

Day at a Glance

Camosun College Education Council Governance Workshops

Monday January 13 and Monday January 20, 2014
3:00 - 6:00 p.m. Room: 321 (Board Room)
Interurban Campus - Liz Ashton Campus Centre

AGENDA

Desired Workshop Outcomes:

- a) Clarification of roles and responsibilities of the Education Council and relationships
- b) Learn more about governance and what that means
- c) Determine how Education Council will fulfill its responsibilities outlined in the Colleges and Institute Act
- d) Develop a policy development agenda for the Education Council

Monday January 13, 2014

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| 3:00 – 3:05 | Territorial acknowledgement and Patti introduction - Cynthia |
| 3:05 - 3:25 | Welcome and Check in around the table - Patti |
| 3:25 – 3:50 | Governance 101 overview – Patti |
| 3:50 – 4:15 | Overview of existing Education Council governance documents – Carly |
| 4:15 – 5:00 | Identify strengths, envision the future governance model– All |
| 5:00 – 5:45 | Brainstorm areas for policy development – All |
| 5:45 – 6:00 | Prioritize the policy development areas – All |

Monday January 20, 2014

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| 3:00 - 4:00 | Review decision making/authority matrix - Carly |
| 4:00 – 5:00 | Develop strategies for management of policy development work - All |
| 5:00 – 6:00 | Design and Deploy – Priorities and implementation planning – All |



This Act is Current to December 25, 2013

COLLEGE AND INSTITUTE ACT

[RSBC 1996] CHAPTER 52

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Part 1 – Definitions

Definitions

1 In this Act:

"accredited" means accredited for this Act by the minister or by a body empowered under an enactment to license or register persons;

"BCIT" means the British Columbia Institute of Technology continued under section 5.2;

"benefits" means remuneration for employment but does not include benefits excepted by the Lieutenant Governor in Council;

"board" means the board of an institution;

"British Columbia Adult Graduation Diploma" means the diploma that may be provided to a person who is enrolled at an institution and who has met the requirements for obtaining the British Columbia Adult Graduation Diploma;

"college" means a college designated under this Act;

"college region" means a college region designated under this Act;

"continuing education" includes education or training offered by an institution to adult persons on a part time or short term basis;

"education council" means the education council of the institution;

"educational administrator" means a dean, vice president or similar employee of the institution whose primary responsibility is to provide administrative services in support of education or training offered by the institution, and does not include the president;

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"faculty member" includes an instructor, librarian, tutor, counsellor, research associate, program co-ordinator or other employee of the institution that a collective agreement between the bargaining agents, as defined in section 1 of the *Labour Relations Code*, for the institution and faculty members specifies to be a faculty member;

"institution" means a college, Provincial institute or BCIT;

"joint approval" means approval by the board and by the education council of an institution, each by passing a resolution of approval by majority vote of its voting members;

"post secondary education or training" means education or training, funded by the government, that is not provided under the *University Act*, the *School Act*, the *Independent School Act* or the *Industry Training Authority Act*;

"president" means the chief executive officer of the institution;

"Provincial institute" means a Provincial institute designated under this Act;

"registrar" means the registrar of the institution;

"representative group" means

- (a) a bargaining agent, as defined in section 1 of the *Labour Relations Code*, for faculty members or for support staff, or
- (b) a student society or student organization for which fees are collected under section 19 or 21 of this Act;

"student" means a person the registrar recognizes to be enrolled and in good standing in a course or program of studies at the institution;

"student society" means an organization incorporated as a society under the *Society Act* whose purpose is to represent the interests of the general student body, but does not include a provincial or national student organization;

"support staff" means the employees of the institution who are not the president, educational administrators or faculty members;

"university" means

- (a) The University of British Columbia continued under the *University Act*,
- (b) the University of Victoria continued under the *University Act*,
- (c) Simon Fraser University continued under the *University Act*,

5.1 The minister may, by order, designate any of the following:

- (a) an applied baccalaureate degree that a college may grant and the name for the applied baccalaureate degree;
- (b) [Repealed 2008-24-20.]
- (c) a baccalaureate degree that a Provincial institute may grant and the name for the baccalaureate degree;
- (d) an applied masters degree that a Provincial institute may grant and the name for the applied masters degree;
- (e) an honorary degree that a Provincial institute may grant and the name for the honorary degree;
- (f) for BCIT, a baccalaureate degree, an applied masters degree or an honorary degree that it may grant and the name of that degree.

British Columbia Institute of Technology

5.2 The British Columbia Institute of Technology is continued as a corporation consisting of the members of its board.

Objects of a college

6 The objects of a college are to provide comprehensive

- (a) courses of study at the first and second year levels of a baccalaureate degree program,
- (a.1) courses of study for an applied baccalaureate degree program,
- (b) post secondary education or training,
- (b.1) adult basic education, and
- (c) continuing education.

Repealed

7 [Repealed 2008-24-19.]

Objects of a Provincial institute

8 The objects of a Provincial institute are to provide instruction and perform other functions designated by the minister under section 2 (2).

Objects of the British Columbia Institute of Technology

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8.1 The objects of BCIT are to act as a polytechnic institution for British Columbia by

- (a) providing courses of instruction in technological and vocational matters and subjects,
- (b) providing courses of instruction at the baccalaureate and applied masters degree levels, and
- (c) performing other functions designated by the minister.

Best interests of institution

8.2 In carrying out the objects of an institution, the members of the board of the institution must act in the best interests of that institution.

Board composition

9 (1) A board is composed of

- (a) 8 or more persons appointed by the Lieutenant Governor in Council,
- (b) one person on the faculty of the institution and elected by the faculty members,
- (c) 2 students elected by the students,
- (d) one person who is part of the support staff and elected by the support staff,
- (e) the president, and
- (f) the chair of the education council.

(2) Despite subsection (1), the board of the Justice Institute of British Columbia is composed of

- (a) 8 or more persons appointed by the Lieutenant Governor in Council, and
- (b) the president.

Board chair

9.1 The members of the board must elect a chair from among the 8 or more members of the board appointed under section 9 (1) (a).

Remuneration of board members

10 (1) The Lieutenant Governor in Council may set the remuneration that an institution pays to members of its board.

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(2) The Lieutenant Governor in Council may set different remuneration for members of different boards.

Term of office

11 (1) A person elected under section 9 (1) (b) or (d) serves a 3 year term and may be elected to further terms.

(2) A person elected under section 9 (1) (c) serves a one year term and may be elected to further terms.

(3) The Lieutenant Governor in Council may, on a resolution passed by the vote of at least a 2/3 majority of the members of the board,

(a) despite subsections (1) and (2), remove from office a

member of the board elected under section 9 (1) (b), (c) or (d),

(b) remove from office a member of the board appointed under section 9 (1) (a), and

(c) remove from office a member of the board of the Justice Institute of British Columbia appointed under section 9 (2) (a)

if the board or the board of the Justice Institute of British Columbia, as applicable, is satisfied that the person should be removed for cause.

Elections

12 (1) The registrar must conduct the elections described in section 9.

(2) The registrar must establish, after consultation with the chair of the board and the chief officers of the representative groups, rules that are necessary and consistent with this Act for the conduct of the elections described in section 9 (1), including an appeal process for the conduct of elections.

(3) Rules under this section for an election under section 9 (1) (c) must provide for representation of program areas at the institution as determined by the registrar.

Voting at board meetings

13 Each member of a board, except the president and chair of the education council, has one vote on the board.

Education council

14 (1) Each institution, other than the Justice Institute of British Columbia, must have an education council.

(2) The board of the Justice Institute of British Columbia has the powers and duties of an education council under this Part to discharge under its own bylaws.

Composition of an education council

15 (1) On first being established, an education council must have 20 voting members as follows:

- (a) 10 must be faculty members elected by the faculty members;
- (b) 4 must be students elected by the students;
- (c) 4 must be educational administrators appointed by the president;
- (d) 2 must be support staff elected by the support staff.

(2) After an education council is established, the number of its faculty member, educational administrator and support staff voting members having terms of more than one year, and of its student voting members, may be increased or decreased if

- (a) the increase or decrease is agreed to by the president and a majority vote of the voting members of the education council,
- (b) the number of voting members after the increase or decrease is apportioned to represent faculty members, students, educational administrators and support staff respectively in the same ratios as under subsection (1),
- (c) the new faculty member, student and support staff voting members, if any, are elected by the faculty members, students and support staff respectively, and the new educational administrator voting members, if any, are appointed by the president, and
- (d) the total of voting members exclusive of those elected or appointed under subsection (3) is 20 or more.

(3) After an education council is established, the number of its voting members may be increased for one year if

- (a) the increase is agreed to by the president and a majority vote of the voting members of the education council,
- (b) these new faculty member, student or support staff voting members are elected by the faculty members, students and support staff respectively, and these new educational

administrator voting members, if any, are appointed by the president, and

(c) these new voting members are deemed not to be voting members for the purposes of a vote under subsection (2) (a) or this subsection.

(4) The president is a non-voting member of the education council.

(5) The board may appoint one person to be a non-voting member of the education council to serve for one year.

Term of office

16 (1) Faculty members or support staff elected under section 15, other than those elected under section 15 (3), serve a 2 year term and may be elected to further terms under that section.

(2) Students elected under section 15 serve a one year term and may be elected to further terms under that section.

(3) Educational administrators appointed under section 15, other than those appointed under section 15 (3), serve a 2 year term and may be appointed to further terms under that section.

(4) Those elected or appointed under section 15 (3) serve for one year and may be appointed to further terms under section 15.

Elections

17 (1) The registrar must conduct the elections described in section 15.

(2) The registrar after consulting with the chief officers of the representative groups and the president must establish the rules necessary and consistent with this Act for the conduct of the elections described in section 15, including an appeal process for the conduct of elections.

(3) Rules for elections described in section 15 must reflect the geographic distribution of programs of the institution and provide for representation of program and education support areas at the institution as determined by the registrar after consulting with the chief officers of the representative groups and the president.

Chair of the education council

18 The chair of the education council must be elected each year by and from the voting members of the education council.

Part 4 – The Powers and Duties of Boards and Education Councils

Powers of board

19 (1) Subject to this Act, a board may do the following:

- (a) make bylaws for the orderly conduct of its affairs;
- (b) manage, administer and control the property, revenue, expenditures, business and affairs of the institution;
- (b.1) regulate, prohibit and impose requirements in relation to the use of real property, buildings, structures and personal property of the institution, including in respect of
 - (i) activities and events,
 - (ii) vehicle traffic and parking, including bicycles and other conveyances, and
 - (iii) pedestrian traffic;
- (b.2) regulate, prohibit and impose requirements in relation to noise on or in real property, buildings and structures of the institution;
- (b.3) for the purposes of paragraphs (b.1) and (b.2), provide for the removal, immobilization or impounding, and recovery, of any property associated with a contravention of a bylaw or other instrument made in the exercise of a power under this section;
- (b.4) set, determine and collect fees for the purposes of paragraphs (b.1) to (b.3), including in relation to approvals, permits, security, storage and administration, and expenses related to any of these;
- (b.5) regulate, prohibit and impose requirements in relation to nuisance on or in real property, buildings and structures of the institution, including providing for remediation of a nuisance and recovery of the costs of remediation;
- (c) establish committees it considers necessary and advisable;
- (d) determine courses or programs to be offered or cancelled at the institution;
- (e) manage and promote the educational or training programs offered at the institution, subject to sections 24 and 25;

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- (f) determine all questions relating to the qualifications for admission, subject to section 24;
 - (g) provide for the granting of diplomas, certificates and associate degrees and, subject to designation under section 5.1, baccalaureate degrees, applied baccalaureate degrees, applied masters degrees and honorary degrees to be awarded by the institution;
 - (h) establish and administer trust funds for scholarships, fellowships, exhibitions, bursaries, prizes and student loans out of money donated or made available for that purpose;
 - (h.1) impose and collect penalties, including fines, in relation to a contravention of a bylaw or other instrument made in the exercise of a power under this section;
 - (h.2) provide for the hearing and determination of disputes arising in relation to
 - (i) the contravention of a bylaw or other instrument made in the exercise of a power under this section, and
 - (ii) the imposition of a penalty under paragraph (h.1);
 - (i) perform other functions consistent with this Act that the board considers advisable for the proper administration and advancement of the institution.
- (2) If there is a conflict between subsection (1) (d) and an agreement entered into by a board on or after July 7, 1983, subsection (1) (d) prevails.
- (3) [Repealed 2004-33-4.]
- (3.1) Without limiting subsection (1) (b), the board may collect fees on behalf of a student organization and remit those fees to the student organization.
- (4) The board may pay to a municipality incorporated under an Act a grant in a year not exceeding the lesser of
- (a) the amount that would be payable as general municipal taxes in the year on property of the institution within the municipality if the property were not exempt from these taxes, and
 - (b) the amount specified by the minister or calculated in the manner specified by the minister.
- (5) The board must act as follows:

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- (a) at the request of the minister, prepare and submit budgets, financial statements, reports and other information that the minister considers necessary to carry out the minister's responsibilities in relation to institutions;
- (b) provide for the conservation of any heritage property that is owned by, assigned to or in the possession of the institution;
- (c) make bylaws establishing the following:
 - (i) fees and charges to be paid to the institution by students;
 - (ii) duties of members of the board or committees of the board in conflict of interest situations;
 - (iii) powers, duties and benefits of the president as chief executive officer of the institution;
 - (iv) reimbursement by the institution to members of its board for travelling and out of pocket expenses necessarily incurred by them in the discharge of their duties.

(5.1) to (5.3) [Repealed 2004-33-4.]

(6) Information requested under subsection (5) (a) may include personal information about a student.

(7) Personal information obtained under subsection (5) (a) or under section 170.2 of the *School Act* may not be used to make a decision respecting an individual student.

(8) For the purposes of subsections (6) and (7), "**student**" has the same meaning as in section 41.1.

(9) Subject to a requirement in this Act that the board act by enacting a bylaw, the board may act by bylaw or resolution.

(10) The board must hold a minimum of 4 meetings each year and the intervals between meetings should be approximately equal.

Repealed

20 [Repealed 2002-25-7.]

Student society fees

21 (1) Subject to subsection (2), on annual notice from a student society, the board must direct the institution to collect student society fees and remit them to the student society if

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- (a) the institution collected fees on behalf of the student society between June 1, 1998 and June 1, 1999, or
 - (b) the student society has been designated by regulation and the amount of the student society fees has been approved by a majority of the members of the student society who voted in a referendum of that student society.
- (2) If a student society referred to in subsection (1) (a) or (b) changes student society fees, the new amount or the rate of change must be approved, before a notice is issued under subsection (1), by a majority of the members of the student society who vote in a referendum of that student society.
- (3) On annual notice from a student society, the board must direct the institution to collect fees on behalf of a provincial or national student organization and remit them to the student society or directly to the provincial or national student organization, as may be agreed by the board and the student society, if
- (a) the institution collected fees on behalf of the provincial or national student organization between June 1, 1998 and June 1, 1999, or
 - (b) the student society has held a referendum and the majority of the members of the student society voting in that referendum voted in favour of joining the provincial or national student organization.
- (4) The board may direct that the institution cease to collect or remit student society fees to a student society if one of the following applies:
- (a) the student society fails to do one of the following in a timely manner:
 - (i) make available to its members annual audited financial statements and a report on those financial statements by an auditor who meets the requirements of section 42 of the *Society Act*;
 - (ii) inform the board in writing that the requirements set out in subparagraph (i) have been met;
 - (b) the student society is struck off the register in accordance with section 71 of the *Society Act*.

Advisory committee**22** A board may

- (a) determine the number of members on a committee,
- (b) establish the terms of reference of and the procedures governing its committees, and
- (c) enter into an agreement with a person, including, with the prior written approval of the minister, the government of Canada or of a province, to establish an employer based post secondary education or training course of instruction.

Advisory role of the education council

23 (1) An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:

- (a) the mission statement and the educational goals, objectives, strategies and priorities of the institution;
- (b) proposals about implementation of courses or programs leading to certificates, diplomas or degrees, including the length of or hours for courses or programs;
- (c) reports after implementation by the institution without prior review by the education council of
 - (i) new non-credit programs, or
 - (ii) programs offered under service contract;
- (d) priorities for implementation of new programs and courses leading to certificates, diplomas or degrees;
- (e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution;
- (f) evaluation of programs and educational services;
- (g) policies concerning library and resource centres;
- (h) setting of the academic schedule;
- (i) policies on faculty member qualifications;
- (j) adjudication procedure for appealable matters of student discipline;
- (k) terms for affiliation with other post secondary bodies;
- (l) consultation with community and program advisory groups concerning the institution's educational programs;
- (m) qualifications for admission policies;

- (n) criteria for awarding certificates, diplomas and degrees;
 - (o) other matters specified by the board.
- (2) Advice given under subsection (1) must not conflict with policy or directives established under section 2 (1) (a).
- (3) The board must request advice on a matter under subsection (1) by giving the education council, at least 10 working days before the board will deal with the matter, the following:
- (a) the agenda items concerning the matter for the meeting of the board at which the matter will be discussed;
 - (b) the date by which a statement setting out the advice of the education council must be given to the chair of the board.
- (4) Despite subsection (3), if the board must deal with a matter under subsection (1) and there are substantial reasons why 10 working days' notice under subsection (3) cannot be given, the board must advise the education council, as soon as practicable, concerning
- (a) the matter,
 - (b) the reason why notice could not be given under subsection (3), and
 - (c) the decision taken on the matter.

Powers of the education council

- 24** (1) An education council must make bylaws for the conduct of the business of the education council including bylaws specifying the duties of members of the education council in conflict of interest situations.
- (2) Subject to the policy and directives established under section 2 (1) (a), the education council has the power and duty to do all of the following:
- (a) set policies concerning examinations and evaluation of student performance;
 - (b) set policies concerning student withdrawal from courses, programs and the institution;
 - (c) set criteria for academic standing, academic standards and the grading system;
 - (d) set criteria for awards recognizing academic excellence;
 - (e) set policies and procedures for appeals by students on academic matters and establish a final appeal tribunal for these appeals;

(f) set curriculum content for courses leading to certificates, diplomas or degrees.

Joint approval

25 (1) To be implemented, decisions concerning the following matters must have joint approval:

(a) curriculum evaluation for determining whether

(i) courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs, or course credit, at the institution, or

(ii) courses or programs, or course credit, from one part of the institution are equivalent to courses or programs, or course credit, in another part of the institution;

(b) other responsibilities of the board that, on the initiative of the board, the board and the education council agree are subject to joint approval.

(2) Subsection (1) (a) does not include curriculum evaluation based on instructional methods.

(3) An agreement under subsection (1) (b) may be terminated by

(a) the board giving written notice of termination to the chair of the education council, or

(b) the education council giving written notice of termination to the chair of the board.

(4) Joint approval given under subsection (1) must not conflict with policy or directives established under section 2 (1) (a).

(5) If joint approval on a matter described in subsection (1) is not attained within 60 days of the board or education council requesting the other to consider its proposal, the board or education council may refer the matter to the minister, and the minister, or the person the minister designates for the purposes of this subsection, may make the decision the minister or person designated considers most appropriate.

Functions and duties of college or Provincial institute

26 Subject to this Act and the resources available to the board, an institution must do the following:

(a) establish and maintain courses of instruction;

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- (b) establish fellowships, scholarships, exhibitions, bursaries, prizes, awards and other aids to encourage proficiency in the subjects taught at the institution;
- (c) provide a program of continuing education;
- (d) generally promote the objects of the institution.

Perpetuities

- 27 The rule against perpetuities and other rules restricting the holding of land do not apply to land of an institution.

Exemption from expropriation

- 28 Land vested in an institution is not liable to be entered on, used or taken by a municipal or other corporation, or by the government or a person possessing the right of taking land compulsorily for any purpose, and no power to expropriate land enacted after May 16, 1980 extends to that property, unless the Act expressly applies to that land.

Execution of documents

- 29 Documents required to be in writing, and to which an institution is a party, are deemed to be properly executed by the institution if the corporate name is witnessed by the signatures of
- (a) the chair of the board or other person authorized by the board, and
 - (b) an officer of the institution authorized by the board.

Investments

- 30 The board may invest for the benefit of the institution money belonging to it and available for investment only as permitted under the provisions of the *Trustee Act* respecting the investment of trust property by a trustee.

Limitation on expenditures

- 31 (1) In this section:

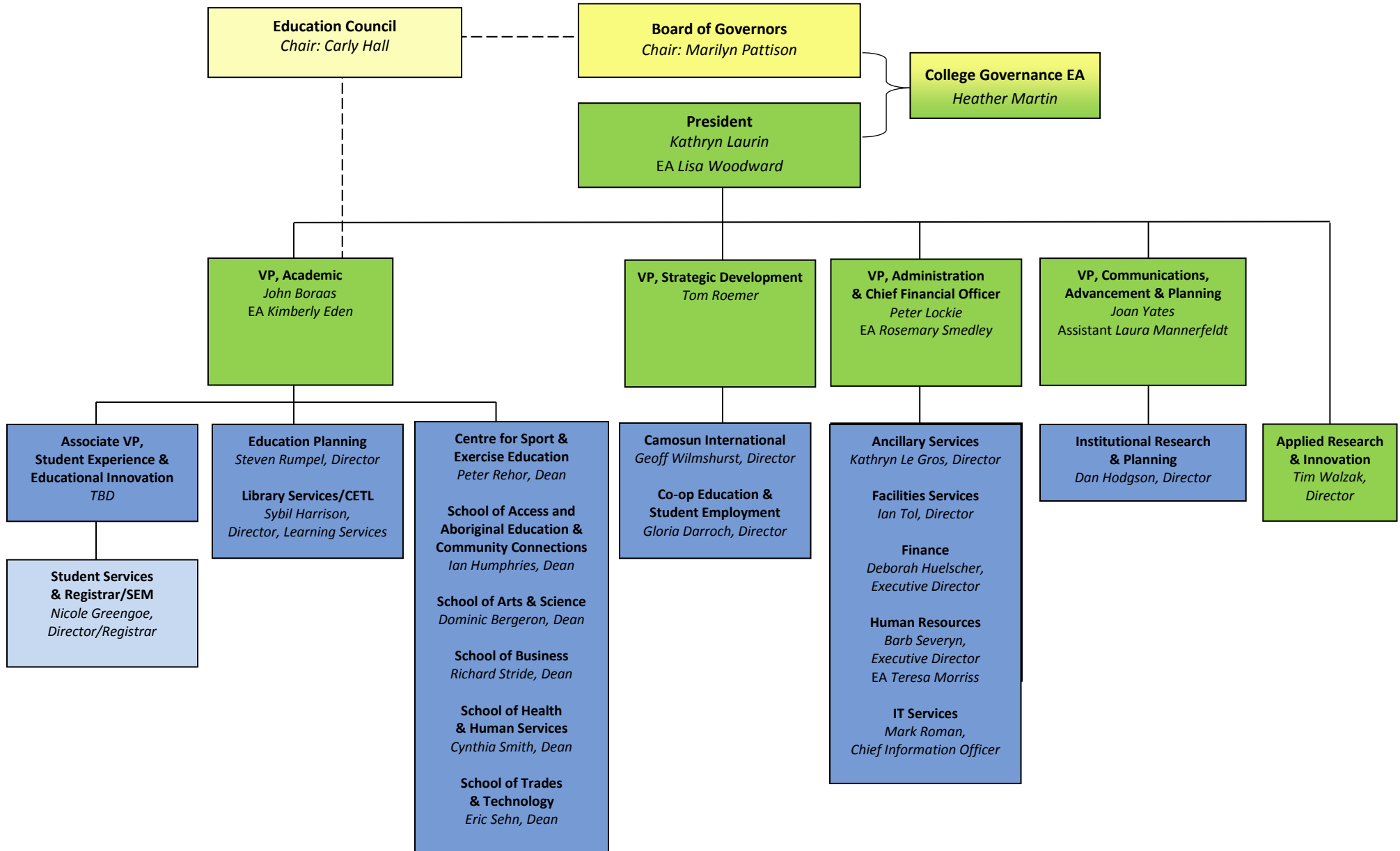
"expenditure" includes amortization, allowances for doubtful accounts and other non-cash expenses;

"revenue of the institution from other sources" does not include

- (a) unrealized gains or losses on investments, or
- (b) endowments received by the institution.



COLLEGE ORGANIZATION





Policy:	G-3.1
Approved By:	Education Council
Approval Date:	February, 2000
Amendment Date:	Sept 20, 2004, Oct 17, 2007, Nov 19, 2012
Policy Holder:	VP Academic

EDUCATION COUNCIL BY-LAWS

A. OBJECTIVES

The objectives of the Education Council are to fulfill the roles and powers defined by *Sections 23, 24, and 25*, except as amended under *Section 25 (1) (b)* of the [College and Institute Act](#).

B. TERMS OF MEMBERSHIP

1. The composition of Education Council is that defined by *Section 15* of the *College and Institute Act*.
2. The terms of office for voting members begin August 1 and end July 31 and the term lengths are determined by *Section 16* of the *College and Institute Act*.
3. Elections for the Council will be conducted by election rules promulgated by the Registrar pursuant to the *Act*.
4. Should a member no longer be able to sit on the Council they should resign by notifying the Chair in writing within 30 days of no longer being able to sit on the Council.
5. In the event of a seat being vacated, the Chair will request that the Registrar fill the vacant seat as described in the "election rules"; and to ensure continuity of membership, the new member will serve for a full term, as permitted under the *Act*.

C. CONFLICT OF INTEREST

1. Members of the Education Council shall act in accordance with the by-laws in the event that they are in conflict of interest or have an appearance of conflict of interest.
2. A conflict of interest due to representation of or relation to a specific constituency may occasionally arise. In general, voting on matters that have an effect on a broad group by a member of that group is not considered a conflict of interest.
3. When a member is unsure of whether he/she is in conflict, that member shall raise the potential conflict with the Council, and the Council shall determine by majority vote whether or not the conflict of interest exists.
4. Members of Education Council may indicate to the chair any concern about potential conflict of a member in relation to agenda items or undue influence on decisions.
5. When a conflict of interest is acknowledged or deemed to exist, the member having such conflict will remove himself or herself from that portion of the Council meeting.

D. STRUCTURE OF THE EDUCATION COUNCIL

1. The Officers of the Council will consist of a Chair and a Vice Chair

- a) The Chair of the Council will be elected each year by and from the voting members of the Council in accordance with Section D.4.
- b) The Vice-Chair will be elected each year by and from the voting members of the Council in accordance with Section D.4
- c) A permanent secretary to the Council will be appointed by the College.
- d) The office of the permanent secretary will be the official repository of Council records and documents.

2. Duties of the Chair of Education Council

- a) Normally, the Chair will preside at all regular, special and in-camera meetings of the Council, and in their absence will be covered as per Section D.3.
- b) The Chair will be an ex-officio member of all Council committees.
- c) The Chair will represent the Council on the College's Board of Governors and will ensure open communication with the Board of Governors.
- d) The Chair and the permanent secretary will be responsible for:
 - i) maintaining an up-to-date record of minutes;
 - ii) maintaining a current list of members, appointment dates and terms.
- e) In consultation with Council and/or committee members, the Chair will set membership of Council committees and task forces,.

3. Duties of the Vice-Chair

- a) The Vice-Chair will assist the Chair in all Council matters.
- b) The Vice-Chair will fulfill all duties of the Chair in his/her absence. In the absence of the Chair and Vice-Chair for a meeting another member of Council will be appointed by the Executive Committee to temporarily fulfill the duties of the Chair.

4. Election of Council Officers

- a) Elections will be conducted to fill the position of Education Council Chair and Education Council Vice-Chair.
- b) Any voting member is eligible to be elected to office for a one-year term. The term is from Aug 1 to July 31.
- c) Vacant positions will be filled through a by-election as needed.
- d) Elections will be held within sixty days of the annual election of Council members, which is normally held in April. A notice of motion for the election of the Chair and Vice-Chair will be given 30 days prior to the special election meeting.
- e) The election may be presided over by a non-voting member of Council or by a non-Council member, or by a Council member who has declared that they will not be seeking a position on the executive as determined by the Chair prior to election.
- f) Nominations for the position of Chair and Vice-Chair will be called from the floor.

- g) If only one Chair or Vice-Chair is nominated they will be acclaimed into the position. If more than one Chair or Vice-Chair is nominated a vote will be decided by a show of hands unless there is a request from one or more members for a secret ballot.

5. Roles and Responsibilities of Council members

Education Council's responsibilities are mandated under the College and Institute Act

Education Council members are charged with ensuring that College curricula meet the College's standards to ensure academic excellence. As the body with ultimate authority over college curricula, Council members are encouraged and expected to actively engage, debate and be informed of the business brought before Council.

Council members, represent a perspective that takes into account first and foremost what is best for the overall College and its learners.

To undertake this work, members of Council are expected to:

- a) Attend all meetings of the Council, including scheduled retreats and regular and special business meetings. Serve on Council committees.
- b) Inform office of the permanent secretary prior to the meeting when attendance is not possible. When a member of the Council has not attended three (3) consecutive regular meetings, his/her seat will be treated as a vacancy, unless excused by a resolution of the Council. It is the member's responsibility to request that a "motion for excusal of their absence" be added to the meeting agenda.

E. COUNCIL ADMINISTRATION AND OPERATIONS

1. Regular Meetings

- a) Business meetings will normally be held once a month with the exception of July and August. A schedule will be established by permanent secretary in consultation with the Executive Committee by May 31st for the fall and winter term, and adjusted thereafter only in consultation with the Executive Committee.
- b) A proposed agenda and supporting material for a regular meeting shall be circulated to Council members not fewer than three working days prior to the meeting.
- c) Normally, meetings are held with all members meeting in one location. However, it is recognized that from time-to-time there may be a requirement to hold meetings in more than one location when teleconferencing can be provided.
- d) Special meetings may be called by the Chair for matters requiring immediate attention. The Chair is responsible for undertaking due diligence in informing all members of Council of the meeting prior to its occurrence and in informing all members of Council of any decisions or actions taken as a result.

2. Procedures

- a) Council meetings will be governed by Robert's Rules of Orders, except as otherwise provided.
- b) A quorum of the Council shall consist of 50% + 1 of the voting members.

- c) Voting shall be by simple majority of the votes cast except if otherwise specified in these by-laws. A motion shall be passed or defeated by simple majority unless otherwise specified.

F. AMENDMENTS AND REVISION OF BY-LAWS

1. By-Laws will be reviewed every three years.
2. By giving a “notice of motion” at a regular meeting, the terms of the By-Laws may be considered for amendment at the next regular meeting of the Council.
3. The amendment or change shall be considered passed if it is approved by at least two-thirds of the members present subject to any approval required by statute.

G. STATUS OF SPECIAL GUESTS, OBSERVERS AND GUESTS

1. Education Council and standing committee meetings are open to special guests, observers, and guests of the College community or public. The Chair may call upon them to comment during any portion of the meeting.
2. The Chair shall have the right to declare the meeting or any portion of the meeting “in-camera” and close the meeting to the public if a topic on the agenda contains material that is determined to be private or confidential.
3. Special guests are invited by Education Council to report on proposals for educational program changes and for new educational programs. Presentations can be made to Council to provide information and a rationale that is helpful to Council decision making.
4. Observers are officially sent by another body to observe and are often required to report on the meeting to their constituency.
5. Guests attend the meeting, but in no official capacity or role.

H. COMMITTEES

The Council will establish the committees it feels necessary to assist the Council in decision-making.

1. **The Executive Committee**

- a) The Executive Committee consists of the Education Council Chair, Education Council Vice-Chair, College Curriculum Chair, the VP Education, and the Permanent Secretary.
- b) The Executive Committee sets the Education Council meeting agendas and reviews and provides advice and direction regarding emerging issues related to the mandate of the council. The Executive Committee does not make decisions on Education Councils behalf but aims to ensure issues are fully developed and considered before coming forward to Education Council for discussion and decision.

2. **Standing Committees**

Standing Committees of Education Council are established by Education Council to assist in decision-making on major policy initiatives, programs; course changes, and ongoing

Council activities. Standing Committees are meant to be long standing, cyclical in nature, and can be dissolved only by Education Council.

- a) Standing committees shall be responsible to the Council. They will work with and provide regular reports on their activities to the Council.
- b) Each standing committee will operate under a terms of reference approved by the Education Council.
- c) Standing committee meetings will be scheduled on a cycle that aligns with regular meetings of Education Council to enable items to be included in the agenda.
- d) The Chair of each standing committee will be appointed by the Council Chair in consultation with Council and/or committee members.

3. Ad Hoc Committees

Ad hoc committees are usually short-term, working, non-cyclical committees that deal with a specific issue.

- a) The Council may establish ad hoc committees for specific tasks.
- b) Ad hoc committees shall report to and be responsible to the Council. It is expected that the ad hoc committees will report to Education Council on a regular basis (i.e. minimum of once an academic year).
- c) An ad hoc committee shall exist for a specific term that is dependent upon the timeframe required for the work to be done.
- d) Membership will be appointed by the Chair in consultation with Education Council.
- e) The Council will dissolve an ad hoc committee when its purpose has concluded.

I. LEGISLATED REFERENCES

College and Institute Act Sections: Section 23 (1) (2) and (3); Section 24; Section 25 except as amended [Section 25 (1) (b)25 (1) (b)]

J. Links

[Education Council Guidelines \(DRAFT – Under Development\)](#)

[College and Institute Act](#) (search by Law)

Chart for Approval of By-Laws, Policies, and Terms of Reference

Policy	Board of Governors Approval	Education Council Approval	Education Council Advice to Board	Joint Approval (Board and Education Council)
Academic Progress (E-1.1) 2005		X		
Academic Schedule (E-1.2) 2008	X		X	
Admission (E-2.1) 2012	X		X	
Awards Committee Terms of Ref. (G-3.3) 2002		X		
Integrated Curriculum Committee TOR (G-3.4) 2013		X		
Course Withdrawals (E-2.2) 2000		X		
Education Council By-Laws (G-3.1) 2012		X		
Educational Approvals (E-1.6) 2008				X
Work Integrated Policy ((E-1.3) 2010		X		
Grading (E-1.5) 2006		X		
International Education (E-1.7) 1997	X		X	
Prior Learning Assessment (PLA) 1999				X
Program Advisory Committee (E-1.9) 2005	X		X	
Program Suspension and Cancellation (E-1.11) 2011	X		X	
Standards for Awarding Camosun College Credentials (E-1.4) 2005		X		
Student Ancillary Fees (E-2.3) 2003	X			
Student Appeals (E-2.4) 2003				X
Student Conduct (E-2.5) 2009	X		X	
Tuition Fees (E-2.6) 2003	X			



Policy:	E-1.1
Approved By:	Education Council
Approval Date:	November 21, 2005
Amendment Date:	
Policy Holder:	VP Academic

ACADEMIC PROGRESS

Purpose / Rationale

The purpose of this policy is to enhance a learner's likelihood of success and to encourage a learner to use College resources effectively. This policy will define the College-wide standard for academic progress and will establish principles and protocols to assist students, their instructors, and administrative staff to monitor and intervene when a student is "at risk."

Scope / Limits

This policy applies to students registered in Education Council approved courses and programs at Camosun College. This policy—with the exception of the stage four intervention of academic suspension—is under the authority of the Deans and Directors of schools and administrative units (henceforth called "Schools") that provide educational programs. Appeals related to academic probation, removal and suspension fall under the *Student Appeal Policy*. (See link at end of this document.)

Principles

1. The College recognizes the considerable effort on the part of students to establish and meet their educational goals and is committed to creating a supportive learning environment as students make progress toward their educational goals.
2. Formal assessment of students' academic performance and the assignment of grades are based on the quality of student achievement compared with the standards and requirements established by the College, the School, the program, and the individual courses.
3. Students are ultimately responsible for their learning and progress and are expected to seek help in a timely manner when they are unable to meet the course requirements. The College is committed to supporting student success and to working with students in achieving their educational goals.
4. When an instructor, during the process of ongoing assessment, determines a student to be at academic risk, the instructor will alert the student and discuss improvement strategies. Because students are ultimately responsible for their progress, they should communicate their progress and challenges to the instructor and act on the improvement strategies.
5. In order to remain in good academic standing, a student must maintain a minimum GPA (grade point average) of 2.00 in each academic term. Some programs may require a higher minimum GPA, specific attendance requirements, or the passing or successful completion of specific courses to continue in the program. These are published in the College Calendar. For those

programs graded under the non-GPA Competency Based Grading System (see the *Grading Policy*), the student must demonstrate continued satisfactory progress in order to remain in good academic standing.

6. All students are assumed to be in good academic standing unless stated otherwise on their academic record. When a student has failed to meet an academic standard, the College will intervene to alert and counsel the student. Ultimately, part of the intervention will involve structured limits which may include probation and in some circumstances removal from the program.
7. If a student has failed a course twice, he/she may register for it again only with the permission of the Dean. Due to the nature of self-paced and continuous entry programming, students in these courses will be permitted to register only three times for the same course. Only in exceptional circumstances and at the discretion of the Dean may these limits be waived. (*The Dean will receive the records from the Office of the Registrar.*)

A. DEFINITIONS

1. “At Risk”

“At risk” students are those who are experiencing academic difficulty and who, without change, will not meet the academic progress standards by the end of the academic term.

2. Personal Learning Plan (PLP)

The process and tools through which Camosun College helps students with academic and personal planning, assisting them to achieve their educational goals.

B. STAGES OF ACADEMIC INTERVENTION

All students are expected to meet College standards of academic progress in order to be permitted to continue or to be promoted to the next level of the program. When a student is at risk, the College will offer academic support and, if and when needed, provide intervention strategies.

1. Stage One Intervention: Academic Alert

At any time during the academic session, an instructor or a student may identify that the student is “at risk.” The instructor and student will meet to discuss improvement strategies. Whenever possible, College employees will identify where students can obtain extra support.

2. Stage Two Intervention: Academic Probation

A student who does not meet a minimum GPA of 2.00 for any semester or quarter will be placed on Academic Probation by the Dean. In non-GPA programs, the decision as to what triggers Academic Probation will be made at the program and departmental level, bearing in mind that a student in self-paced courses may register only three times in the same course.

Note 1: Spring and summer sessions, combined, are considered **one** semester.

Note 2: Some programs may require a higher GPA, specific attendance requirements, or a specific level of achievement to continue in the programs.

College Process:

- a) At the end of each semester or quarter, the Registrar will notify each School of all students who did not achieve the minimum GPA of 2.00. Non-GPA program probation reports will be done at the departmental level.
- b) The Dean will write to the student indicating the Academic Probation, any required follow-up, and the consequences of not improving his/her academic standing. Information about College services will be included.
- c) The Registrar will be notified, and a notation will be placed on the student record indicating the Academic Probation.

3. Stage Three Intervention: Academic Removal

Students on Academic Probation who do not achieve a minimum GPA requirement in any subsequent semester or quarter will be removed from their program for a period of twelve months.

Prior to registering into another program, the student must complete a new Personal Learning Plan (PLP).

College Process:

- a) At the end of each semester or quarter, the Registrar will notify the School of all students who have not achieved a minimum GPA of 2.00 more than once.
- b) The Dean will notify the student, in writing, that he/she has not met the minimum standard for progress for two academic terms and is therefore restricted from reregistering into the program for a period of twelve months. Re-admission is not automatic or guaranteed. The letter will specify any additional requirements related to re-admission to program, including an indication of when the student can reapply, the registration priorities of the program, and, when relevant, program application information.
- c) The Registrar will be notified and a notation will be placed on the student record indicating the Academic Removal.

4. Stage Four Intervention: Academic Suspension

If a student does not meet the GPA requirement in a subsequent program, a recommendation will be forwarded to the President to suspend the student from the College for a minimum of two years.

College Process:

- a) At the end of each semester or quarter, the Registrar will notify the School of all students who have been subject to an Academic Removal penalty and have again not achieved a minimum GPA of 2.00.
- b) The Dean will alert the Vice President Academic that the student has again not met academic progress standards, and will request that the student be suspended from the College for a minimum two-year period.
- c) The VP Academic will review the file and, if he/she supports the decision for Academic Suspension, will make this recommendation to the President. The President will inform the student of the decision in writing.

C. LINKS TO RELATED POLICIES

[E-1.5 Grading](#)

[E-1.4 Standards for Awarding Camosun College Credentials](#)

[E-2.4 Student Appeals](#)

[E-2.5 Student Conduct](#)



Policy:	E-1.2
Approved By:	Board of Governors
Approval Date:	Nov. 25, 2002
Advice By Ed Co:	Nov. 18, 2002
Amendment Date:	May 5, 2008
Policy Holder:	VP Academic

ACADEMIC SCHEDULE

Purpose / Rationale

To establish an academic schedule that meets the needs of the academic programming at Camosun College

Scope / Limits

This policy covers all students enrolled in a College course or program as well as prospective students, while engaged in college activity either on or off campus.

Principles

1. For the fall semester, instruction normally begins on the Tuesday following Labour Day and continues for fourteen weeks followed by an exam period that will normally be eight days in duration, including Saturday.
2. For the winter semester, instruction normally begins in the first full week of January and continues for fourteen weeks followed by an exam period that will normally be eight days in duration including Saturday.
3. For the spring/summer semester, instruction normally begins in the first full week of May and continues for fourteen weeks followed by an exam period that will normally be five days in duration, including Saturday.
4. For the spring term instruction normally begins in the first full week of May and continues for seven weeks followed by an exam period which will normally be three days in duration.
5. For the summer term, instruction normally begins the first week of July following Canada Day, ensuring three working days for grade processing following spring exams and continues for seven weeks followed by an exam period that will normally be two days in duration.
6. The first quarter will normally begin on the last Monday in September and continue for eleven weeks followed by an exam period that will normally be five days in duration.
7. The second quarter will normally begin on the first working day immediately following the New Year holiday and will continue for eleven weeks followed by an exam period that will normally be five days in duration.

8. The third quarter will normally begin the first week in April and continue for eleven weeks followed by an exam period that will normally be five days in duration.
9. The fourth quarter will normally begin the first week in July and will continue for eleven weeks, followed by an exam period that will normally be five days in duration.
10. A two-day reading break will occur on Thursday and Friday of the winter semester during week six of instruction, normally in conjunction with the University of Victoria reading break.
11. For the quarter system, a one-day reading break will occur on the Friday of the same reading break period as the semester, which is in the second quarter.
12. For continuous entry programs, a one-day reading break will occur on the Friday of the same reading break period as the semester, which is in the second quarter.
13. An effort will be made to include dates important to students such as, application, registration and withdrawal dates.
14. The registrar's scheduling office will notify the department chairs upon the release of the timetable when statutory holidays will adversely affect classroom hours.
15. Recognition of the number of working days between the end of one teaching period, including exams, and the beginning of the next teaching period will be a determining factor in establishing the academic schedule.
16. The academic schedule will be developed by the Office of the Registrar based on the above principles. On behalf of the Board of Governors, the Education Council through the Academic Policy Committee will monitor the academic schedule for the purpose of affirming that it aligns with the principles identified in the policy.
17. The academic schedule will normally come to the Academic Policy Committee in September and be reported on at the October meeting of Education Council.



Policy:	E-2.1
Approved By:	Board of Governors
Approval Date:	November 22, 2004
Advice by Ed Council:	Sep. 20, 2004
Amendment Date:	EdCo Adv: May 15, 2006 Edco Adv: Dec. 19, 2011 BG: May 16, 2006 BG: Feb. 6, 2012
Policy Holder:	VP Academic

ADMISSION

Purpose / Rationale

The purpose of this policy is to define the criteria and conditions for admission to Camosun College and its programs.

Scope / Limits

1. This policy applies to all domestic and international applicants seeking admission to Camosun College credentialed programs.
2. Programs specifically intended to prepare students for direct entry into upper levels of further or advanced programs at partner institutions shall be governed by the admission requirements of those institutions.

Principles

1. The College will establish program admission requirements of both an academic and non-academic nature that will optimize students' access and success.
2. As defined in the College's *Mission Statement and Values* (see link), Camosun College is committed to providing our community with access to the knowledge and skills relevant to the future economic and social development of the region.
3. Camosun College is committed to meeting the diverse needs of its community and may therefore tailor its admission criteria to support demonstrated community need or to enable appropriate partnerships.
4. As defined in the College's *Strategic Plan* (see link), Camosun College is committed to integrating a diverse, international perspective into its community and curriculum and will provide opportunities for international students to study at Camosun College
5. The College will accept valid and/or official documentation that demonstrates students' qualifications for entry to the College and its programs.
6. The College reserves the right to limit application to oversubscribed programs.
7. The College reserves the right to deny admission.

A. GENERAL COLLEGE ADMISSION

1. To be admitted to the College, applicants must qualify as either *domestic* students or *international* students.

a) Domestic Students

Definition:

Applicants who are in possession of valid documentation confirming their legal status as Canadian citizens, permanent residents, or convention refugees.

Requirements:

- All applicants must be high school graduates or 19 years or older at the start of the student's first academic term unless special admission is granted.
- All applicants must indicate an intended primary program of study and will be given an opportunity to identify an alternate program of study.

b) International Students

Definition:

Applicants who are not domestic students who meet the guidelines established for international students studying in Canada by *Citizenship and Immigration Canada* (see link).

Requirements:

- All applicants must be high school graduates or 19 years or older at the start of the student's first academic term unless special admission is granted.
- All applicants must indicate an intended primary program of study and will be given an opportunity to identify an alternate program of study.
- English Proficiency
 - i) Academic and Career programs:
All applicants must have a minimum TOEFL score of 83 (CBT) or IELTS score of 6.0, with nothing less than a 5.5 in any band, for general college admission. Some programs or courses may require a higher score for entry.
 - ii) English Language Development and academic upgrading programs:
No minimum level of English proficiency is required for general college admission. Some programs or courses may require a higher score for entry.

B. PROGRAM ADMISSION

1. Applicants must be deemed qualified in order to be admitted into a program.
2. Admission to programs will be granted on a "first qualified, first served" basis.

C. SPECIAL COLLEGE ADMISSION

1. British Columbia (BC) and Yukon High School Students

Provisional program admission will be granted to BC high school applicants who apply for Fall admission in their Grade 12 year on the basis of interim high school grades to determine whether students meet the qualifications for program admission. If any final high school grades fall below program admission requirements, applicants will be deemed ineligible for admission and advised on how to meet admission requirements.

2. Underage Applicants

The College may consider granting special admission to underage applicants on an individual basis, subject to the following:

- a) Underage *domestic* applicants must include in their application written consent from a parent or guardian and letters of support from individuals who are familiar with the applicant's circumstances (such as a school principal or health care provider).
- b) Underage *international* applicants are subject to the guidelines established by *Citizenship and Immigration Canada* (see link).

3. Visiting Students

Visiting students are students who are enrolled at other post-secondary (sending) institutions and are taking courses from Camosun College to grant them credit toward a credential at the sending institution. To be admitted as a Visiting Student, applicants must submit a "Letter of Permission" from a sending post-secondary institution and must meet General College admission criteria and all prerequisites for each Camosun College course in which they are seeking enrollment.

4. Reciprocal Exchange Students

Students, either domestic or international, may be admitted to Camosun College under a reciprocal exchange agreement established between the student's home institution and Camosun College.

D. LINKS TO RELATED POLICIES AND WEBSITE

[G-2.1 Strategic Plan](#)

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

[Citizenship and Immigration Canada](#)



Policy:	E-2.2
Approved By:	Education Council
Approval Date:	September 18, 2000
Amendment Date:	
Policy Holder:	VP Academic

COURSE WITHDRAWALS

Purpose / Rationale

The purpose of this policy is to establish clear, consistent principles and guidelines for the course withdrawal process.

Scope / Limits

1. This policy applies to all students enrolled in College courses.
2. Official withdrawal deadlines do not normally apply to self-paced programs.

Principles

1. Camosun College recognizes that students may need to withdraw from course(s). Financial and/or academic penalties for course withdrawals may be imposed depending on whether students withdraw before or after the *Fee Deadline* or *Course Withdrawal Deadline*. (See Definitions and Table below.)
2. **Withdrawing Before or After the Fee Deadline:**
 - a) **Prior** to the Fee Deadline, students who drop courses will be refunded tuition and ancillary fees, but not the registration deposit.
 - b) **After** the Fee Deadline, fees are nonrefundable.
If students do not officially withdraw prior to the Fee Deadline, they will be required to pay all outstanding fees, will receive no further service until all fees are paid, and may be assigned an "F" grade.
3. **Withdrawing Before or After the Course Withdrawal Deadline:**
 - a) **Prior** to the Course Withdrawal Deadline (and after the Fee Deadline), students must follow official course withdrawal procedures (see Guidelines). A "W" (withdrawal) status will be entered on the student's record to indicate an official withdrawal has taken place.
 - b) **After** the Course Withdrawal Deadline, students may no longer officially withdraw. Students who fail to successfully complete the course may be assigned an "F" grade.
4. Students experiencing extenuating medical or compassionate circumstances who wish to withdraw after the course withdrawal deadline and/or ask for a refund may apply for special consideration. (See Guidelines, Section C.)

Summary of Academic and Financial Penalties:

	Before Fee Deadline	After Fee Deadline & Before Course Withdrawal Deadline	After Course Withdrawal Deadline
Academic Penalty	No penalty	No penalty	Possible penalty <i>(An "F" grade is placed on the student's record if the student fails to successfully complete the course.)</i>
Financial Penalty	Tuition and ancillary fees are refundable <i>(Registration deposit is nonrefundable)</i>	All fees are nonrefundable	All fees are nonrefundable

A. Definitions**1. Fee Deadline**

The Fee Deadline is the date course fees are due and is the last day fees are refundable. This date is usually 14 days after the semester/quarter begins or 7 days after the term begins. Official Fee Deadline dates are published in the Camosun College Calendar. (See link.)

2. Course Withdrawal Deadline

The Course Withdrawal Deadline is the last day students may withdraw from courses to avoid a possible academic penalty. Course Withdrawal Deadlines are set at 66% of course length regardless of the start and end dates (with the exception of self-paced courses—see Limits). Students may obtain official Course Withdrawal Deadline dates from the following sources:

- a) For semester, term, and quarter courses with *regular* start and end dates, students must consult the Camosun College Calendar. (See link.)
- b) For courses with *irregular* start and end dates, students must contact Student Services.
- c) Withdrawal is not permitted for prior learning assessment (PLA) courses of one week's duration or less.
- d) Students enrolled in self-paced programs must consult Student Services for withdrawal deadlines.

B. GUIDELINES FOR WITHDRAWING AFTER THE FEE DEADLINE AND BEFORE THE COURSE WITHDRAWAL DEADLINE

1. Forms

To avoid academic penalty, all students **must** submit a *Registration Change Form* to Student Services. (This form is available at Student Services.)

2. Signatures

In addition to completing the *Registration Change Form*, the following students must obtain signatures of approval by contacting the appropriate office:

a) Students in Career Programs

In order to be fully informed of the implications of withdrawing from a course, students enrolled in career programs are required to obtain the signature of their program chair/leader prior to withdrawal.

b) International Students

International students who wish to withdraw are required to obtain a signature from an International Advisor in the International Education Department.

3. Loans

Students receiving student loans are advised to consult with a Financial Aid Advisor prior to withdrawing. Student loans may be affected by withdrawals when students fail to maintain enrolment in at least 60% of a full course load.

C. REQUESTING A REFUND AND/OR WITHDRAWING FOR MEDICAL OR COMPASSIONATE REASONS AFTER DEADLINES

Students experiencing extenuating medical and/or compassionate circumstances who wish to withdraw from course(s) and/or request a refund after Fee and/or Course Withdrawal Deadlines must proceed as follows:

1. To Request a Refund After the Fee Deadline and Before the Course Withdrawal Deadline:

- a) Obtain a *Withdrawal for Medical/Compassionate Reasons Form* from Student Services;
- b) Obtain appropriate documentation and write a letter of request and explanation to support the request (as explained in the form);
- c) Submit the form and documentation to Student Services for consideration.

2. To Request a Refund and Official Course Withdrawal After the Course Withdrawal Deadline:

- a) Obtain a *Withdrawal for Medical/Compassionate Reasons Form* from Student Services.
- b) Obtain appropriate documentation and write a letter of request and explanation to support the request (as explained in the form).

- c) Submit the completed form and documentation to the Dean's Office—or, in the case of international students, the International Education Department—for approval.
- d) If approval of late course withdrawal is granted, submit the completed form and documentation to Student Services to request a refund.

Note: Late withdrawals and/or refunds will normally only be approved prior to the beginning of the next semester, quarter or term.

D. STUDENT APPEALS

Students who wish to appeal decisions regarding final grades must refer to the *Student Appeal Policy*. (See link.)

E. FORMS

The following forms are available through Student Services:

1. *Registration Change Form*
2. *Registration Change After Fee Deadline Form*
3. *Withdrawal for Medical/Compassionate Reasons Form*

F. LINKS TO RELATED POLICIES AND CALENDAR

[E-1.5 Grading](#)

[E-1.7 International Education](#)

[E-2.4 Student Appeals](#)

[Camosun College Calendar](#)



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 Board: Mar. 2, 2009 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 *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.

Accountability and Responsibility

10. 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.
11. 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 competed 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)
<p style="text-align: center;">Recognition</p>	<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>
<p style="text-align: center;">Approval</p>	<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>	<p>Formal College approval,</p>	<p>Formal school approval.</p>
<p style="text-align: center;">Funding</p>	<p>Block grant and tuition</p>	<p>Student fees</p>	<p>Student fees</p>
<p style="text-align: center;">Quality</p>	<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

[Ed Approvals Website](#)

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 Curriculum Committee Terms of Reference](#)



Policy:	E-1.5
Approved By:	Education Council
Effective Date:	September 2007
Amendment Date:	November 21, 2005; December 19, 2005; January 16, 2006 May 15, 2006
Policy Holder:	VP Academic

GRADING

Purpose / Rationale

The purpose of this policy is to ensure that grading and promotion are consistent and fair.

Scope / Limits

This policy applies to all Camosun students enrolled in courses for which they will be granted credit.

Principles

1. Camosun College has two recognized grading systems: a standard grading system used for most academic, technical and career based programming; and a competency based grading system used for courses in which satisfactory acquisition of defined skills or successful completion of the course learning outcomes is the basis of evaluation and grading. (See Section A, Grading Systems.)
2. Students' work is evaluated according to one of the two College recognized grading systems. Students must meet the grading and promotion standards for the course or program in order to progress. (See Section A, Grading Systems.)
3. The College will assign temporary grades for a number of special circumstances; however, all temporary grades will convert to a final grade in one of the two grading systems. (See Section A, Grading Systems and Section F, Grade Changes.)
4. Instructors are expected to manage and report students who do not attend the first class meeting and who do not contact the instructor within two (2) working days following the class with a satisfactory explanation. These students are considered "no shows"; their seats will be forfeited and they will receive a "no show" (NS) notation on their student record.
5. As established in the *Course Withdrawal Policy*, students who have attended one or more classes, who do not officially withdraw prior to the published deadlines, and who fail to successfully complete required course work will be assigned a final grade of "F" or a "NC" depending on the grading system being used in the course.
6. To enable students to pursue subsequent educational and professional goals, submission and processing timelines for final grades shall be established. (See Section E, Submission of Final Grades.)

A. GRADING SYSTEMS

The following two grading systems are used at Camosun College:

1. Standard Grading System

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes.

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. TEMPORARY GRADES

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. (See Section E below for conversion to final grades.)

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

C. STUDENT RECORD AND TRANSCRIPT NOTATIONS

Notations are placed on a student's record to indicate a status or standing and provide additional information to the student and the College. The notations do not impact a student's GPA.

Notation	Description
AUD	<i>Audit</i>
NS	<i>No Show:</i> Students who do not attend the first class meeting of a course and who do not contact the instructor within two working days following the first class with a satisfactory explanation for their absence will be assigned a "NS" grade and their seat will be forfeited.
W	<i>Withdrawal:</i> The student has officially withdrawn. Students who do not withdraw prior to official published deadlines and fail to successfully complete the course will be assigned a failing grade. (See <i>Course Withdrawal Policy</i> link below.)

D. GRADE POINT AVERAGE (GPA)

The grade point average (GPA) is calculated by using the formula in the following example:

Course	Credit	Letter Grade	Grade Points	Grade Points X Credit
1	3	A-	7	7 x 3 = 21
2	3	B+	6	6 x 3 = 18
3	4	C+	3	3 x 4 = 12
4	2	A	8	8 x 2 = 16
5	3	C	2	2 x 3 = 6
	15			73

GPA is 73 divided by 15 = 4.87

Notes:

1. The grading system, based on nine (9) possible grade points, was implemented for the first time in September 1990. Students who accumulated their grades prior to September 1, 1990, will have their former grades recalculated on this nine (9) point system when transcripts are processed.
2. Courses that have not been assigned a credit value will not be used in GPA calculations.

E. SUBMISSION OF FINAL GRADES

To enable confirmation of pre-requisites prior to enrollment in subsequent programs or courses, and to enable students to receive transcripts for subsequent educational and professional purposes, it is essential that final grades be submitted and processed within a short period of time. To support the above goal, timelines for submission of final grades are established as follows:

1. Grades for semester and quarter based courses are to be submitted to the Registrar's Office no later than three (3) working days after each final exam has been written.
2. Grades for technology courses are to be submitted to the Registrar's Office no later than three (3) working days after the end of the final examination period.
3. For courses where there are no final exams, grades are to be submitted, when possible, no later than three (3) working days after the last day of the semester or quarter.
4. Grades are processed immediately upon receipt.

Deans and Directors will be advised by the Registrar's Office when final grades have not been submitted by the deadlines.

F. GRADE CHANGES

There are two circumstances for which grades can be changed: first, through the conversion of a temporary grade to a final grade; and second, through a final grade appeal.

1. Conversion of Temporary Grades to Final Grades

a) Incomplete (I) Grades

- i) When an "I" grade is assigned, the instructor will complete an *Incomplete Grade Report for Student Form* (see link below) which describes the outstanding requirements for course completion. The instructor will provide a copy of this form to the student and the School Office.
- ii) Students must complete the course requirements, and the instructor must submit a *Grade Change Form* (available through the Registrar's Office or the School Office) within six (6) weeks of the "I" grade being assigned.
- iii) At the end of six (6) weeks, if a final grade has not been assigned by an instructor, the "I" grade will be converted to a final grade of "F." Extensions to this six (6) week period will only be considered for exceptional reasons and will require written approval of the Dean.

b) In Progress (IP) Grades

- i) The "IP" grade will convert to a final grade of "NC" if an alternative grade is not assigned within the specified time limitation for a specific course.
- ii) If an "IP" grade is registered for a third consecutive term, an "NC" will be issued.

c) Compulsory Withdrawal (CW) Grades

The Dean must notify the Vice President Academic in writing immediately upon the issuance of a CW grade. A CW grade is appealable through the *Student Appeal Policy* (see link below) immediately upon issuance as it will automatically convert to a final grade of "F" or "NC" at the end of the academic term in which it was assigned.

2. Final Grade Appeal

A final grade appeal process has been established for students who have reason to believe they have been graded unfairly. Students who wish to appeal decisions regarding final grades must refer to the *Student Appeals Policy* (see link below).

G. LEGISLATED REFERENCES

College and Institute Act Sections: 24(2)(c), 2(1)(a)

H. LINKS

Supporting Form

[E-1.5.1 Incomplete Grade Report for Student Form](#)

Related Policies

[E-1.1 Academic Progress](#)

[E-1.3 Field Placement](#)

[E-2.2 Course Withdrawals](#)

[E-2.4 Student Appeals](#)

[E-2.5 Student Conduct](#)



Policy:	E-1.7
Approved By:	College Executive Team
Approval Date:	February 1997
Advice by EdCo:	Dec. 16, 1996
Amendment Date:	
Policy Holder:	VP Academic

INTERNATIONAL EDUCATION

International Education Mission Statement

Camosun College is committed to contributing to the process of global education by reaching out beyond the local community to create relationships worldwide. We recognize that our work in International Education benefits our students and strengthens our College, our community and our international partners.

Purpose / Rationale

The purpose of this policy is to establish principles and guidelines that enable the College to realize the International Education Mission Statement.

Scope / Limits

1. This policy applies to prospective and current international students, domestic students, employees of Camosun College, and our domestic and international partners.
2. This policy is governed by applicable Federal, Provincial, and local laws, statutes, and regulations and other laws of general application.

Principles

Camosun College is committed to International Education as a significant and growing component of the educational profile of the institution. This commitment encompasses

- a) the continued recruitment and admission of international students from around the world;
- b) the integration of international and domestic students in our classes wherever possible;
- c) the provision of support services to our international students;
- d) the internationalization of curriculum College-wide and the increased intercultural awareness of our staff, faculty and students;
- e) the continued development of institutional linkages with international partners to assist in the development of student and faculty exchanges;
- f) the development of partnerships with colleges, institutes and universities in Canada and worldwide to develop joint projects in international education; and

- g) the development of international contract activity in both funded development projects and entrepreneurial projects.

Guidelines

Guidelines for the following are available through the Office of Contract Training and International Education:

1. international student fees;
2. fee refunds;
3. admissions/registration;
4. homestay;
5. student recruitment;
6. student exchanges;
7. faculty exchanges;
8. linkage agreements;
9. overseas development contracts; and
10. withdrawals.



Policy:	E-1.8
Jointly Approved By:	Board of Governors & Education Council
Approval Date:	Board: Sep. 2, 1999 EdCo: Jun. 21, 1999
Amendment Date:	
Policy Holder:	VP Academic

PRIOR LEARNING ASSESSMENT (PLA)

Purpose / Rationale

The purpose of this policy is to provide guidelines to determine the equivalencies of students' prior learning experiences to formal college credits.

Scope / Limits

1. This policy applies to all current or prospective Camosun College students requesting formal assessment of their prior learning experiences for college level credit.
2. A successful assessment of prior learning will apply only to the designated module or course and will not constitute completion of any prerequisites for other modules, courses or programs.

Principles

1. Camosun College recognizes that learning which some students acquire from their life and work experiences may be equivalent to college level learning.
2. Opportunities to acquire credit in a module, course or program through assessment of prior learning experiences may be offered to students.
3. Formal credit for learning that has been assessed as equivalent to Camosun College courses and programs is granted as follows:
 - a) It is considered Camosun College resident credit. (See definition.)
 - b) It is given a grade which is recorded on College transcripts as a regular course without being identified as PLA credit. Grading is as per the College's grading system which is published in the Grading Policy (see link). If the grading is by letter grade, it is calculated into the College GPA.
4. PLA processes are developed and implemented by the department or discipline in which the credit is sought.
5. PLA processes will include assessment of performance on the full range of theoretical and practical learning outcomes of a module or course.
6. Students will request or be requested to document their learning of specific knowledge, skills and values related to the course or program learning outcomes, objectives or competencies for

which credit is requested. Documentation must support learning statements and may include and not be restricted to the following:

- a) personal profiles and portfolios;
- b) non-credit certificates/diplomas;
- c) work products and artifacts;
- d) course challenges (written, oral, performance examinations [e.g. laboratory, clinical, work-site], product assessment, standardized exams);
- e) performance evaluations (e.g. role-plays; live, video or audio presentations; lab demonstrations; simulations; work-site demonstrations); and
- f) documented learning from life and work experiences and accomplishments.

A. DEFINITIONS

1. Base Funded Courses

Provincially subsidized programming that accommodates the general needs of the public.

2. Non-base Funded Courses

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

3. Official Course Withdrawal

Withdrawal from a course after the Fee Deadline and before 66% of the course has been completed, as per the Course Withdrawal Policy (see link)

4. Resident Credit

Resident credit is equivalent to having earned the credit at Camosun College for graduation purposes.

5. Academic Term

A period equal to the normal duration of the course.

B. PROCEDURES

1. Application

Having decided to apply for prior learning assessment of a module or course, students must:

- a) Begin the PLA application process before or up to and including the first week of the commencement of the regular (non-PLA) course. Exceptions may be made at the discretion of the chair or program leader of the department.
- b) Consult with the Information and Registration Office to determine whether they meet:
 - i. the College's admission requirements; and
 - ii. the pre-requisite requirements.
- c) Obtain a *Prior Learning Assessment Application Form* from the Information and Registration Office.
- d) Contact the Department offering the course for which they wish to have a prior learning assessment and schedule an advisory session with the chair or program leader to discuss suitability. Bring the *Prior Learning Assessment Application Form* to the session.

If a PLA is determined to be suitable, students must:

- a) Obtain the departmental signature approving the PLA module or course and the start and end dates. Start and end dates for the PLA course are mutually agreed upon by the faculty member and the student.
- b) Submit the signed *Prior Learning Assessment Application Form* to the Information and Registration Office and register and pay fees.

2. Fees

- a) **Base-funded PLA courses:** (See definition.) Tuition fees are assessed at 50% of the current College approved rate. Applicable levy fees are assessed by the Information and Registration Office.
- b) **Non base-funded PLA courses:** (See definition.) Tuition fees are established by the department offering the program or course.
- c) PLA fees are non-refundable. Special consideration of a refund may be given in extenuating medical or compassionate circumstances as per the *Course Withdrawal Policy* (see link).

4. Withdrawal

Once registered in a PLA module or course, students may withdraw according to guidelines established in the Course Withdrawal Policy (see link); however, course withdrawal is not permitted for PLA courses of one week's duration or less.

5. Grading

Upon completion of a PLA module or course:

- a) Students are entitled to an interview with a faculty member to review their course performance;
- b) A final grade will be awarded, submitted to the Records Department by the faculty member, and entered on the student's transcript regardless of the grade received.

5. Repeating a Course

Any student who has previously taken a regular (non-PLA) module or course or module, whether successful or unsuccessful, cannot be assessed for prior learning for that same course until at least one full academic term has elapsed (see definition). Once this period has elapsed, the student must be able to demonstrate to the chair or program leader additional learning acquired which supports his/her PLA application.

6. Student Appeals

Students who wish to appeal decisions regarding final grades must refer to the *Student Appeal Policy* (see link).

C. LINKS TO RELATED POLICIES

[E-1.5 Grading](#)

[E-2.2 Course Withdrawals](#)

[E-2.4 Student Appeals](#)



Policy:	E-1.9
Approved By:	Board of Governors
Approval Date:	November 28, 2005
Advice by Ed Council:	Nov. 21, 2005
Amendment Date:	
Policy Holder:	VP Academic

PROGRAM ADVISORY COMMITTEES

Purpose / Rationale

Program Advisory Committees are one of the College's chief means of providing advice on currency and relevance to College programs and have long been recognized as an effective means to facilitate input from our larger community. The purpose of this policy is to establish common standards for the establishment and ongoing support of Camosun College Program Advisory Committees to better enable program currency and relevance and to provide a valued link to our community.

Scope / Limits

This policy applies to all applied programs as well as other program areas that would benefit from formal linkages to the community.

Principles

1. Program Advisory Committees (PAC's) will be established for all applied programs as well as other program areas that would benefit from formal linkages to the community, with the purpose of:
 - a) advising the College on program outcomes and on program development, review and renewal;
 - b) advising the College on current trends in the field; and
 - c) providing a valuable link to the communities we serve.
2. Recommendations arising from Program Advisory Committees will be communicated to the Dean's/Director's office and reported on at a subsequent Program Advisory Committee meeting.
3. All Program Advisory Committee members will be external to the College and will be selected and appointed by the Dean/Director. Careful consideration will be given to selecting members of the community who collectively embody a comprehensive spectrum of appropriate field expertise and community connections that are important or pertinent for the program area.
4. The Dean/Director, Associate Dean/Director and Department Chair/Program Leader will be ex-officio members of Program Advisory Committees established in their area.
5. Each Dean/Director will provide administrative support and resources for the operation of its program advisory committees.
6. Program Advisory Committee members may be reimbursed for reasonable out-of-pocket expenses as allowed under the College's *Travel Policy* (see link below).

A. LEGISLATED REFERENCES

College and Institute Act, Section 23 (1) (l)

B. SUPPORTING DOCUMENTS

(to be fully developed by the implementation team)

Terms of Reference

Roles and Responsibilities

Guidelines, protocols and forms

C. LINK TO RELATED POLICY

[O-4.3 Travel](#)



Policy	E-1.11
Approved By:	Board of Governors
Approval Date:	December 7, 2009
Amendment Date:	June 27, 2011
Policy Holder:	VP Academic

PROGRAM SUSPENSION AND CANCELLATION

Purpose / Rationale

All programs are evaluated on an ongoing basis to ensure program relevancy and effectiveness. Where it is identified that a program is no longer sustainable, a recommendation may be made to suspend or cancel a program. The impetus for program suspension or cancellation may come from within a program area, the Dean/Director, the Vice President Academic, or the President and the College Executive Team.

Scope / Limits

This policy will apply to all College programs that lead to a credential, and will not apply to courses and non-credentialed programs.

Principles

1. Program suspension and cancellation decisions will be made in a respectful, timely, and considered manner.
2. The decision to suspend or cancel a program will be preceded by a process of consultation and information gathering with the stakeholders, and will take into consideration required elements of qualitative and quantitative program performance and evaluation data.
3. Suspension or cancellation must minimize the impact on current students. A transition plan will be developed to allow students in a program to complete their studies.
4. Suspension of programs is approved by the Vice President Academic.
5. Cancellation of programs is approved by the Camosun College Board of Governors.
6. Suspension of a program does not necessarily lead to cancellation.
7. Within two years after a program has been suspended, a review will be conducted to determine if the program should be cancelled or not.
8. In times of severe financial constraint or financial exigency in which timelines and decisions are pressing, the consultation process may be abridged or expedited depending on the nature of the circumstances.

A. DEFINITIONS

1. Program

Institutionally defined and specific set of courses approved by Education Council which lead to a Camosun College credential.

2. Suspension of a Program

The suspension of a program occurs when a program is not offered for one or more intake(s) and is intended as a temporary measure.

3. Cancellation of a Program

The cancellation of a program occurs when a program is no longer offered by the college and is removed from the list of program offerings.

B. RESPONSIBILITIES**1. Dean/Director**

1. Ensures appropriate information gathering, consultation, transition planning, and communication has occurred.
2. Submits the recommendation and transition plan for the suspension or cancellation to the Vice President Academic.
3. Ensures approval process has been followed as per this policy and the Education Approvals policy.

2. Vice President Academic

1. Approves program suspensions.
2. Reviews proposals for program cancellations from the Dean/Director and makes recommendations for program cancellations to Education Council and the Camosun College Board of Governors.

C. SUSPENSION OF A PROGRAM

1. A Dean/Director, in consultation with the necessary stakeholders, may recommend the suspension of a program to the Vice President Academic. The Vice President Academic, in consultation with the necessary stakeholders, may also initiate the process for suspension of a program.
 - a. to conduct a major restructuring of a program; or
 - b. based on program performance measures such as (but not limited to) low student enrolment, declining employment opportunities for graduates, or budgetary considerations.
2. Ideally, the decision to suspend a program will be made at least four months before the usual start date of the program.
3. Once a decision to suspend a program has been made and approved by the Vice President Academic, the Dean/Director will advise the stakeholders of the suspension and implement a communication process.
4. Normally, the Dean/Director will submit an action plan to remedy the circumstances which lead to the suspension of the program or recommend the program for cancellation.

D. CANCELLATION OF A PROGRAM

1. It is recognized that there may be times when a recommendation for cancellation might be made instead of a suspension.
2. Prior to recommending a program for cancellation, the Dean/Director will undertake a consultation process and review of the program. This will include:
 - a. Consultation and information gathering from interest groups including (but not limited to): students (current and prospective); employers; program advisory committees; Education Council; affected faculty and staff and their respective Unions; and the College service departments and administration.
 - b. A review of program performance measures including (but not limited to): student demand; graduate employment/transfer to further studies; cost effectiveness; student and employer satisfaction levels; availability of alternate program providers; and other relevant program data.
3. Implications of any proposal, including impact on staff, facilities, technology, and other resources, must be clearly identified.
4. The recommendation for cancellation will be brought forward to the Vice President Academic by the Dean/Director. With support of EMT and the Executive, a program would be recommended for cancellation to the Board of Governors.
5. Once a decision to cancel a program has been approved by the Board, the Dean/Director will advise the stakeholders and implement a communication process.

E. LEGISLATED REFERENCES

College and Institute Act **Section 19 (1) "Powers of the Board"**:

19 (1) Subject to this Act, a board may do the following:

- (d) determine courses or programs to be offered or cancelled at the institution;

College and Institute Act **Section 23 "Advisory Role of Education Council"**:

23 (1) An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:

- (e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution;

F. LINKS TO SUPPORTING DOCUMENTS AND POLICIES

E.11.1 Communication Process for Program Suspension and Cancellation (under development)

G-1.3 Board Decision Making

E-1.6 Educational Approvals



Policy:	E-1.4
Approved By:	Education Council
Approval Date:	December 19, 2005
Amendment Date:	
Policy Holder:	VP Academic

STANDARDS FOR AWARDING CAMOSUN COLLEGE CREDENTIALS

Purpose / Rationale

The purpose of this policy is to ensure the validity, consistency and quality of credentials issued by the College.

Scope / Limits

This policy applies to current and former Camosun College students and to applicants seeking transferability of previously acquired credentials to current Camosun programs.

Principles

1. The College is committed to establishing standards that ensure the validity and quality of credentials awarded.
2. A student must meet all the current standards and credential requirements of a program in order to be awarded a Camosun College credential. (See the *Calendar* link below).
3. The College will recognize a previously awarded credential if it meets current program standards for equivalence, validity, and relevance.
4. A minimum grade point average (GPA) of 2.0 is normally required to graduate from a Camosun College program. Higher graduating GPAs may be stipulated for different programs. Where a higher graduating GPA is required, it will be published in the *Calendar*. (See link.)
5. A student must acquire a minimum amount of credit at Camosun College in order to be awarded a Camosun College credential. (See Section A below.)
6. A student who has completed one credential at the College and wants to apply his/her course work towards an additional credential may use a limited amount of credit from the original credential toward the new credential. (See Section B below.)
7. To ensure the validity and quality of a credential, the standard time limit for completion of a credential is *twice the normal length of the Camosun College program* in which the student is enrolled. The College cannot guarantee that courses or programs will be available for a student to complete graduation requirements after this time. (See Section C below.)
8. The College may recognize previous and related learning that a student has acquired through transfer credit or, if a suitable challenge exists, through Prior Learning Assessment (PLA). (See Section D below.)

A. MINIMUM CAMOSUN COLLEGE CREDIT REQUIREMENT
(RESIDENCY REQUIREMENT)

1. Certificates, Diplomas, Advanced Diplomas, and Associate Degrees

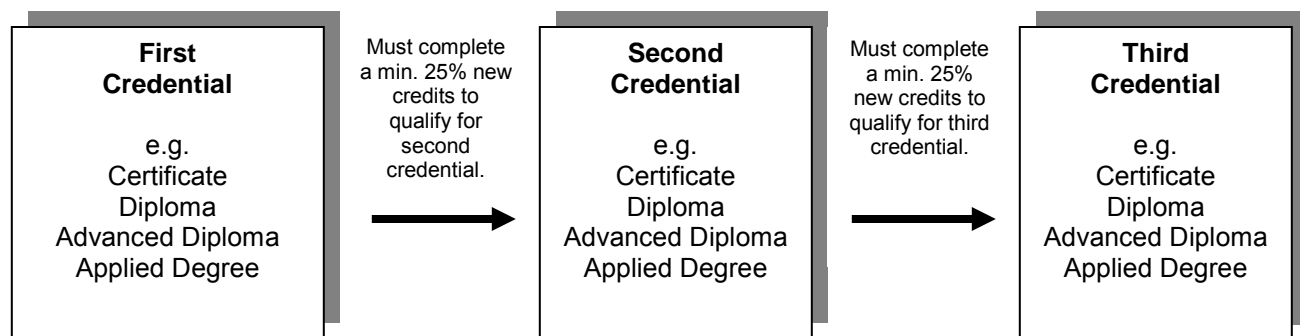
To be awarded a Camosun College certificate, diploma, advanced diploma, or associate degree, a student must have completed at least 25% of the required program or program credits through Camosun College.

2. Applied Degrees

To be awarded a Camosun College applied degree, a student must complete a minimum of 30 credits (equivalent to one academic year) of the Applied Degree program through Camosun College.

B. QUALIFYING FOR DUAL AND MULTIPLE CREDENTIALS

To acquire a subsequent or higher level credential, a student must complete all the requirements of the credential. In addition, at least 25% credits must be new and be completed in order to be awarded a subsequent or higher level credential.



C. TIME LIMITS FOR COMPLETING A CREDENTIAL

1. Completion Within the Time Limit

The standard time limit for completion of a credential is *twice the normal length of the program* in which the student is enrolled.

2. Completion Beyond the Time Limit

The College cannot guarantee that courses or programs will be available for a student to complete graduation requirements after this time. A student who completes beyond the specified time limit will be required to meet the program requirements *at the time of credentialing*. This may require that the student repeat certain courses, complete additional courses, or follow a new or revised program of studies.

D. PREVIOUSLY EARNED CREDIT AND LEARNING

1. Transfer Credit

- a) Transfer credit is defined as credit for a Camosun course formally granted for equivalent academic work completed at another institution. The credit granted is recorded on the Camosun college transcript, but the grade is not calculated into the GPA.
- b) A student who has completed post-secondary studies at another institution and wishes to apply for transfer credit must do so at the time of application to the College by submitting his or her transcripts and other relevant documentation.
- c) The College will evaluate these documents and may award transfer credit for equivalent, completed courses for which a student has received a passing grade of 50% or higher.

Note: Please see the course descriptions section of the *Calendar* (see link below) for minimal grades required for transfer courses to be used as prerequisites.

- d) The Registrar's Office may request further review of the documents by Departmental Chairs or forward documents to the International Education Officer if appropriate.

Note: For further information on assessment of transfer credit, please see the *Camosun Calendar*. (See link.)

2. Prior Learning Assessment (PLA)

A student who believes that learning he/she has acquired from work and life experiences may be equivalent to formal College credit may request a formal Prior Learning (PLA) Assessment. For guidelines on how to request an assessment, see the *Prior Learning Assessment Policy*. (See link below.)

E. Links to Related Policies and Calendar

[E-1.6 Educational Approvals](#)

[E-1.8 Prior Learning Assessment](#)

[Camosun College Calendar](#)



Policy:	E-2.5
Approved By:	Board of Governors
Approval Date:	October 27, 2003
Advice by Ed Council	Sep. 22, 2003
Amendment Date:	March 2, 2009
Policy Holder:	VP Academic

STUDENT CONDUCT

Purpose / Rationale

The purpose of this policy is to provide clear expectations of appropriate academic and non-academic student conduct and to establish processes for resolution of conduct issues or the imposition of sanctions for inappropriate conduct.

Scope / Limits

This policy covers all students enrolled in a College course or program, on or off campus, as well as prospective students, while engaged in college related activities. This policy does not apply to conduct related to harassment which is covered under the Human Rights Policy (See link.)

Principles

1. The College recognizes the considerable effort on the part of students to establish and meet their educational goals. To enhance students' opportunity for success in meeting their educational goals, the College expects members of the College community to act toward each other in a manner that contributes to a positive, supportive and safe learning environment.
2. The College is committed to high curriculum standards.
 - a) Every student will be provided a course outline that establishes student expectations and assessment criteria.
 - b) Student achievement against the assessment criteria is the basis for grading and evaluation.
 - c) Students are expected to meet the course requirements as described in the course outline
 - d) Students experiencing difficulties in meeting course requirements are expected to seek help in a timely manner.
 - e) To facilitate learning, wherever possible, staff and faculty will identify where students can obtain extra support that is available through the College.
 - f) Entrance to a program or course of study does not ensure successful completion.

3. To enhance the learning environment, the College expects all students to act in an honest and appropriate manner.
 - a) The College will not tolerate inappropriate student conduct such as academic dishonesty, or disruptive, threatening or dangerous conduct. (See Section C, Examples of Unacceptable Student Conduct.)
 - b) The College will take whatever action is necessary to intervene when inappropriate student conduct occurs and will impose disciplinary consequences that reflect the severity and nature of the inappropriate conduct.
4. The College is committed to the provision of a fair and timely appeal process through which student concerns regarding final grades and discipline can be addressed. (See link to Student Appeal Policy.)
5. Imposed discipline will remain in place while an appeal is being considered.

A. DEFINITIONS

Academic Dishonesty: Obtaining an academic advantage dishonestly through conducts such as cheating or plagiarism. Academic dishonesty also includes gaining admission through dishonest means whether providing false or fraudulent documentation or withholding information or documentation required for admission.

Cheating: An act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage.

Plagiarism: The presentation of another person's or source's words and/or ideas as one's own. Plagiarism ranges from an entire assignment that is not the student's own work to specific passages within an assignment taken from a source without acknowledgement. (See Supporting Document E-2.5.1 Plagiarism: Definition and Consequences.)

Unacceptable Student Conduct: Any conduct that has the effect of disrupting the learning environment or that is a threat, or perceived to be a threat, to the safety of other students, staff, and faculty, whether conducted on or off campus. (See Section C, Examples of Unacceptable Student Conduct.)

Decision-maker: Any member of the College faculty, staff or administrator who holds the authority for making a decision regarding final grades or for imposing discipline.

B. DISCIPLINARY CONSEQUENCES

Disciplines are intended to be corrective and to reflect the severity and nature of the inappropriate conduct. In some instances appropriate action may include the involvement of authorities outside of the college. At any time, the dean, director, chair or instructor may refer students to appropriate services such as counselling, financial aid, disability support services, learning skills centre, etc.

If a student believes he or she has been treated unfairly in relation to the imposition of the following measures, he or she may seek resolution, within the stipulated timelines, through the process outlined in the *Student Appeal Policy*.

1. Academic Dishonesty:

The disciplinary consequences will vary according to the severity of the incident and may include, but not be limited to, those cited below. The dean, director, chair or instructor may call upon College Safety to assist in the investigation.

- a) **Repeat the Assignment or Test, or Issuance of a Special Assignment or a Failing Grade for a Test or Assignment:** The terms and conditions of these measures will be provided to the student in writing by the instructor
- b) **Issuance in Writing of a Failing Grade for the Course:** The terms and conditions of this measure will be provided to the student in writing by the instructor after consultation with the dean-
- c) **Written Reprimand:** The student is advised in writing that further incidents of improper conduct, such as academic dishonesty, may result in more severe discipline. Written reprimands may also describe terms and conditions of probation or may describe expectations for student conduct. Written reprimands will be administered by the appropriate decision-maker (director, dean or College Safety); copied to the appropriate dean, the Vice President Academic; and placed on the official student record-
- d) **Removal from a Program:** The student is removed from the program. The terms and conditions of this measure will be provided to the student in writing by the dean, after consultation with the chair and the Vice President Academic, and placed on the official student record-
- e) **Refusal to Enroll or Re-enroll:** Refusal of the College to enroll or re-enroll the student into a course, courses or a program. The terms and conditions of this measure will be provided to the student in writing by the dean, after consultation with the chair and the Vice President Academic, and placed on the official student record.
- f) **Suspension from the College:** Refusal of the college to admit a student to any class, course, program, College service or College activity. The terms and conditions of this measure will be provided to the student in writing by the President; copied to the Vice President Academic and the Board of Governors; and placed on the official student record.

NOTE: This measure may be appealed to the Board of Governors.

- g) **Forfeiture of College Award or Credential:** Request return of anything awarded by the College, including awards or credentials, when the award or credential was acquired through dishonest or inappropriate means. The terms and conditions of this measure will be provided to the student in writing by the Vice President Academic, and placed on the official student record.

NOTE: This measure may be appealed to the President.

2. Inappropriate Student Conduct: Academic and Non-academic

The discipline will vary according to the severity of the incident and may include, but not be limited to, those cited below. The discipline may be invoked for disruptive conduct or for academic concerns at the discretion of the appropriate decision-maker.

The Dean, Director, Chair or Instructor will collaborate with College Safety in any investigation where a student's conduct may be (or perceived to be) threatening to themselves or others, violent, illegal, or uncontrollably disruptive.

If a student believes he or she has been treated unfairly in relation to the imposition of the following measures (with the exception of suspensions and forfeiture of College Award or Credential), he or she may seek resolution, within the stipulated timelines, through the process outlined in the *Student Appeal Policy*.

- a) **Verbal Reprimand:** The student is informed that the conduct exhibited is inappropriate. Such a reprimand may be issued by College personnel when confronted by inappropriate conduct-
- b) **Removal from a Class In Progress:** Immediate removal of a student from a class in-progress. In some cases the disruption may be significant enough that the class is terminated and postponed until the disruptive conduct can be mitigated. Terms and conditions for return to the class must be communicated to the student by the instructor who will inform the department chair and the dean-
- c) **Written Reprimand:** The student is advised in writing that further incidents of improper conduct may result in more severe discipline. Written reprimands may also describe terms and conditions of probation or may describe expectations for student conduct. Written reprimands will be administered by the appropriate decision-maker (director, dean, or College Safety); copied to the appropriate dean, the Vice President Academic and to College Safety; and placed on the official student record.
- d) **Restriction of Activity or Access to an Area or Services:** Restriction or exclusion of a student from certain College activities, or denial of access to certain areas of the College, or to the use of certain facilities or equipment. The terms and conditions of this measure will be provided to the student in writing by the appropriate decision-maker (director, dean, or College Safety); copied to the appropriate college personnel and to the Vice President Academic; and placed on the official student record.
- e) **Recovery of Costs:** Recovery of costs is requested for damages deliberately caused by the student. The terms and conditions of the measure will be provided to the student in writing by College Safety; copied to the appropriate decision-maker (dean or director) and the Vice President Academic; and placed on the official student record.
- f) **Removal from a Course:** Immediate exclusion of a student from a course. The terms and conditions of this measure will be provided to the student in writing by the department chair after consultation with the instructor and the dean; copied to the Vice President Academic and to College Safety; and placed on the official student record.
- g) **Removal from a Program:** Removal of the student from the program. The terms and conditions of this measure will be provided to the student in writing by the dean, after

consultation with the department chair and the Vice President Academic; placed on the official student record; and copied to College Safety.

- h) Suspension from the College:** Refusal by the College to admit a student to any class, course, program, College service or College activity. The terms and conditions of this measure will be provided to the student in writing by the President; copied to the Vice President Academic, to College Safety and the Board of Governors; and placed on the official student record.

NOTE: This measure may be appealed to the Board of Governors.

- h) Forfeiture of College Award or Credential:** Request return of anything awarded by the College, including awards or credentials, when the award or credential was acquired through dishonest or inappropriate means. The terms and conditions of this measure will be provided to the student in writing by the Vice President Academic, and placed on the official student record.

NOTE: This measure may be appealed to the President.

C. EXAMPLES OF UNACCEPTABLE STUDENT CONDUCT

1. Assault and Threatening Conduct

This includes any physical, written or verbal assault directed at any individual or group affiliated with the College community that occurs within any College related activity and that could result in physical, mental or emotional harm, or harassment.

Examples: Hitting, slapping, punching another person; continued unwanted contact with or stalking of another person; using threatening language; communicating in any manner an image, picture or graphic that is threatening.

2. Conduct Endangering the Safety of Others

This includes any conduct that potentially or actually endangers the safety of any person in the course of any College related activity.

Examples: Tampering with fire access doors or discharging fire extinguishers; unsafe operation of a motor vehicle; inappropriate use of tools, equipment or procedures that places a person at risk.

3. Failure to Comply with Reasonable Requests of College Employees

This includes any failure to comply with a reasonable request or directive of any College employee, issued in order to protect the rights, privileges or safety of any member of the College community.

Examples: Failure to leave a building during a fire alarm; refusal to remove a vehicle parked in a fire lane; refusal to remove weapons from campus; failure to vacate a College service or instructional area when directed.

4. Disruptive Conduct/Disorderly Conduct

This includes any conduct that interferes with the provision of College services or instruction or that interferes with any member of the College community.

Examples: Verbal outbursts, physical gestures, actions or interruptions which limit or interfere with the provision of College services or instructional activities; unwarranted and unreasonable disturbances during any Camosun College related activity.

5. Unauthorized Entry or Presence

This includes any unauthorized act of entering, remaining in, or allowing others to have access to areas of the College.

Examples: To enter, or allow others to gain entry to, computer laboratories outside of authorized times and conditions; or unauthorized presence in any College office or area.

6. Misuse of Information

This includes any falsification, alteration or misuse of personal identification, electronic identification, records or documents.

Examples: Unauthorized alteration of grades or records; inappropriate use of computer password access privileges or registration privileges; refusal to produce valid identification upon request.

7. Theft of Personal or College Property

This includes any theft (attempted or actual) or unauthorized removal of property belonging to the College or to any member of the College community.

Examples: Theft of library resources; theft of personal property such as a knapsack or purse; or unauthorized duplication of computer software belonging to the College.

8. Vandalism/Intentional Damage or Misuse of Personal or College Property

This includes any intentional altering of, or damage to, any resource or property belonging to Camosun College or to property of any member of the College community.

Examples: Damaging library books; defacing College buildings; or damaging vehicles.

9. Seem to Violate Federal, Provincial or Municipal Laws, Statutes or Regulations

This includes any conduct that violates the laws, statutes, or regulations of any applicable authority.

Examples: Violations of B.C. Liquor Control Act; possession, use or sale of illicit substances such as steroids or drugs; possession of weapons on campus; violations of the Motor Vehicle Act; issuing a false fire alarm; or failure to comply with Worker's Compensation Board regulations.

10. Disrespectful or Demeaning Conduct

This includes any statement, publication, notice, sign, symbol, emblem or other representation which gives a member of the Camosun College community reasonable cause to believe that he or she has suffered hatred or contempt.

Examples: Language, cartoons, photos, symbols, etc., which expose a person or a group or class of persons to pornography, hatred or contempt.

11. Making False, Frivolous or Vexatious Complaints

This includes any complaint that is intentionally made by a person who knows it is false, frivolous or vexatious.

Examples: Alleging a theft of personal property that is untrue; alleging an assault that is found to be false; numerous complaints made by the same student when that student is actively inciting the conduct complained about.

D. LEGISLATED REFERENCES

College and Institute Act Sections: 23 (1) (j); 24 (2) (e); and 37 (2), (3), (4)

E. LINKS

Supporting Documents

[E-2.5.1 Plagiarism: Definition and Consequences](#)

Related Policies

[E-1.5 Grading](#)

[E-1.6 Educational Approvals](#)

[E-2.4 Student Appeals](#)

[O-5.10 Human Rights](#)



Policy:	E-2.4
Jointly Approved By:	Board of Governors & Education Council
Approval Date:	Board: Oct. 27, 2003 EdCo: Sep. 22, 2003
Amendment Date:	
Policy Holder:	VP Academic

Student Appeals

Purpose / Rationale

The purpose of this policy is to provide an appeal process for students who have reason to believe they have been graded unfairly or treated unjustly in relation to discipline by Camosun College ("the College").

Scope / Limits

This policy applies to all students enrolled in Camosun College courses and programs. This policy does not apply to non-final grades.

Principles

1. The College recognizes the right and responsibility of its faculty and staff to assess student performance and impose discipline in appropriate circumstances. The College also recognizes the right of students to be assessed in a manner that is fair, just and reasonable and to have sanctions imposed in proportion to the nature and seriousness of their conduct.
2. The College is committed to the provision of a fair and timely appeal process through which student concerns regarding **final** grades and imposed discipline can be addressed.
3. Students will have access to a multi-stage process within their Schools for appealing a decision regarding a **final** grade or imposed discipline. (See Section A below.)
4. A final stage of appeal (a formal hearing beyond the School) may be provided if, in the assessment of the Vice President Academic, sufficient grounds for an appeal have been demonstrated. (See Section B below.)
5. A student can withdraw his or her appeal at any stage of the appeal process. If the student withdraws the appeal, the matter will be considered closed and no further appeal will be allowed with respect to the same matter.
6. Forfeitures of College Awards or Credentials will be decided by the Vice President Academic and may be appealed to the President within 10 working days of the forfeiture of the College award or credential.
7. Suspensions from the College, will be decided by the President and may be appealed to the Board of Governors within 10 working days of the imposed suspension.

A. Multi-stage School Level Appeal (First Stage Appeal)

1. The appeal process for a final grade begins with a student initiated discussion with the instructor.
2. The appeal process in the case of discipline begins with a student-initiated discussion with the decision-maker (the individual who imposed the discipline).
3. These discussions must be initiated by the student within **ten (10) working days** of the official posting of the final grade or imposition of discipline. If the student is unable to reach the instructor or decision-maker, assistance should be sought through the School office.
4. The student and the instructor or decision-maker should discuss fully the basis on which the student feels unjustly treated and ways in which his or her concerns may be addressed. These discussions must be concluded within **five (5) working days** of being initiated. The decision of the instructor or decision-maker must be made in writing and copied to the Chair.
5. Failing satisfactory resolution at the instructor or decision-maker level, the student may take his or her concerns to the next level of authority within the School by raising the matter for full discussion with the department Chair within **five (5) working days** of the instructor or decision-maker's written decision. These discussions must be concluded within **five (5) working days** of being initiated, and the decision of the Chair must be made in writing and copied to the Dean.
6. Failing satisfactory resolution at the department Chair level, the student may take his or her concerns to the final level of authority within the School by raising the matter for full discussion with the Dean or his or her designate. These discussions must commence within **five (5) working days** of the written decision of the Chair and conclude within **five (5) working days** of being initiated. The Dean's decision will be communicated to the student in writing and a copy of the decision will be provided to the Vice President Academic.

B. Final Appeal Stage

1. If the student is not satisfied with the decision of the Dean, the student may apply to the Vice President Academic to have a panel convened to hear a final appeal ("Panel").
2. The student shall submit a completed *Request for Final Stage Appeal* form (see link below) and all supporting documentation to the Office of the Vice President Academic within **ten (10) working days** of receiving the Dean's written decision.
3. The student *Request for Final Stage Appeal* form is available through the Student Services Department, from all School administration offices, and online.
4. The Vice President Academic will evaluate the *Request for Final Stage Appeal* and supporting documentation and will determine if there are sufficient grounds for an appeal. The Vice President Academic may seek further information and/or clarification from any person involved in the appeal.
5. The grounds for a final stage appeal related to Final Grades are:
 - a) the course outline has not been followed by the instructor;
 - b) the evaluation criteria have not been applied according to the College Grading Policy (see link below); or

- c) the evaluation criteria have not been applied in a reasonable, fair and just manner.
6. The grounds for an appeal related to inappropriate conduct are:
 - a) the student is denying the conduct;
 - b) the student is appealing the severity of the discipline; or
 - c) new information has come to light that would have an impact on the imposed discipline.
7. Prior to directing that a Panel be convened, the Vice President Academic must be satisfied that there is sufficient credible evidence on which the panel might reasonably conclude that one or more of the grounds for considering an appeal listed above have been met.
8. The Vice President Academic may
 - a) direct that a Panel be convened;
 - b) direct that a Panel not be convened;
 - c) direct that some but not all of the issues raised in the Appeal be presented to a Panel;
 - d) remit the matter back to the Dean for reconsideration with recommendations and/or directions; or
 - e) direct that the matter be remitted for an independent academic reassessment.
 - f) If a reassessment is deemed appropriate, the Vice President Academic shall select a qualified new assessor or assessors who may be external to the College. Steps will be taken to ensure the impartiality of the assessor(s) and, where possible, to ensure the anonymity of the student. The assessor(s) may raise, maintain or lower the students' grade as appropriate. The decision of the assessor(s) is final and binding.
9. If appealing a suspension from the College by the President, the student shall submit a completed *Request for Final Stage Appeal* form (see link below) and all supporting documentation to the Board of Governors within ten (10) working days of receiving the President's written decision.

C. The Student Appeal Panel

1. If the Vice President Academic determines that sufficient grounds for an appeal have been demonstrated, he/she may convene a panel and communicate to the student the details related to process, timing and location of the Panel Hearing.
2. The Panel will be comprised of a Chair, two students, and two College personnel. The Chair will have a vote and will be responsible for ensuring that the members of the Panel are free of conflict of interest related to the case being heard. Every attempt will be made to hear the appeal in a timely manner.
3. The decision of the Panel will be final and binding and will be communicated to the student in writing.

D. LEGISLATED REFERENCES

College and Institute Act Sections: 23 (1) (j); 24 (2) (e); and 37 (2), (3), (4)

E. LINKS

Supporting Forms

[E-2.4.1 Summary of Decisions for the First Stage of a Student Appeal Form](#)

[E-2.4.2 Request for Final Stage Appeal Form](#)

Related Policies

[E-1.5 Grading](#)

[E-1.6 Educational Approvals](#)

[E-2.5 Student Conduct](#)

[O-5.10 Human Rights](#)



Policy:	E-1.3
Approved By:	Education Council
Approval Date:	January 19, 2004 <i>("Field Placement")</i>
Amendment Date:	June 21, 2010 <i>("Work Integrated Learning")</i>
Policy Holder:	VP Academic

WORK INTEGRATED LEARNING

Purpose / Rationale

The purpose of this policy is to establish the processes and standards for the inclusion of work integrated learning (WIL) in educational programs at Camosun College.

Principles

1. Camosun College recognizes the importance of broadening and building on students' knowledge and discipline-related skills by bridging institutional-based learning with experience in the field.
2. Work integrated learning experiences consolidate and integrate theory and practice allowing each to inform the other.
3. In all work integrated placements, Camosun College will meet quality standards that will enhance the College's reputation as a provider of sound work integrated learning opportunities that are recognized in the BC Colleges and Institute system and beyond.
4. Work integrated learning will reflect the educational goals of Camosun College.
5. Work integrated learning within a program will be assessed with the same rigor as the rest of the program's activity.
6. Standards (link) will be established for preparation of students, integration of learning, supervision, monitoring, evaluation and feedback during such field experiences.
7. The roles and responsibilities of the College, workplace, and student will be communicated and the expectations of the workplace will be identified to enable an appropriate and relevant discipline-related placement for the student.

Scope / Limits

- A. **INCLUDED** in this policy are all pre-credential experiences in the workplace that meet all of the following criteria:
 - integrated within a program of studies
 - supervised by an employer, preceptor, or instructor
 - monitored
 - evaluated by the College
 - identified as a gradable course
- B. **EXCLUDED** from this policy are:

- work shadowing
- field schools
- field trips
- college-based clinics
- labs
- off site course deliveries
- self directed work terms or work experience typically acquired prior to the program of study
- short applied, experiential or Service Learning projects contained within a course,
- any other limited or non integrated field experiences that do not constitute a gradable course.

A. DEFINITIONS

Work Integrated Learning (WIL)

Work Integrated Learning combines professional work experience with academic studies to integrate theoretical, conceptual knowledge with practice in the workplace through directed or supported educational activities. WIL describes an intentional experiential learning process which may include application, adaptation, and continuous transformation of knowledge in different contexts.

Service Learning

Service Learning is an experiential opportunity that is designed to foster civic or social responsibility and leadership. During Service Learning courses, students work with local or international organizations to provide a variety of community services. *(Definition taken from that used by the [Canadian Alliance For Community Service Learning](#).)*

B. TERMINOLOGY

Competency Based Grading System means the non GPA, competency based grading system consisting of the three final grades (see [Grading Policy](#)).

Preceptor means an individual approved by the College who provides daily, one-on-one, on-site supervision, and assists in the evaluation for a student participating in a preceptorship.

Workplace means a company or organization that provides WIL opportunities for students.

Workplace Supervisor means an individual(s) assigned by the workplace who provides on-site supervision for students participating in WIL opportunities.

C. ROLES AND RESPONSIBILITIES

The College is responsible for preparing the student, facilitating the integration of learning, and monitoring and evaluating work integrated placements and experiences. In addition, the College is responsible for informing the student and the workplace of their respective responsibilities prior to placing the student at the workplace.

The workplace is responsible for providing the students with relevant work and for providing on-site supervision. In some cases, an instructor is assigned by the College to provide this on-site supervision.

Students are responsible for taking advantage of learning opportunities that are provided at the workplace. In addition, the student is responsible for completing required assignments and maintaining professionalism appropriate to the workplace expectations, including dress, timeliness, and other protocols. The student understands that his/her behavior while at the workplace also reflects upon the College.

All three parties are responsible for maintaining communication with each other throughout the WIL opportunity.

D. STANDARDS

Preparation of Student

The College is responsible for increasing the student's awareness of work-related issues including workplace safety, employment standards, workers' compensation, and human rights. The student is educated on these issues prior to entering the workplace.

Suggestions for preparing the student include (not intended to be an all inclusive list) the following: seminars, on-line tutorials, class discussions, case studies, and class assignments.

Integration of Learning

WIL is undertaken with the purpose of integrating theory and practice and with the understanding that the main focus of such experience is learning through working. Students are encouraged to reflect on the relationship between theory and field experience in order to identify and understand how each informs the other. Students may use these insights to set goals for the remainder of their education.

Suggestions for integrating learning before, during and after the WIL opportunity may include one or more of the following range of practices: goals, learning outcomes, portfolios, field experience reports, reflective journals, self evaluations and assessments, class discussions, small group peer discussions led by the instructor, chat rooms or blogs monitored by the instructor, class assignments based on the field experience, and case studies.

On Site Supervision

Students participating in WIL placements receive on-site supervision. On-site supervision will include performance feedback, communication on behalf of the workplace, and on-going support and encouragement to the student.

Suggestions for supervision include the following range of activities: one on one direct supervision, modeling, demonstration, scheduled meetings with the workplace supervisor, orientation meetings, student mentoring and coaching programs.

Monitoring

The College is responsible for monitoring WIL placements. WIL placements are monitored in an effort to ensure that all parties are fulfilling their roles and responsibilities. A College employee must communicate with the student and workplace supervisor during the experience.

A range of suggestions for monitoring includes: direct supervision, site visits, phone calls, emails, meetings with the student and workplace supervisor, group discussions, chat rooms or blogs monitored by the instructor, and informal coffee chats.

Evaluation

Final grades are determined by the College and are assigned using the College Grading Policy (add link). WIL placements will typically use the Competency Grading System. The instructor is responsible for assigning the grade while taking into account input from the student and the workplace supervisor.

Suggestions for one or more evaluations include a range such as: assignments, workplace supervisor input, patient/client input, employer evaluations/appraisals, demonstrated achievement of learning outcomes, student self evaluation, workbooks, and the instructor's observation.

Feedback

To assist in enhancing the curriculum and programming at the College, WIL placement should provide opportunities for employers and students to give feedback on the relevance and currency of existing programs and practices. This feedback is communicated to appropriate individuals within the College on a regular basis.

Suggestions for feedback processes are represented by the following range: focus groups, involvement of WIL placement employers on program advisory committees, employer surveys, student surveys, graduate surveys, student evaluations, instructor led debrief sessions, and site visits.

E. CATEGORIES

Co-operative Education

Co operative Education is a period of WIL experience undertaken according to the guidelines established by provincial and national Co-operative Education approval or accreditation bodies. Co-operative Education is typically only offered in diploma programs and other academic programs of two or more years' duration. Integral to Co-operative Education is the partnership between the College and the workplace that provides paid employment opportunities for students. Both parties recognize that the focus of Co-operative Education is learning through working and that workplaces are committed to providing students with WIL

opportunities relevant to their academic discipline. For detailed parameters, see the Camosun College [Cooperative Education Appendix](#).

Clinical Placement/Practicum

Clinical Placements/Practicums refer to supervised work experiences established according to the custom, guidelines, or requirements of professional organizations, associations or work groups. The term practicum is normally used in the health, community and social services sectors to describe formalized work integrated learning experiences.

Internship

An Internship is a defined form of cooperative education at Camosun that falls outside provincial or national accreditation/approval bodies but within the prescribed parameters as outlined in the Camosun [Cooperative Education Appendix](#). The internship is a flexible program similar to Co-op, but is typically shorter than a Co-operative Education work term, and may occur at the end of the program of study.

Parallel Co-op /Internship

A parallel WIL opportunity is similar to previously defined co-op or internships except that it typically is less than full time work, it occurs simultaneously with full or part time academic courses and it extends over more than one academic term.

Preceptorship

Preceptorship is a period of WIL in which the student performs actual clinical or other professional procedures under the direct supervision of a preceptor (see **B. Terminology**). A preceptorship is structured according to guidelines established by external organizations in order to meet accreditation and professional licensure requirements.

Work Experience

Work experience describes any additional category which satisfies the requirements of this policy and meets the definition of Work Integrated Learning or Service Learning therein, but which has fewer hours than an internship and is not required for professional certification or licensing.

F. LEGISLATED REFERENCES


College and Institute Act Sections: 24 (2) (c)

G. LINKS TO RELATED POLICIES

[G-2.1 Strategic Plan](#)

[E-1.5 Grading](#)

[E-1.6 Educational Approvals](#)

 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

 <p>Educational Standards and Guidelines</p>	Educational Standard:	EX 260-001-004(02)
	Approved by:	Education Council
	Approval Date:	March 3, 2010
	Amendment Date:	
	Office of Primary Responsibility:	VP Academic

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Course Credits

Standard and Procedure

Purpose/Rationale:

The purpose of this standard and procedure is to guide curriculum proponents in setting the appropriate academic course credits at the College. In addition, this standard and procedure will guide the recommendation and approval of the academic course credits by the various recommendation and approval bodies at the College.

Scope/Limits:

The standard and procedure applies to all courses that wish to receive academic credit at the College. There will be no exceptions to the academic course credits standard or procedure.

Note – The College will implement the new Student Based Contact Hour Model on a move forward basis as of May 2010. Where there are minimal impacts to stand-alone course credits or course credits in programs, it is expected that they will come forward for approvals within a one to two year period. Where there are more substantive impacts to course credits it is expected that curriculum will come forward for approvals as part of a program review and renewal process within a one to five year period. There will be no exceptions to the new course credit model, however courses that experience significant impacts in application of the model will be given sufficient time as determined by the VP Education & Student Services to find an appropriate solution to conform to the model.

Principles:

1. There is a relationship between course hours and credits.
2. Curriculum proponents have the flexibility to determine where course hours best fit in the delivery model in order to accurately reflect the offering of the course, and to maximize transitional and transfer opportunities for students to other institutions.
3. Course hours are weighted, normed, rounded, and banded to account for the varying weeks and instructional methods, and to reduce dramatic shifts in credit throughout the college.



Educational Standards

Course Credits

A Student Contact Hour Based Model of Credits

Camosun College has selected a student contact hour based model for calculating credits.

At the heart of the model is a simple empirical equivalence between in-class hours and number of credits. However, strict application of this principle would lead to equating all methods of instruction equally and not take into account the varying weeks and types of delivery of curriculum throughout the College. Therefore, weighting, norming and banding of data has been introduced to address these issues.

The following is a simplified diagram of the process to determine credits for courses offered in the conventional mode of delivery.



Academic Credit or No Academic Credit ?

Education Council (April 26, 2006)

In order for a course to bear academic credit it must meet the following criteria*:

- Course leads to a *credential*
- Course Learning Outcomes are defined.
- There must be a formal process for assessment of the Course Learning Outcomes.

**Note – It does not mean that if a course meets all this criteria it must be credit. It does mean that if a course wants credit it must meet these criteria. The proponent of a course proposes to offer the course on a credit or non-credit basis.*

Course Credits, Hours & Student Fees

A change in course hours may or may not result in a course credit change. However, an increase or decrease course hours will always increase or decrease student fees (*except for courses that charge a flat or monthly rate*)

As such, even if there is no change in credits as a result of an increase or decrease in hours, there will still be a financial impact on students and/or the College. Be sure to allow an appropriate implementation time (e.g. 6 months) before requesting a course hours change.

Course Credits for Conventional Modes of Delivery

Credits are determined by the Derived Instructional Hours

Follow the **three (3) steps** below to determine the credits for a course.

STEP 1: Determine Derived Instructional Hours

To determine the derived instructional hours you will need use **one (1)** of the worksheets below. Select the most applicable worksheet based on the type of offering for the course. For more information on the “Activity” see the “Terminology” section on the page 4.

Semester Course – 15 weeks – Worksheet A

Activity	Hours/ Wk		Weighting Value	=	Weighted Hours		Total Weighted Hours		Norm to 15 wk semester	=	Total Derived Instructional Hours
Lecture		X	1	=		}		X	1 (15/15)	=	
Seminar		X	1	=							
Lab or Collab. Learning		X	0.5	=							
Supervised Field Practice		X	0.33	=							
Workplace Integrated Learning		X	0.25	=							

Note – 15 weeks = 14 weeks of instruction + 1 week of evaluation. We are now documenting the 1 week of evaluation in the hours of delivery. There is no real increase to weeks of this course, just the documentation of them.

Quarter Course – 12 weeks – Worksheet B

Activity	Hours/ Wk		Weighting Value	=	Weighted Hours		Total Weighted Hours		Norm to 15 wk semester	=	Total Derived Instructional Hours
Lecture		X	1	=		}		X	0.8 (12/15)	=	
Seminar		X	1	=							
Lab /Collab. Learning		X	0.5	=							
Supervised Field Practice		X	0.33	=							
Workplace Integrated Learning		X	0.25	=							

Note – 12 weeks = 11 weeks of instruction + 1 week of evaluation. We are now documenting the 1 week of evaluation in the hours of delivery. There is no real increase to weeks of this course, just the documentation of them.

Variable Course – Variable Methods & Weeks– Worksheet C

Useful for courses where the “activity” and “no of weeks” varies within one course
 (e.g. Jazz 146 – “direct instruction” of 2.5 hrs/15 weeks, plus “one performance” at 4 hrs/1 week)

Activity	Hours /Wk		Weighting Value		Weighted Hours		Norm to 15 wk semester (insert no of weeks in blank)		Subtotal of Derived Instructional Hours		Total Derived Instructional Hours
Lecture		X	1	=		X	{(wks) ÷ 15}	=		}	
Seminar		X	1	=		X	{(wks) ÷ 15}	=			
Lab/Collab. Learning		X	0.5	=		X	{(wks) ÷ 15}	=			
Supervised Field Practice		X	0.33	=		X	{(wks) ÷ 15}	=			
Workplace Integrated Learning		X	0.25	=		X	{(wks) ÷ 15}	=			
Other*:		X	*	=		X	{(wks) ÷ 15}	=			

*May include performance hours, distributed education methods, etc. The Weighting Value of the instructional method is determined as per a like “instructional method”.

STEP 2: Round the Total Derived Hours Up or Down

Total Derived Instructional Hours	Round Derived Hours Up or Down to nearest Integer (e.g. 2 hrs, 3 hrs, 4 hrs, 5 hrs, etc.)

STEP 3: Band the Rounded Derived Hours

Rounded Derived Hours (tick the appropriate box)	Credit Value for Course
<input type="checkbox"/> 1 hrs	1
<input type="checkbox"/> 2 hrs	2
<input type="checkbox"/> 3, or 4 hrs	3
<input type="checkbox"/> 5, 6, or 7 hrs	4
<input type="checkbox"/> 8,9, or 10 hrs	5
<input type="checkbox"/> Over 10 hrs	6

Course Credits for Distributed Education

Credits for courses delivered by distance education, or by a blended/hybrid delivery.

Course is also offered in the “Traditional Mode” (Face to Face Instruction Only)

Distributed Education Credits = Credits for the traditional mode of delivery offering.

Course is NOT offered in the “Traditional Mode (Face to Face Instruction Only)

Determine the appropriate credit for the course based on the perceived workload hours in relation to other courses in the program, at the college, and / or another institution. The expected standard for most DE courses is 3 credits. Note – if credits appear unusually high/low/out-of-the-ordinary for the course / program please provide an explanation to justify.

Terminology Under Review. Subject to Change.

Activity - *how the learning is delivered*

Lecture This activity is considered **Direct Instruction**. An instructor generally presents new information on a subject and/or discipline to students. There is usually limited participation by the student. One (1) hour of direction instruction has a weighting of one (1) towards the credit calculation.

Seminar This activity is considered **Direct Instruction**. This activity relies predominately on the participation and discussion of the students. Seminars are often used as an advanced process where learning is cooperative and student led rather than strictly prescribed and led by an instructor/instructional assistant. The instructor acts as a facilitator in the process. One (1) hour of direction instruction has a weighting of one (1) towards the credit calculation.

Lab or Collaborative Learning This activity is considered **Supervised Practice**. Students have an opportunity to apply “hands on study” of information already presented in a Direct Instructional activity and are supervised by an instructor at all times during the application of information. One (1) hour of supervised practice has a weighting of 0.5 towards the credit calculation.

Supervised Field Practice **Supervised Field Practice** is an extension of Direct Instruction learning from other parts of the program in a “field setting”. The instructor generally supervises, assesses, and evaluates, the student frequently; however, the instructor is not always present at the field site. This activity is generally reserved for programs in the Health Science field. One (1) hour of supervised field practice has a weighting of 0.33 towards the credit calculation.

Workplace Integrated Learning In **Workplace Integrated Learning**, students apply and extend academic knowledge and practical skills in a workplace or practical setting. The student works largely independent of the College and has contact with the instructor mostly for setting of their initial educational goals, and for a final assessment and evaluation. Examples of Workplace Learning include Cooperative Work Experiences, Internships, Work Terms, and Practicums. One (1) hour of workplace learning has a weighting of 0.25 towards the credit calculation.


Space – *where the learning is delivered*

Space The space defines the physical location an activity is taking place so that the appropriate space (e.g. classroom, lab, distance learning, etc.) is booked during the timetabling process. Space should not be confused with the activity taking place in that space.

Lectures often occur in classrooms, and labs in labs; however, the activity and space are not always synonymous. For example, lectures may occur in a laboratory space, or conversely a lab may occur in a classroom space.



NEED HELP?
APPROVALS HOTLINE
370-4690
butler@camosun.bc.ca

 <p>Educational Standards & Guidelines</p>	Educational Standard:	EX 260-001-004
	Approved by:	Education Council
	Approval Date:	Oct 15, 2012
	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.

Electives

Purpose/Rationale:

To guide the School Curriculum Committee, College Curriculum Committee, and Education Council in the review and approval of elective course content offered in Camosun College credentials (credentialed programs).

Scope/Limits:

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

Principles:

1. Electives are as open and broad as possible to allow for students to explore their own breadth and/or depth of study.
2. Electives are recognized as a valuable component of the student learning experience.
3. Electives are identified in a manner that is sustainable by balancing the interests of students, pedagogy, and the institution.
4. Electives are credit bearing courses that contribute to the achievement of program learning outcomes.

Terminology:

Elective

Any course that may be applied towards an identified Camosun College credential that is chosen or selected by the student.


Approved Electives

Electives that are "limited" due to the requirements of a specific credential.

- Specified by level, subject, discipline, school, etc. (e.g. "may select any 200 or higher BIOL or PHYS courses", "may select any 300 or higher business courses", etc.).
- Courses with special transferability notations, as determined by BCCAT:
- “UT”, indicating a course that is transferable to one of the BC “research institutions”
- “T”, indicating a course that is transferable to at least one BC receiving institution.
- Choices within required curriculum (e.g. "choose 1 of 3" of the following courses", "choose 5 of 7 of the following courses", etc.). Generally used to achieve a desired program level learning outcomes.
- Specific list of courses (e.g. "may choose from the following list of courses only")

Excluded Courses

Specific courses that may not be applied toward an identified Camosun credential for a specified reason (e.g. duplicate content, no credits, etc.)

 <p>Educational Standards & Guidelines</p>	Educational Standard:	EX 260-001-004
	Approved by:	Education Council
	Approval Date:	March 18, 2013
	Amendment Date:	
	Office of Primary Responsibility:	VP Academic

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Learning Outcomes

Programs and Courses

Purpose/Rationale:

The purpose of this standard is to guide curriculum developers in writing program and course learning outcome that will meet the expectations of the recommendation and approval bodies at the College.

Scope/Limits:

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

Principles:

1. We value learning outcomes that contribute to the significant and/or cognitive learning of a student.
2. We value learning outcomes that are assessable and meaningful.
3. We value learning outcomes that are in alignment with course exercises and activities, course delivery methods, and course assessment and evaluation.
4. We value 4-8 broad learning outcomes per course or program; however we respect the decision of each department to determine the level of detail (i.e. inclusion of performance indicators or sub-outcomes) they require in their formally approved curriculum documents.

What are Learning Outcomes?

Learning outcomes are broad goals or statements of what students will know and be able to do once they have completed a unit of study, be it a course or a program. Learning outcomes should require students to demonstrate integration of knowledge and abilities in relatively complex performances similar to those required in day-to-day living or in the work or professional role for which they are being prepared.

A learning outcome consists of three (3) parts.

1. An **action word** that calls upon the learner to do something that demonstrates learning.
2. **A topic** that specifies what is to be acted upon.
3. A broad statement **of the criterion or context** of the performance.

Examples

Upon successful completion of this course, a student will be able to:

- Formulate and solve problems independently and collaboratively using the tools and techniques of calculus
- Use vocabulary and concepts appropriate to (discipline) in written reports and verbal presentations
- Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- Install, troubleshoot, and maintain electrical conductors, components and equipment in accordance with established standards, practices and codes.

Performance Indicators / Sub-Outcomes

Performance indicators or sub-outcomes describe discrete bits of knowledge and/or abilities that are necessary in order to achieve broader learning outcomes. This level of detail usually appears in Course Outlines or comprehensive program documentation. Generally, performance indicators or sub-outcomes are not recommended to appear in the formal College Course Descriptions and Program Outlines. However, the decision is at the discretion of each department, as some areas prefer to document this level of detail within their formally approved curriculum documents.

Examples

Learning Outcome: By the end of the Visual Arts program, students will be able to discuss art history in relation to how it informs contemporary art practice.

Performance Indicators / Sub-Outcomes:

- Explain how artistic style is a function of the historical record
- Summarize how the purpose and meaning of a work of art is related its historical period
- Give examples of how artists are influenced by their historical period
- Discuss the artist's role in society historically and in the contemporary context

Learning Outcome: By the end of the Dental Hygiene program, students will be able to use clinical skills in a safe and effective manner within dental hygiene practice.

Performance Indicators /Sub-Outcomes:

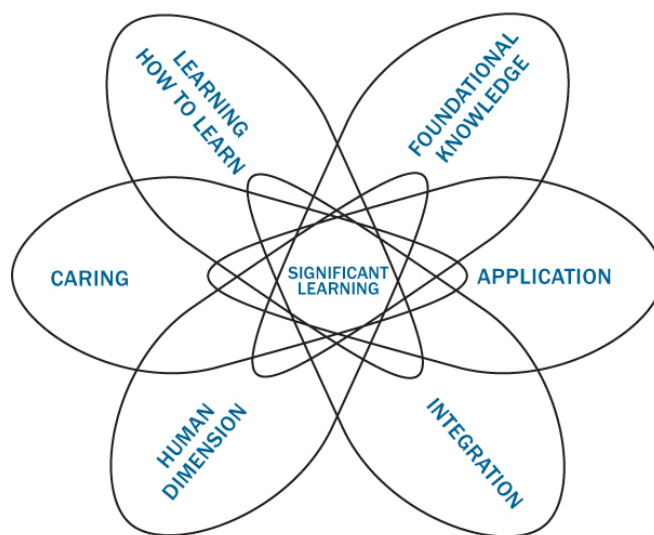
- Utilize current, effective infection control practices
- Use principles of body mechanics
- Organize equipment within easy access
- Organize work environment to maximize efficiency
- Select and adapt instruments, materials and medicinals to meet the needs of each client.

Learning Taxonomies

Learning taxonomies describe “different kinds of learning” and are **useful constructs for writing and assessing learning outcomes**. Also, in an integrated course design these taxonomies inform the development of course activities, assessment and evaluation. Included are two well known examples of useful learning taxonomies for writing and assessing learning outcomes.

Fink’s Taxonomy of Significant Learning (2003) – non-hierarchical

Significant learning is learning that is meaningful and creates a lasting change in a learner’s life. As we position Camosun College to become “**Canada’s college of life-changing learning**” (*Camosun College Strategic Plan 2011-2014*) Fink’s Taxonomy of Significant Learning” is a useful tool to help us reach that vision.



“When a course or learning experience is able to promote all six kinds of learning, one has a learning experience that can truly be deemed “significant”.

Dr. L.D. Fink, “What is Significant Learning?” University of Oklahoma, 2005

We value the inclusion of the six learning dimensions in our program and course learning outcomes where it is appropriate to what the student is learning.

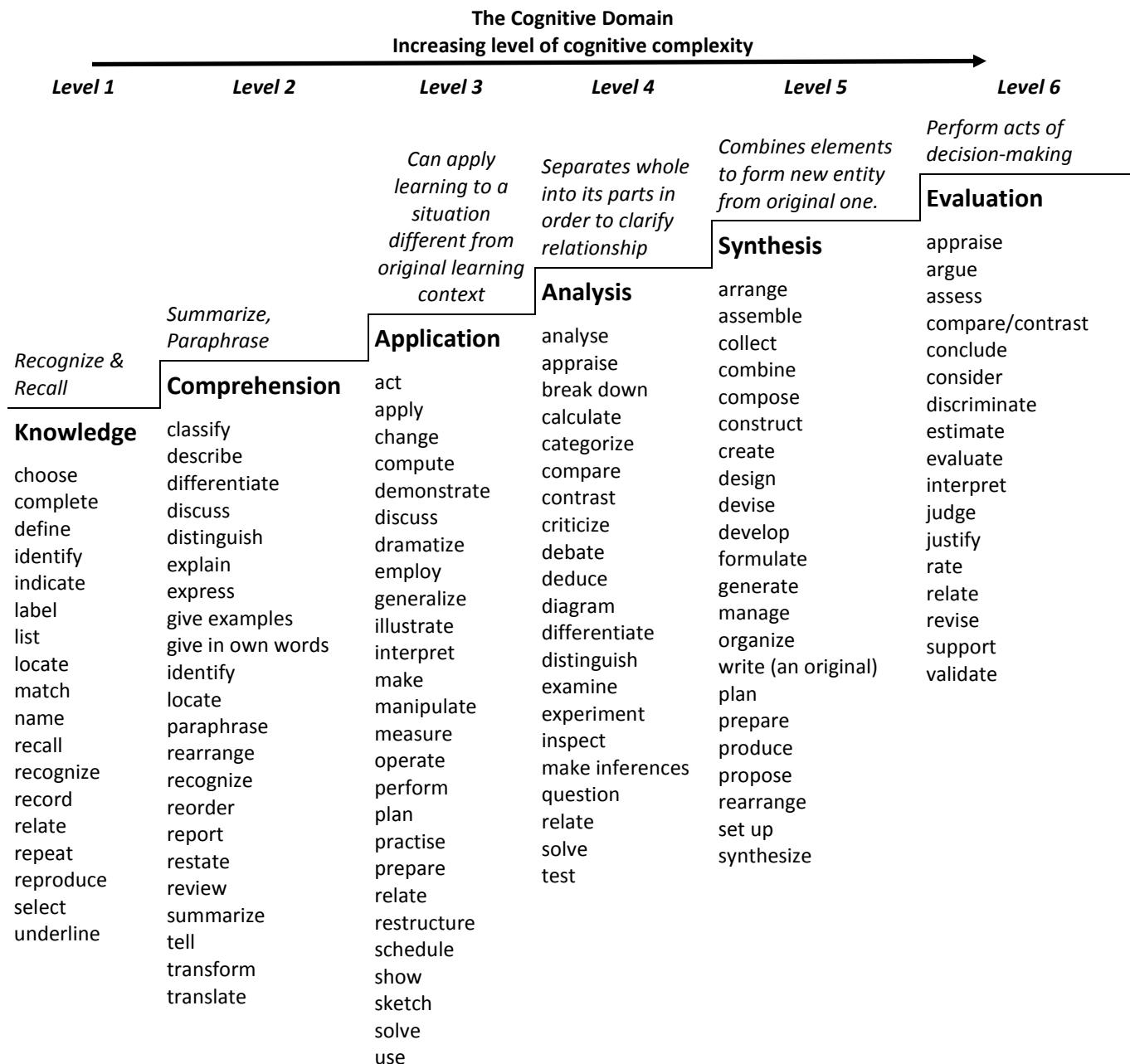
Learning Dimension	Description	Example Outcomes <i>Upon successful completion of this course, a student will be able to:</i>
Foundational Knowledge	To understand and remember information and ideas	Describe, identify, list, recall, summarize
Application	To think critically, creatively, and practically to solve problems and manage projects	Analyse, apply, assess, calculate, create, coordinate, critique, interpret, imagine, judge, manage, question, solve (problems)
Integration	To make connections between ideas, subjects & people	Connect, compare, describe, identify the interaction between..., integrate, relate
Human Dimensions	To learn about one-self and others	Assess, be able to work in teams on..., interact with others to..., reflect, see themselves as...,
Caring	To develop new feelings, interests, values	Get excited about..., express an interest in..., interpret, reflect, value
Learning to Learn	Learn how to be a better student by asking questions and becoming a self-directed learner	Analyze, create a plan for future..., critique, formulate their own questions about..., identify where sources of information may be found on...

Bloom’s Taxonomy of Cognitive Learning (1956) – hierarchical


Learning is demonstrated through the building of knowledge and the mastery of intellectual skills in a sequential order. The taxonomy is a “classic” in education; however, when we consider current initiatives in education that aim for significant life-changing learning it only addresses part of the picture. Significant life-changing learning goes beyond the mastery of cognitive skills.

Example Outcomes

Upon successful completion of this course, a student will be able to:



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

 <p>Camosun COLLEGE</p> <p>Educational Standards</p>	Educational Standard:	EX 260-001-004 (05)
	Approved by:	Education Council
	Approval Date:	Sept 20, 2010
	Amendment Date:	July 17, 2013 (minor wordsmith)
	Office of Primary Responsibility:	VP Academic

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Prescribed Curriculum Approvals

Standards for Prescribed Curriculum in Camosun Credentialed Programs

Purpose/Rationale:

All curriculum that leads to a Camosun credential must be approved by Educational Council and its committees through the educational approvals process. This process requires a number of weeks for review, recommendation and approval by the various committees. Some prescribed curriculum by external professional and/or funding bodies (e.g. Industry Training Authority - ITA) require unique constraints like a short time (as defined as 4 months or less) for implementation after initial release. Such curriculum is developed to coordinate implementation at as many as 15 publicly funded institutions across BC. As such, there are two approval processes for prescribed curriculum: the “regular process” and an “expedited process” for curriculum when the implementation timeline after initial release date is 4 months or less.

The purpose of this standard and procedure is to set standards and expectations regarding the review and approvals process for prescribed curriculum that leads to a Camosun College credential.

Scope/Limits:

This standard applies to curriculum that is prescribed by a third party professional and/or a funding body and that leads to a Camosun credential.

Principles:

1. We value the opportunity to work and develop relationships with external professional and/or funding bodies to develop and deliver curriculum relevant to graduates career.
2. The development, review and approval of prescribed curriculum may require a deviation from our regular processes for approval at Camosun, especially when there are short timelines to implementation. We aim to be flexible, responsive and transparent when these deviations are deemed necessary.
3. We as the granting institution for the credential have an ethical and legislative responsibility to review the curriculum to ensure it meets some level of pedagogical standard that is appropriate to that field of study, even if it differs somewhat from Camosun’s standards.
4. We respect that Camosun faculty have the academic freedom to bring “value added” to curriculum by defining the broader elements, such as values and beliefs (e.g. learners are active participants,

instructors support a cooperative learning environment, “Indigenization of curriculum”, etc.) that drive the curriculum and are representative of a unique Camosun experience.

Definition:

Prescribed Curriculum

It is defined as curriculum that is intended to be taught by Camosun College but is developed and established by another organization or institution prior to arriving at Camosun. The prescribed nature of curriculum means that we may not have the flexibility or authority as to alter such curriculum elements as program content, learning outcomes, hours, requisites, admission requirements, etc. Departments wishing to add their curriculum to the prescribed curriculum standing list must first seek approval from Education Council.

Standards:

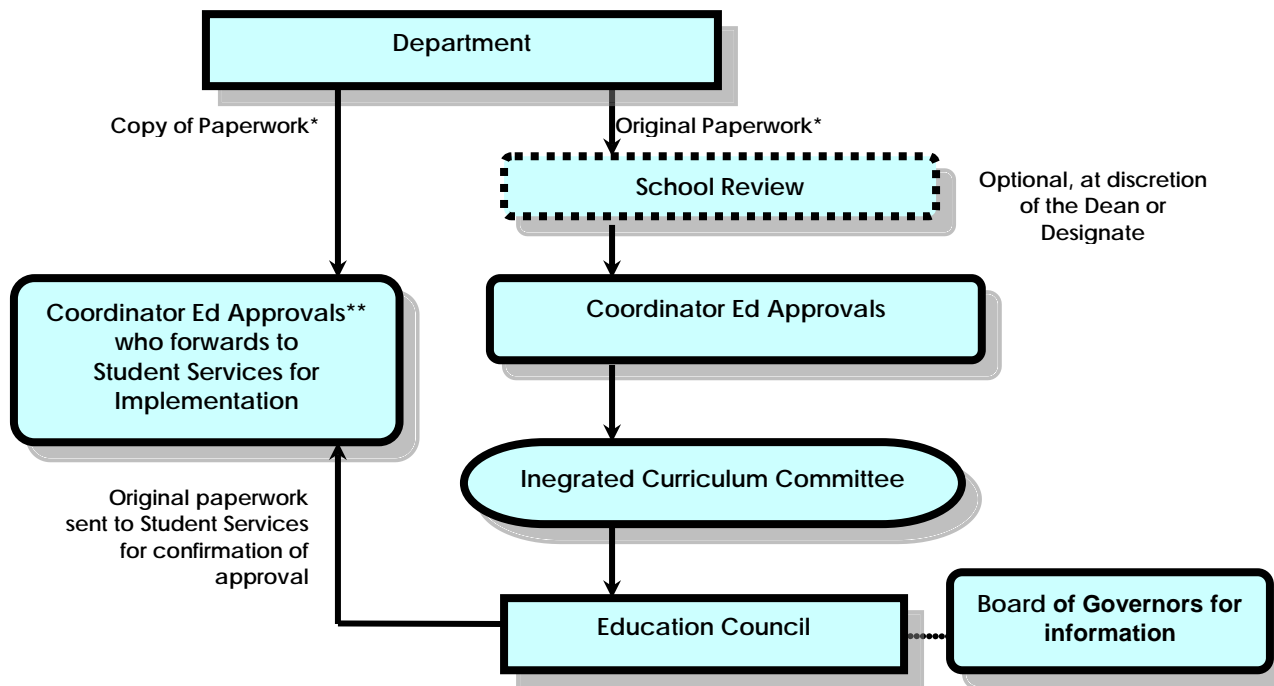
1. Where curriculum elements (e.g. program content, learning outcomes, hours, requisites, admission requirements, etc.) are prescribed by a third party contract curriculum recommendation and approval bodies are not at liberty to challenge these elements but instead endeavor to understand these elements in the context in which they are presented. In some instances, it may be appropriate of the committees to note where they are challenged by particular prescribed elements so that these issues are captured and can be taken forward* at some future time when it is appropriate to do so with the third party.

**Notation – In many cases Camosun faculty are actually involved “as a voice at the table” with the development of the curriculum, and as such may have some influence in the curriculum that is produced.*

2. Prescribed curriculum with an implementation timeline of **more than 4 months** after initial release date will follow the regular approvals process for substantive/major changes.
3. Prescribed curriculum with an implementation timeline of **4 months or less** after initial release date may follow an expedited process for substantive/major changes. This is to allow for immediate implementation in order to meet tight implementation timelines. The alternative process is indicated in the schematic on the following page and is described below:
 - a. Department submits curriculum to Dean or Designate for signature.
 - b. Dean or Designate submits curriculum Coordinator of Education Approvals. Note – the Dean or Designate at his/her discretion may submit curriculum to the School for review before forwarding to the Coordinator of Ed Approvals.
 - c. Coordinator of Ed Approvals reviews curriculum and consults with School or other departments as required.
 - i. If there are “**No Issues**” curriculum is marked as receiving Standing Conditional Approval.
 - ii. If there are “**Issues**” the Department is requested to present the curriculum to a joint meeting between the Education Council Executive and Student Services Registrars Committee (RegComm). These meetings are weekly. A face to face meeting between the Dept, Student Services, and Education Council Executive is the most quick and efficient process to resolve any issues prior to implementation.
 - d. Copy of the curriculum is marked as receiving Standing Conditional Approval by Coordinator Ed Approvals. The Standing Approval condition is that “all documentation is approved through the normal Educational Approval channels within 4 months of commencement of this process”.
 - e. Original paperwork proceeds as normal through the College Curriculum Committee and Education Council via the Education Approvals office.
 - f. Copy of paperwork is sent directly to Student Services for implementation with the Standing Approval condition clearly attached, and clearly indicating that the alternative process has been initiated.

- g. Curriculum change is implemented with Standing Approval
- h. Full approval paperwork is distributed to affected departments immediately upon approval by Education Council.

Substantive / Major Curriculum Changes
For Prescribed Curriculum Changes with 4 mths or less implementation timeline



* These two processes are concurrent, with the copy of the paperwork stamped "Standing Approval on condition that full approval is received within 4 months of ____ (date stamp).

** If there are "**No Issues**" curriculum is marked as receiving Standing Conditional Approval. If there are "**Issues**" the Department is requested to present the curriculum to a joint meeting between the Education Council Executive and Student Services Registrars Committee (RegComm). These meetings are weekly. A face to face meeting between the Dept, Student Services, and Education Council Executive is the most quick and efficient process to resolve any issues prior to implementation.

4. Departments must note the following on their paperwork:
- A brief description of the curriculum change requested by the external body, and the body’s rationale if possible.
 - If the change has or has not been reviewed by the School Curriculum Committee. Why or why not?
 - If available, any other supporting documentation (i.e. from the external body) that supports this change and demonstrates some level of pedagogical standard that is appropriate to that field of study, even it if differs somewhat from Camosun’s standards.
 - If they are following an alternative process due to a curriculum change requested by the external professional and/or funding body with the implementation date for the new curriculum approximately 4 months or less from the date of notification of change by the external body.

List of Prescribed Curriculum at Camosun that leads to a Camosun credential:

The following is a listed of approved curriculum the meets the definition of Prescribed Curriculum. Departments wishing to add their curriculum to the list must first seek approval from the Education Council Standing Committee through a formal request.

- Automotive Service Technician Foundation
- Carpentry Foundation
- Electrical Foundation
- Joinery Foundation
- Heavy Duty Mechanic Foundation
- Commercial Transport Mechanic Foundation
- Horticulture Technician
- Plumbing, Refrigeration & Pipe Trades Foundation
- Professional Cook Foundation, Level 1
- Professional Cook Foundation, Level 2
- Sheet Metal Foundation
- Aircraft Structural Technician Foundation
- Welding, Level C