completion of an approved program consisting of twenty university transfer courses (Equivalent to 16 months of full-time university studies.)

8. **Applied Degree**

Completion of an approved, advanced level, specialized program. (Equivalent to 8-10 semesters of full-time post-secondary studies.)

An applied degree normally contains diploma entry and exit options, includes formally credited work experience, integrates career/technical work-place applications with theory, and is designed to meet demonstrated labour market needs for advanced programming.

9. **Post-Degree Certificate**

Completion of an approved advanced level or specialized program which builds on a previously completed recognized degree. (Equivalent to 1 semester of full-time advanced level studies.)

10. **Post-Degree Diploma**

Completion of an approved advanced level or specialized program which builds on a previously completed recognized degree. (Equivalent to 2 semesters of full-time advanced level studies.)

11. International Credentials

Certificates, Advanced Certificates, Diplomas and Advanced Diplomas that are developed for partnered delivery outside our border will have the term “International” (e.g. International Certificate in, and International Diploma in, etc.) appended to the name of the credential to clearly distinguish them from our domestic credentials.

B. FRAMEWORK FOR PROGRAMS AND CREDENTIALS

Concept	Base-Funded ¹	Self-Funded ² (Credentialed)	Self-Funded (Non-Credentialed)
Recognition	<p>Credential Certificate, Diploma, Advanced Certificate / Diploma, Post-Degree Certificate / Diploma, Associate Degree, and Bachelor Degree (Applied)</p> <p>Documentation Official transcripts issued by Student Services.</p> <p>Transfer Transferable to other educational programs and institutions³</p>	<p>Credential Certificate, Advanced Certificate/Diploma</p> <p>Documentation Official records maintained by Student Services.</p> <p>Transfer Transfer arrangements may be possible³</p>	<p>Statement Statement of attendance, accomplishment, or completion verification issued by school.</p> <p>Documentation Official records maintained by Student Services</p> <p>Transfer No formal transfer arrangements</p>
Approval	<p>Ministry approval following College approval for Applied Degrees.</p> <p>Ministry Peer Review following College approval for Diplomas and Certificates that ladder.</p> <p>College approval only for Certificates that do not ladder into Diplomas.</p>	Formal College approval,	Formal school approval.
Funding	Block grant and tuition	Student fees	Student fees
Quality	<ul style="list-style-type: none"> Formally developed curriculum inviting College-wide and external critique (the latter may include government, industry, university, licensing bodies, professional associations, or community groups) Defined admission requirements. Defined learning outcomes and learner evaluation. Updated in response to college program evaluation process 	<ul style="list-style-type: none"> Formally developed curriculum inviting College-wide and external critique Defined admission requirements. Defined learning outcomes and learner evaluation. Updated in response to market needs. 	<ul style="list-style-type: none"> Curriculum is determined by the School or Departments: May include defined admission requirements Defined learning outcomes; evaluation processes can be informal; reviewed by Schools Updated in response to market needs

Concept	Base-Funded ¹	Self-Funded ² (Credentialed)	Self-Funded (Non-Credentialed)
Stability/-Flexibility	<ul style="list-style-type: none"> • Offered in response to on-going long-term needs • Included in the Camosun College calendar • Program / Course changes require formal college approval. 	<ul style="list-style-type: none"> • Offered in response to substantiated labour market and community demands • Included in the Continuing Education calendar and promotional materials and referenced in Camosun College calendar • Program/Course changes require formal college approval. 	<ul style="list-style-type: none"> • Offered in response to anticipated community demands • Included in Continuing Education calendar • Program/Course changes are determined by the schools.
Educational Purpose	In support of the goals of the BC college system	In support of the college Strategic Plan	In support of current community interests

NOTES:**¹Base-Funded**

Provincially subsidized programming to accommodate the general needs of the public.

²Self-Funded

Programming that is not provincially subsidized; the program fees are determined by the delivery costs of the program.

³Transferability

Transfer arrangements are determined by receiving institutions.

Third Party Contracts

Third party contracts can fit into any of these categories. However, if a Camosun College credential is required, then they must obtain Education Council and/or Ministry approval. If the contractor provides the credential, then they do not need Education Council Approval.

Partnerships

Partnerships can fit into any of these categories. If Camosun College is recognized on the partnership credential (e.g. logo, seal, and/or signature), then the program must obtain Education Council approval. Conversely, if the partner provides the credential and Camosun College is not recognized, then the program does not require Education Council approval.

International Partnerships

As part of global community, we recognize the opportunity to develop partnerships with other educational institutions outside our borders. All new or existing credentials that are modified and/or developed for International partnerships will be expected to meet the educational quality and standards as defined for like credentials at Camosun College. All credentials offered in conjunction with international partnerships will be required to attach the term "International" to the credential (e.g. International Certificate in, International Diploma in, etc.) to clearly distinguish them from our domestic credentials.

Apprenticeship Programs – Statement of Completion

Students in the Provincial Apprenticeship Programs as defined by the Industry Training Authority (ITA) will receive a “Statement of Completion” verification” by the School of Trades and Technology that recognizes each level of the technical training.

C. LINKS

Ed Approvals Website

http://intranet/ed_prov/

Form

[E-1.6.1 School Curriculum Committee Terms of Reference](#)

Related Policies

[G-2.1 Strategic Plan](#)

[G-2.2 Mission Statement and Values](#)

G-3.4 College **Integrated** Curriculum Committee Terms of Reference

Integrated Curriculum Committee news

 Search

Policy News

Governance

G-3 Education Council Governance

Adoption of new educational approvals process

In 2010, the Camosun College Education Plan called for improved institutional support of curriculum development and the review of our curriculum approvals process. Since this time, a Review Committee with the assistance of Program Review and Renewal (PRR) facilitators conducted a comprehensive review of the existing college educational approvals process. During the review, information was collected from over 140 faculty, staff, and administrators. The new "Developmental and Educational Approach to Curriculum Development and Education Approvals" model was endorsed by Education Council (EDCO) and the Education Leadership Team in 2012.

The new model emphasizes the governance role of EDCO and delegates the review of curriculum to the new Integrated Curriculum Committee (ICC). EDCO will spend more time on the creation of educational policy and standards needed to guide the institution in providing the best educational experience possible for learners. The ICC will review curriculum through the lens of Camosun's curricular framework Leading Practices in Curriculum.

Under the new model, a number of new resources and processes will support and enable the development or renewal of curriculum.

- Leading Practices in Curriculum (2012) serves as the framework, values and principles that guide curriculum and its development at Camosun College.
- The College Curriculum Committee is now the Integrated Curriculum Committee. Membership includes representation from all Schools/Centre, Student Services, Student Society, the Centre of Excellence for Teaching and Learning, a faculty member bringing an Indigenous or intercultural perspective and the Director, Education Planning.
- The Centre of Excellence for Teaching and Learning will provide just-in-time curricular support to developers.
- School-based Advisors will serve as an important point of contact for Student Services as curriculum is conceptualized and developed.
- Student Services Registration Committee will support developers with operational and implementation matters prior to submitting curriculum for approval.
- For developers proposing 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.
- To address sustainability and to provide students with accurate information, two approval deadlines will be adopted in 2014; December for fall implementation and June for winter implementation.

G-3.4 Integrated Curriculum Committee - New

The Education Council established the new [Integrated Curriculum Committee](#) [PDF](#) at the June 17, 2013 meeting. As a Sub-Committee of Education Council, the Integrated College Curriculum Committee (ICC) is responsible for the review of curriculum leading to a Camosun College credential. The Integrated Curriculum Committee makes recommendations to Education Council for approval of curriculum in accordance with the Camosun College Policy on Education Approvals.

For further information, contact [Carly Hall](#), EDCO Chair or [Karin Kaercher](#), Chair Ed Approvals Steering Committee or the VP Academic office.

G-3-4 College Curriculum Committee - Rescinded

Education Council rescinded the College Curriculum Committee on June 17, 2013.

—From: Heather Martin

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More Info: <http://camosun.ca/about/policies/governance/g-3-ed-council-governance/g-3.4.pdf> [PDF](#)

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Briefing Note re Nursing Admission Process
EDCO Discussion
September 23, 2013

In 2012 EDCO approved a process by which the BSN Program would move to a four step selective admission process. This change was made in part because of the shared nature of the program with UVic, and to facilitate moving from a transfer agreement towards a joint degree program. Reducing the attrition rate experienced by BSN students was another concern which prompted the Nursing Department to bring this change forward, and EDCO to support it. Applications via this process will be accepted beginning September 30 for the Fall, 2014 intake.

In June 2013 Nursing approached EDCO regarding several changes to this admission process.

1. Remove Math and English assessment from Stage 1.
2. Remove requirement for volunteer hours.
3. Remove the Stage 2 Math and English assessments.
4. Move from a four stage process to a two stage process.

The purpose of the changes was to streamline the process for applicants and to decrease the resources required at the College, and thus the cost to applicants. The proposal as a whole was turned down by EDCO, due largely to concerns about the lack of formal English language proficiency testing in the process.

Since the presentation in June, and at the suggestion of EDCO at that time, I have met with Lisa Robertson and Mavis Smith of ELD and requested their assistance in reviewing how English assessment could be fairly included in the MMI process, through ELD participation in question design and the interviews themselves. Lisa is able to participate with Nursing in this manner.

My request at this time is that each change be considered for approval separately.

Stephen Bishop
Chair, Nursing Department

Proposed Nursing Program Admission Requirements:

The BSN Program is a four year degree program delivered in partnership with the University of Victoria (UVic), and a common admission process is being established. As such, the admission requirements and selection process are consistent with UVic admission requirements. The rigor of this program requires a higher level of commitment. The program is in high demand and the number of qualified applicants greatly exceeds the number of seats available, and, as such, not all of those meeting minimum requirements can be admitted.

The following general requirements will be considered during the selection process:

- Applicants must have a strong sense of responsibility, a caring nature, and an interest in the well-being of individuals, families and communities.
- Applicants must have strong interpersonal, academic and problem-solving skills; and the ability to function both independently and as part of a team.
- Applicants must recognize that the profession is both physically and mentally demanding and must be able to cope well in stressful environments.
- Applicants must be able to control sensitivity to disturbing scenarios such as trauma, surgical procedures, and symptoms of hospitalized patients.
- This occupation requires individuals to have excellent physical fitness and mental acuity; this includes good eyesight and hearing.
- Applicants must be competent in written and oral English, must be able to accurately follow written instructions, and understand fast paced verbal directions.
- Computer literacy is required during the program training and eventual employment.

The admission process is composed of two stages.

Stage 1: All applicants must submit proof of the following:

- Grade 12 graduation or equivalent
- A letter grade of "B" or higher in English 12, or English 12 First Peoples; or ENGL 092 and 094, or ENGL 092 and 096, or ENGL 103 and ENGL 104, or ENGL 103 and ENGL 106, or ENGL 142, or ELD 092 and 094, or ELD 097
- A letter grade of "B" or higher in Foundations of Math 11 or Pre-Calculus 11 or Principles of Math 11 or MATH 073, or MATH 137, or MATH 116 or Foundations of Math 12 or Pre-Calculus 12, or Principles of Math 12, or MATH 107 or MATH 115
- A letter grade of "B" or higher in Chemistry 11 or CHEM 100
- A letter grade of "B" or higher in Biology 12 or BIOL 103
- Acknowledgement of meeting the requirements for registration with the College of Registered Nurses of B.C. (CRNBC) as laid out in the CRNBC document Requisite Skills and Abilities (RSAs) (<https://www.crnbc.ca/Standards/Lists/StandardResources/464requisiteskillsabilities.pdf>)
- The RSA acknowledgment form must be signed and submitted with the initial transcripts and application.

It is highly recommended that the academic admission requirements be completed within the past five years. If more than five years has elapsed, upgrading in the required subjects is recommended.

Applications must be submitted between September 30 and November 30, and all qualifying documentation submitted by January 15 of the year of admission.

Stage 2:

Applicants' GPA will be calculated using the four required high school courses or their equivalents. Selected applicants will be invited to attend a multiple mini-interview process. GPA calculations will then be set aside and do not play a further role in selection. Details of the MMI will be sent to applicants interviewees prior to the interviews. The interviews will be scored, and successful applicants offered a seat in the BSN Program.

Notes:

- The cost of all program admission and participation requirements is the responsibility of the applicant.
- The program will maintain a short waitlist for entry into the **same year**, pending withdrawals or deferrals. In extenuating circumstances an invited applicant may apply for a one year deferral. The waitlist will not be retained for future years. Those applicants meeting the academic requirements, but not gaining a seat in the year of application will need to reapply but will not need to resubmit academic information already sent in.
- Applicants who have qualifying courses in progress at the time of application must submit final documentation no later than January 15 of the year of acceptance.