



Agenda

Monday, May 25, 2015

4:10-6:00 pm – Regular Meeting

CC 321, Interurban

Please bring your own mug or water bottle.

TIME	ITEM	PRESENTER
4:10	Call to order and declaration of quorum (1 min.)	Cynthia Wrate
4:11	Acknowledgement of Coast Salish Territory (1 min.) <i>We acknowledge that Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'lanew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. http://camosun.ca/aboriginal/territory.html</i>	Cynthia Wrate
4:12	Round-Table Check-In (3 min.)	Cynthia Wrate
4:15	Acceptance of Agenda (1 min.)	Cynthia Wrate
4:16	Minutes for approval (1 min.)	Cynthia Wrate
4:17	Reports (8 min.)	
	1. Education Council Chair (3 min.)	Cynthia Wrate
	2. VP Academic (3 min.)	John Boraas
	3. Board Member (2 min.)	Laylee Rohani
4:15	Committee Reports (5 min)	
	1. Awards (5 min.) <i>The Education Council Awards Committee recommends:</i> <ul style="list-style-type: none"> • Donald Family Leadership Award – Thomas K. McCormick • Mixon Animal Rights Award – Sara Laursen • Leadership in African Awareness Award – James Carmichael • Lt. Governor's Silver Medal Award – Robin Adams Request for motion to approve.	Joanne Cumberland
	2. Educational Approvals Steering Committee (nil)	Karin Kaercher
	3. Education Council Policy and Standards Committee (nil)	Cynthia Wrate
4:20	Integrated Curriculum Committee Report (20 min.)	Karin Kaercher

TIME	ITEM	PRESENTER
	1. Curriculum Presentation for Information and Acknowledgement (10 min.) Presentation of Revised Program: <ul style="list-style-type: none"> Diploma in Electronics and Computer Engineering Technology – Renewable Energy No Presentation or Revised Programs (available for Q&A) <ul style="list-style-type: none"> Electrical Maintainer Technician (ETECH 4) Electrical Technician (ETECH 5) Weapons Engineering Technician 	Alan Duncan
	2. Curriculum Recommended for Approval (5min.)	Karin Kaercher
	3. Program Cancellations (5 min.) Diploma in Music, Diploma in Jazz Studies, Diploma in Music Foundations (all replaced with single program – new Diploma in Music Performance).	John Boraas
4:45	Presentations and/or Discussions (10 min.)	
	1. Adding an Indigenous Voice to Education Council (10 min.) Draft By-Law Change –Motion <i>(requires 2/3 of collected votes)</i>	Cynthia Wrate
6:00	Meeting Adjourned	Cynthia Wrate

Upcoming Meetings:

Regular Meetings

Monday, Jun 1, 2015
 Monday, Jun 15, 2015

4:00-6:00 pm
 CC 321, Interurban

Members (Quorum = 10)

Voting Council Members

- | | |
|-------------------------------------|-------------------------------------|
| 1. Carly Hall, Faculty | 10. Nicole Greengoe, Administration |
| 2. Craig Derksen, Faculty | 11. Patrick Jones, Faculty |
| 3. Cynthia Wrate, Faculty | 12. Sarah Lindsay, Student |
| 4. Dominic Bergeron, Administration | 13. Shohreh Hadian, Faculty |
| 5. Hannah Thomson, Student | 14. Stephen Bishop, Faculty |
| 6. Joanne Cumberland, Support Staff | 15. Steven Rumpel, Administration - |
| 7. John Boraas, Administration | 16. Rachael Grant, Student |
| 8. Leslie Martin, Support Staff | 17. Tony Vernon, Faculty |
| 9. Lisa Robertson, Faculty | 18. Vicky Qu, Student |

Non-Voting Council Members

Peter Lockie, President

Laylee Rohani, Board of Governors

Shelley Butler, Permanent Secretary

Karin Kaercher, ICC Chair (*Regular Guest*)

Corrine Michel, Indigenization Coordinator
(*Regular Guest*)

Guests

Alan Duncan, Trades and Technology

For Information:**Education Council Executive:**

Chair: Cynthia Wrate, Business, Interurban, 370-4134, wratec@camosun.bc.ca

Vice-Chair: Stephen Bishop, Health & Human Services, 370-3113, bishops@camosun.bc.ca

ICC Chair: Karin Kaercher, CETL, 370-3365, kaercher@camosun.bc.ca

VP Academic: John Boraas, Office of VP, Interurban, 370-4543, boraas@camosun.bc.ca

Permanent Secretary: Shelley Butler, Office of VP Academic, Interurban, 370-4690, edapprovals@camosun.bc.ca

Intranet:

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<http://sp1/sites/edco/homepage>; or

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



DRAFT Minutes

Monday, April, 2015

4:00-6:00 pm

CC 321, Interurban

Present

Carly Hall, Faculty
 Craig Derksen, Faculty
 Cynthia Wrate, Faculty
 Joanne Cumberland, Support Staff
 John Boraas, Administration
 Karin Kaercher, ICC Chair (*Regular Guest*)
 Laylee Rohani, Board of Governors
 Leslie Martin, Support Staff
 Nicole Greengoe, Administration
 Patrick Jones, Faculty

Peter Lockie, Interim President
 Sarah Lindsay, Student
 Shelley Butler, Permanent Secretary
 Shohreh Hadian, Faculty
 Stephen Bishop, Faculty
 Dominic Bergeron, Administration
 Steven Rumpel, Administration
 Todd Ormiston, Faculty

Regrets/Absent

Hannah Thomson, Student
 Lisa Robertson, Faculty
 Rachael Grant, Student

Tony Vernon, Faculty
 Vicky Qu, Student

Guests

Rod Lidstone, Trades and Technology
 Ian Humphries, Access

ITEM	PRESENTER
A. Call to order and Declaration of Quorum The Regular Meeting was called to order at 4:04 by Cynthia Wrate, Education Council Chair.	Cynthia Wrate
B. Acknowledgement of Coast Salish Territory <i>Cynthia acknowledge the Coast Salish Territory. Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'lanew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. http://camosun.ca/aboriginal/territory.html</i>	Cynthia Wrate
C. Round-Table Check-In and Welcome Cynthia welcomed everyone including our newest members for the 2015-2016 Education Council, and requested a roundtable check-in.	Cynthia Wrate

ITEM	PRESENTER
D. Acceptance of Agenda The Apr 20, 2015 agenda was accepted via unanimous consent, with one correction to spelling of Peter Ove’s last name.	Cynthia Wrate
E. Minutes for approval The Mar 16, 2015 minutes were approved via unanimous consent.	Cynthia Wrate
F. Reports	
1. Education Council Chair Cynthia updated council members on three items: <ul style="list-style-type: none"> The last board meeting was focused on the College budget and finance. She will be attending the Academic Governance Council and bringing forward the discussion on adding an Indigenous voice to the College and Institute Act. There is some early discussion at the Board regarding how to bring new programs for approval to the Board. 	Cynthia Wrate
2. VP Academic John updated council members on one item: <ul style="list-style-type: none"> The Program Mix Analysis has generated a fulsome report that assists in the prioritization of College projects. 	John Boraas
3. Board Member Laylee updated council member on three items: <ul style="list-style-type: none"> The Board approved a balanced budget for 2015-2016. The Board approved the cancellation of three program credentials submitted by Education Council. The Board received a presentation from Camosun International on the strategic direction of internationalization, and the implementation of their operational plan for 2015-2016. 	Laylee Rohani
G. Committee Reports	
1. Awards Nil	Joanne Cumberland
2. Education Approvals Steering Committee Nil	Karin Kaercher
3. Education Council Policy and Standards Committee Nil	Cynthia Wrate
H. Integrated Curriculum Committee Report	Karin Kaercher

Curriculum Recommended for Approval
PRESENTATION

Rod Lidstone presented the revised the renewed Plumbing and Pipe Trades, and the Refrigeration and Air Conditioning Mechanic Foundation programs. Questions and discussion followed.

Motion

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

- Certificate in Plumbing and Pipe Trades Foundation (IDS 743)
- Certificate in Refrigeration and Air Conditioning Mechanic Foundation (IDS 744)
- Course Cancellations: PIPE 100 (IDS 753), PIPE 199B (IDS 755)
- New Courses: PIPE 110 (IDS 746), PIPE 119 (IDS 748), PIPE 120 (IDS 747), PIPE 130 (IDS 752), REFG 100 (IDS 754), REFG 130 (IDS 749), TACC 109 (IDS 745)

Motion Carried

PROGRAM CANCELLATIONS

John presented the cancellation of the following three programs and their associated courses. Questions and discussion followed.

Motion

It was moved by John Boraas and seconded by Nicole Greengoe that Education Council recommends the approval of the cancellation of the following programs to the Board of Governors.

- Certificate in Web Foundations (IDS 824), BSCM 720V (IDS 825)
- Certificate in MS Access Data Management (IDS 826), BSCM 520V (IDS 827), BSCM 523V (IDS 828), BSCM 525V (IDS 829), BSCM 526V (IDS 830), BSCM 527V (IDS 831), BSCM 528V (IDS 832), BSCM 526V (IDS 833), BSCM 530V (IDS 834).
- Certificate in Tourism and Business (IDS 842)

Motion Carried

REGULAR CURRICULUM

Karin presented the regular curriculum for approval. Questions and discussion followed.

Motion

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

- Associate of Arts – English (IDS 787) – Program Content
 - CDA 110 (IDS 776), CDA 111 (IDS 778), CDA 120 (IDS 779), CDA 121 (IDS 780), CDA 140 (IDS 781), CDA 141 (IDS 782), CDA 142 (IDS 783), CDA 150 (IDS 784), CDA 151 (IDS 785) – course cancellations
 - Certificate in Legal Office Assistant (IDS 838), Medical Office Assistant (IDS 839), and Office Administration (IDS 840) – Admission Requirements
 - Coop Changes: Office Admin Coop Appendix (IDS 835), ABT 101 (IDS 836), ABT 102 (IDS 837) and ABT 203 (IDS 836) -
-

- Post-Degree Diploma in Business Admin – Marketing (IDS 809), MARK 110 (IDS 1015), MARK 210 (IDS 810), MARK 220 (IDS 811), MARK 230 (IDS 812), MARK 235 (IDS 813), MARK 325 (IDS 814), MARK 340 (IDS 815), MARK 360 (IDS 816), MARK 365 (IDS 817), MARK 385 (IDS 818), MARK 395 (IDS 819), MARK 435 (IDS 820), MARK 440 (IDS 821), MARK 465 (IDS 822) – Admission Req., Learning Outcomes, Program Content, Course Pre-requisites
- Bachelor of Athletic and Exercise Therapy (IDS 879) – program content, and AET 481 (IDS 876) – course hours
- MARK 215 – course cancellation

Motion Carried

Issues Arising from Curriculum Review:

Karin Kaercher

Karin presented the issue that has recently arisen from a curriculum review.

Non-course Equivalent Evaluation for English Proficiency Assessment Tests

1. There is an inconsistent application of the cut scores required in TOEFL, IELTS and LPI tests for program admission amongst different units at the institution. There is one standard used by Admissions to admit students to a College program. International Education also uses a different standard to market program admission to students overseas. This standard is “less than” the chart used by Admissions. For example, Grade 12 English is a 6.5 IELTS overall score in Admissions, and 6.0 IELTS overall score in International Ed. Grade 12 English is 88 TOEFL overall score in Admissions and 83 TOEFL overall scores in International Ed. This discrepancy creates two levels of admissions for second language learners (domestic ESL and International), and causes confusion.
2. The listing of the detailed cut score as a program admission requirement also creates issues. Our practice is to translate the cut scores to a Camosun course equivalent. As such as student now has the ability to use that course for entry into any program or course at the institution in perpetuity. As such, programs and courses should not include the cut scores (in a detailed sense) in the program Admission Requirements or course pre-requisites as there is a possibility of transcription error or misapplication of how the College admits students based on these scores (i.e. addition of a time limit, purposely increasing or decreasing the scores, etc.).

Recommendation to address these two issues: *It is recommended that a generic statement be included in Admission Requirements to advise students that TOEFL, IELTS and LPI tests may be used for admission to the program with a hyperlink to the approved Non-Course Equivalent Chart Standard (i.e. primary source document). To facilitate this process this equivalency Chart Standard needs to be agreed to by key stakeholders (Admissions, English, International Ed, the Deans) and be approved by Education Council. Any changes require consultation with the key stakeholders and approval by EdCo.*

John confirms he has initiated a meeting with the key stakeholders.

I. Presentations and/or Discussions

1. Adding an Indigenous Voice to Education Council**Cynthia Wrate**

Cynthia reviewed the proposed language changes to the Education Council by-laws to include the Indigenization Coordinator and the ICC Chair as non-voting members of Education Council. The proposed DRAFT language in Section B of the By-Laws is:

6. In accordance with the composition of membership defined by Section 15 of the College and Institute Act, there are two non-voting members who provide expert counsel to Education Council. These members are the Chair, Integrated College Curriculum Committee and the Camosun College Indigenization Coordinator.

a) In the event the individuals holding the position of Chair of Integrated College Curriculum Committee or Indigenization Coordinator are also elected members of Education Council, there will be no additional non-voting member.

Questions and discussion followed. It was suggested to move the language to the section B1 of the by-laws. Additional wordsmiths were suggested to improve the by-law addition. Cynthia noted this was a notice of motion and that the by-law amendment would be brought forward to the next Education Council meeting for approval. The by-law revision will require 2/3 of Education Council quorum to pass.

2. Letter of Agreement between JIBC and Camosun College**John Boraas**

John reviewed the MOU letter between The Justice Institute of BC and Camosun College. The intent is to create a 2+2 model. Students will complete 2 years at Camosun and take the final 2 years at the Justice Institute an exit with a Bachelor of Law Enforcement degree. This is an exciting opportunity for Camosun College and a win-win for both institutions. Education Council unanimously supports the agreement between the JIBC and Camosun College to deliver the Bachelor program.

J. Next Meeting**Cynthia Wrate****Regular Meeting**

Monday, May 25, 4-6, CC 321, Interurban

K. Adjournment**Cynthia Wrate**

The Meeting adjourned at 5:30 pm.



Education Council Briefing Notes

Submitted by: Joanne Cumberland, EdCo Awards Committee Chair

Date: May 25, 2015

Topics: EdCo Awards 2015 Nominees

Background:

Leadership in African Awareness.

EDCO Awards committee would like to nominate James Carmichael for the Leadership in African Awareness Award. James is an A student pursuing University Transfer with Camosun with a goal to transfer to Royal Roads International Mediation degree. James is a volunteer with Camosun's African Awareness Committee. Though this committee he has become involved with the Uganda Rural Fund and Hope Academy. He has also founded the social media network Africa Speaks which allows Africans to converse with North Americans about issue related to Africa in post-colonial times.

Donald Family Leadership Award

EDCO would like to nominate Thomas McCormick for the Donald Family Leadership Award. Thomas is an Electrical Apprenticeship student. Thomas and his family faced tragedy when his twin brother was in a terrible car accident in 2012. Fortunately, Thomas brother lived but a family friend was killed. This was in Thomas's last year of high school so he had to drop out in order to support his family through his brother's recovery and rehab. Thomas was so impressed with the first responders who helped his brother that he decided to volunteer with the Saltspring Island Fire Department. He completed high school and now continues to volunteer while commuting between Saltspring and Victoria while attending his Apprenticeship courses.

The Peter and Muriel Mixon Animal Rights Award

We had three very qualified applicants for this award. After much discussion, we would like to nominate Sara Laursen for the Mixon Animal Rights Award. Sara completed her Criminal Justice diploma with Camosun before deciding to come back to work toward a science degree. She has been accepted to UBCO to complete her final two years in Zoology. She hopes to use these two areas of specialty to help legally defend animals through Animal Rights organizations. Sara started the Animal Protection Club at Camosun which has expanded to also include the Ethical Eating Club. Sara is a vegan who volunteers with the SPCA in the small animal habitats and participates in research and monitoring of Western Redbacked salamanders in Goldstream Park.

Lt Governor's Silver Medal Award

This year we had an extraordinary applicant, Robin Adams, who we are very excited to nominate for the Lt Governor's Silver Medal Award. Robin exemplifies the values of this award for academic success and positive contributions to her community.

Robin completed the Advanced Diploma in Human Resource Management with an 8.6 GPA. Robin had a traumatic childhood with abusive parents who suffered from mental illness, spent time in foster care and was eventually abandoned by both of her parents, left to be raised by her grandmother who also suffered from mental illness. Robin's personal experiences have led her to advocate for the rights of the mentally ill and for orphaned and abandoned children. She has served on the Boards for the Victoria Immigrant and Refugee Society and African Aids Angels Society. Through her work with these organizations, she founded her own non-profit organization which raises awareness of multiculturalism and raises funds to address social justice issues internationally.

Robin also uses her breaks from classes to travel to other countries to volunteer. She has volunteered as a teacher and care giver in orphanages in South Africa, Ghana, Kenya and Guatemala over the past four years. She is also on the Public Policy Committee of the BC Schizophrenia Society where she raises awareness and advocates for the rights of people with mental illnesses.

To quote Robin's letter to EDCO Awards Committee, "My background fuels me to stand up for the mentally ill and abandoned children who have not yet found their voice. I try to be the kind of person, I myself would have needed..."

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

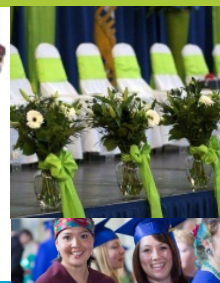
Request for motion to approve the following students for the following Education Council Awards:

- Donald Family Leadership Award – Thomas K. McCormick
- Mixon Animal Rights Award – Sara Laursen
- Leadership in African Awareness Award –James Carmichael
- Lt. Governor's Silver Medal Award – Robin Adams



Integrated Curriculum Committee Report

Ensuring that our students are provided with quality educational experiences



EX-250-003-001-002

Apr 1, 2015, 1:00-4:00, CC 321, Interurban (Cycle 8)

Present: Karin Kaercher, Connie Klassen, Dianne Binn, Lea Quill, Lynda Warren, Pei Mei Chia, Shelley Butler, Lynelle Yutani, Mavis Smith, Tim Ayers, Steven Rumpel

Regrets/Absent: Amar Bouallouche, Yolina Denchev, Valerie Montague, Mavis Smith

Guests: Alan Duncan (T&T)

Apr 8, 1:00-4:00, Paul 216, Lansdowne (Cycle 8)

Present: Karin Kaercher, Connie Klassen, Lynda Warren, Shelley Butler, Steven Rumpel, Yolina Denchev, Lynelle Yutani, Dianne Binn, Valerie Montague, Tim Ayers

Regrets/Absent: Amar Bouallouche, Lea Quill, Pei Mei Chia, Mavis Smith,

Guests:

A. CURRICULUM FOR FULL RECOMMENDATION

RENEWED PROGRAMS

Alan Duncan presented the renewed Electronics and Computer Engineering Technology – Renewable Energy program.

- Electronics and Computer Engineering – Renewable Energy (IDS 847)
- ECET 120 (IDS 848), ECET 130 (IDS 849), ECET 140 (IDS 850), ECET 141 (IDS 851), ECET 161 (IDS 852), ECET 162 (IDS 853), ECET 165 (IDS 854), ECET 190 (IDS 855)
- ECET 220 (IDS 856), ECET 221 (IDS 857), ECET 230 (IDS 858), ECET 231 (IDS 859), ECET 242 (IDS 860), ECET 250 (IDS 861), ECET 251 (IDS 862), ECET 260 (IDS 863), ECET 261 (IDS 864), ECET 280 (IDS 865), ECET 281 (IDS 866), ECET 282 (IDS 8687), ECET 290 (IDS 868), ECET 291 (IDS 869), ECET 292 (IDS 870) – new courses
- MATH 166 (IDS 946), MATH 168 (IDS 947) – new courses
- PHYS 157 (IDS 844) – new course
- ENGL 170 (IDS 788), ENGL 273 (IDS 789) – various (requisite, course type, activity/hours, credits)

REGULAR CURRICULUM

Motion

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

- Electrical Technical Junior (ETECH 4) – IDS 1028 – delivery arrangements
 - ELEN 140 (IDS 1029), ELEN 141 (IDS 1030), ELEN 173 (IDS 1031) – activity/hours
 - ENGL 141 (IDS 1111) – activity/hours
- Electrical Technician (ETECH 5) – IDS 1032
 - ELEN 120 (IDS 1041), ELEN 124 (IDS 1042), ELEN 132 (IDS 1037), ELEN 142 (IDS 1033), ELEN 144 (IDS 1034), ELEN 147 (IDS 1038), ELEN 148 (IDS 1043), ELEN 164 (IDS 1035), ELEN 170 (IDS 10356), ELEN 180 (IDS 1044), ELEN 232 (IDS 1045), ELEN 243 (IDS 1039), MECH 252A (IDS 1046), ENGR 276A (IDS 1040) – various (subject codes, short descriptions, requisites, activity/hours, credits, learning out comes)
 - ENGL 171 (IDS 1112) – activity/hours

- WENG TECH System Maintainer –IDS 1047
 - ELEN 102 (IDS 1048), ELEN 134 (IDS 1049), ELEN 135 (IDS 1050), ELEN 160 (IDS 1054), ELEN 163 (IDS 1051), ELEN 181 (IDS 1055), ELEN 243 (IDS 1055), ELEN 244 (IDS 1060), ELEN 246 (IDS 1061), ELEN 284 (IDS 1057), ELEN 285 (IDS 1058), ELEN 286 (IDS 1059) – various (activity/hours, course cancellation, new course)
 - ENGL 173 (IDS 1113) – new course
- SOC 101 (IDS 800), SOC 120 (IDS 801), SOC 200 (IDS 802) – title, description, requisite, learning outcome, PLA
- ENGL 221 (IDS 1062), ENGL 224 (IDS 1063), ENGL 262 (IDS 1064), ENGL 266 (IDS 1066), ENGL 270 (IDS 1068) , ENGL 280 (IDS 1072), ENGL 282 (IDS 1076), ENGL 288 (IDS 1079), ENGL 290 (IDS 1080) – pre-requisite
- ENGL 286 (IDS 798) – title, description, pre-req., learning outcomes

PROGRAM CANCELLATIONS

See Program Cancellation Briefing

***Curriculum Change Documents are viewable
in the [EdCo Curriculum Documents folder](#) on the EdCo Sharepoint site***

***Note – not all documents may be posted to the folder as they are in progress.
To view documents not listed in the folder go to [\\nas2\cecp\](#) and
search by School folder, then Program or Course***

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



EX-260-001-006

Education Council Briefing Notes

Submitted by: John Boraas, VP Education

Date: May 25, 2015

Topic: Program Credential Cancellations

Decision Being Sought: Request for Education Council to recommend to the Board for approval of cancellation of the following program credentials:

- *Diploma in Jazz Studies*
- *Diploma in Music*
- *Certificate in Music Foundations*

Background: At this time I am bringing forward following program credentials for cancellation:

Diploma in Jazz Studies

The Diploma in Jazz Studies was first offered in 2006. The Jazz Studies program was offered through a partnership between the Victoria Conservatory of Music and Camosun College. The program focused on improvisational skills, development of the ear, and work within an aural musical tradition. Program content is equally applicable to students of traditional and experimental jazz as it is to students of world music, ethnic instruments, and contemporary popular music forms and genres. Students study first instrument in a private lesson and combo setting, jazz theory and jazz language, jazz musicianship and jazz keyboard skills, jazz history, improvisation and both small and large ensembles. Business of music, music media and elective courses round out the curriculum.

The program is being cancelled as it was replaced by the Diploma in Music Performance (approved January 2015 by Education Council).

Request for Motion to recommend the CANCELLATION of the following to the Board of Governors:

Program Cancellation: Diploma in Jazz Studies (IDS 927)

Course Cancellation:

- JAZZ 104 (IDS 417), 105 (IDS 418), 112 (IDS 419), 113 (IDS 420), 122 (IDS 421), 123 (IDS 422), 124 (IDS 423), 125 (IDS 424), 126 (IDS 425), 127 (IDS 427), 134 (IDS 428), 135 (IDS 429), 144 (IDS 430), 145 (IDS

432), 146 (IDS 433), 147 (IDS 431), 204 (IDS 434), 205 (IDS 435), 222 (IDS 436), 223 (IDS 437), 224 (IDS 438), 225 (IDS 709), 226 (IDS 710), 227 (IDS 711), 234 (IDS 712), 235 (IDS 713), 244 (IDS 442), 245 (IDS 439), 246 (IDS 440), 247 (IDS 441)

Diploma in Music

The Diploma in Music was first offered in 1979. The Music program was a two-year course of studies offered in partnership with the Victoria Conservatory of Music. The program was designed for students intending to pursue further studies in music in the fields of performance, composition, or music education. The program was designed to ensure that students master the rudiments of their chosen area of study and receive a thorough grounding in the core subjects within the field of music. Students received intensive one-on-one studio instruction on their chosen instrument with the goal of introducing them to new repertoire and techniques; enhancing their practice skills and technical fluency; and developing excellence in performance.

The program is being cancelled as it was replaced by the Diploma in Music Performance (approved January 2015 by Education Council).

Request for Motion to recommend the CANCELLATION of the following to the Board of Governors:

Program Cancellation: Diploma in Music (IDS 1251)

Course Cancellation:

- MUS 100 (IDS 443), 101 (IDS 444), 102 (IDS 445) , 103 (IDS 446), 106 (IDS 447), 107 (IDS 448), 110 (IDS 449), 111 (IDS 450), 115 (IDS 451), 120 (IDS 452), 121 (IDS 453), 122 (IDS 454), 123 (IDS 455), 124 (IDS 456), 126 (IDS 457), 127 (IDS 458), 130 (IDS 459), 131 (IDS 460), 132 (IDS 461), 133 (IDS 462), 136 (IDS 463), 137 (IDS 464), 140 (IDS 465), 141 (IDS 466), 142 (IDS 467), 143 (IDS 468), 146 (IDS 469), 147 (IDS 470), 150 (IDS 471), 151 (IDS 472), 152 (IDS 473), 153 (IDS 474), 154 (IDS 475), 155 (IDS 476), 156 (IDS 477), 157 (IDS 478), 160 (IDS 479), 161 (IDS 480), 162 (IDS 481), 163 (IDS 482), 172 (IDS 483), 173 (IDS 484), 190 (IDS 485), 191 (IDS 486), 192 (IDS 487), 193 (IDS 488), 200 (IDS 489), 201 (IDS 490), 202 (IDS 491), 203 (IDS 492), 206 (IDS 493), 207 (IDS 494), 208 (IDS 495), 209 (IDS 496), 210 (IDS 497), 211 (IDS 498), 212 (IDS 499), 213 (IDS 500), 220 (IDS 501), 221 (IDS 502), 222 (IDS 503), 223 (IDS 504), 226 (IDS 505), 227 (IDS 506), 228 (IDS 507), 229 (IDS 508), 230 (IDS 509), 231 (IDS 510), 232 (IDS 511), 233 (IDS 512), 236 (IDS 513), 237 (IDS 514), 240 (IDS 515), 241 (IDS 516), 242 (IDS

517), 243 (IDS 518), 246 (IDS 519), 247 (IDS 520), 250 (IDS 521), 251 (IDS 522), 252 (IDS 523), 253 (IDS 524), 254 (IDS 525), 255 (IDS 526), 256 (IDS 527), 257 (IDS 528), 260 (IDS 529), 261 (IDS 530), 272 (IDS 531), 273 (IDS 532), 274 (IDS 533), 275 (IDS 534), 276 (IDS 535), 290 (IDS 536), 291 (IDS 537), 292 (IDS 539), 293 (IDS 540)

Certificate in Music Foundations

The Certificate in Music Foundations was first offered in 2004. The Music Foundations program was a one-year course of studies offered through a partnership between the Victoria Conservatory of Music and Camosun College. The Certificate in Music Foundations was designed for students intending to pursue further studies in music at the post-secondary level. The program was designed to ensure that students master the rudiments of their chosen area of study and receive a thorough grounding in the core subjects within the field of music. Students received intensive one-on-one studio instruction on their chosen instrument with the goal of introducing them to new repertoire; enhancing their practising skills and technical fluency; and developing excellence in performance.

The program is being cancelled as it was replaced by the Diploma in Music Performance (approved January 2015 by Education Council).

Request for Motion to recommend the CANCELLATION of the following to the Board of Governors:

Program Cancellation: Certificate in Music Foundations (IDS 842)

Course Cancellation:

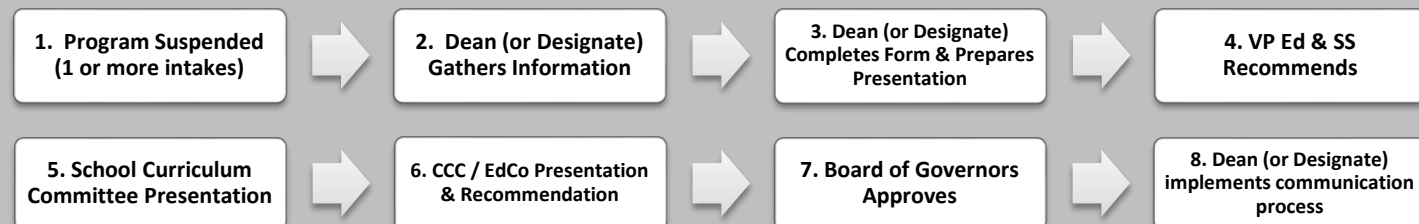
- MUSF 100 (IDS 405), 101 (IDS 406), 102 (IDS 410), 103 (IDS 407), 120 (IDS 408), 121 (IDS 409)

Program Cancellation Form (Major Change)

ID

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. It is intended to be permanent. Refer to the Program Suspension and Cancellation Policy – E-1.11 for more info.

Cancellation Process:



Credential Name(s): **Diploma in Jazz Studies and Diploma in Music**

School: Arts & Science

Dept: Music

Programs are generally suspended before they are cancelled. Please complete if this program has been suspended.


Suspension Approval Date: Jan 30, 2015

Last Intake of Students in this Credential prior to Cancellation:

☒ Sept ☐ Jan ☐ May ☐ July ☐ 2013 ☒ 2014 ☐ 2015 ☐ 2016 ☐ Other:

- ☐ Clip the most recent copy (single-sided) of the Program Outline to this form (single-sided).
- ☐ Include any course cancellations/revisions (completed single-sided Course Change Forms and Course Descriptions) as a result of this change with this submission.
- ☐ Complete the Questions below - Attach supporting documents if available.

1. Has this credential been replace/restructured into another credential? (yes/no) Explain.	<p>The diploma in Music Performance (effective Sept 2015) will replace existing programs in Music, Jazz Studies and Music Foundations. These credentials are duplicated elsewhere in BC as diplomas, and by 1st and 2nd years of 4-year programs. Our research suggests there is strong demand for a 2-year credential to address emerging professional needs in the music industry. A heightened requirement for versatility in performance style, increasing demand on artists to participate in creation, and the quick implementation of music technologies to create, capture, and transfer music indicate the need for non-traditional training.</p> <p>Music Performance is a first-of-its-kind credential—one that deliberately blends practitioners of all styles in a common first year, proceeds with a highly specialized second year, and steeps the whole in a performance orientation.</p> <p>We see the need for a new applied and practical program: one which cultivates flexible, strong, creative musicians unlike the well-learned musicians in an academic sense which our current credentials address.</p>
2. When (i.e. date) was the credential(s) first offered?	<p>JAZZ – 2006F</p> <p>MUS – 1979F</p>
3. Why was the credential(s) created? Was there a student/employer need? Was a needs analysis done? Why or why not? Please explain.	<p>JAZZ – As a result of a yearlong review in 2005of music programs by VCM and Camosun, the indication was that significant differences existed between traditional post-secondary curricula for music instruction in jazz and that of classical music as practiced in Canada and esp. BC, such that the demands of students studying jazz would be better met via a dedicated jazz studies program.</p>
4. How was the program received when first offered and over subsequent years? Were there formal or informal Program Reviews? What has the history of this credential(s) been?	<p>There has always been steady demand for music programs. VCM and Camosun have enjoyed a long partnership. In 2010W demand for all music programs increased, therefore changes were made to clarify the audition and participation requirements. 2012F saw several changes to admission and participation requirements. In addition,</p> <p>JAZZ – 2008W program modifications were made to include vocal jazz.</p>

	<p>2008F program content acknowledged that full transfer requirements for both jazz and classical within a single program were not sustainable, but development of keyboard skills was an essential component.</p> <p>MUS – Since its inception the Music program was periodically updated and courses modified in alignment with approved curriculum requirements, transferability, and student demand in various aspects of classical music studies and instruments. In 2000F a composition specialty was added; in 2001F a jazz option. 2004F saw a complete program revision, course by course. 2005F added nine instrument options for wind majors to meet long standing demand. 2006F brought another program overhaul along with the new Jazz Studies program as a separate stream. 2007F modifications were because of an unsustainable tuition model. 2008W brought cascading course changes due to Jazz Studies changes.</p>	
5. What internal and/or external forces have come into being that have led you to cancel this credential(s)? Was cancellation the only option? Were their competing priorities?	See (1) above. Also budgetary considerations.	
6. Note any additional information related to consultation feedback from students, employers, PAC's, School Curriculum Committees, affected faculty and staff, Unions, College service depts., and administration.	As above	
7. Note any additional information related to Program Performance Measures - student demand, graduate employment/transfer to further studies, cost effectiveness, student and employer satisfaction levels, availability of alternate program providers, and other relevant program data.	As above	
8. Identify any impacts to staff, faculty, technology, and other resources, as a result of the cancellation. Clearly identify all impacts.	All music instruction is provided through the partnership with VCM.	
9. Articulate a Transition & Communication Plan for any students impacted by this cancellation.	<p>Given that students have up to double the duration of the program to complete, students from 2014F intake would in theory be required to complete by April 2018.</p> <p>We will continue to offer 2nd yr JAZZ and MUS courses for 2015-16 program students who entered in 2014F. Students who need more time to complete will be transitioned to the new MUSP content. Likewise for students from 2011F, 2012F and 2013F intakes who have not yet completed their program.</p>	
NAMES	SIGNATURES	DATE
Dept Chair: Mary Byrne	Mary Byrne	19 March, 2015
Dean(s) of Other Affected Depts (add more rows if needed) <input checked="" type="checkbox"/> Not applicable		
School:		
Comments by Other affected Departments (attach additional sheets if necessary):		
Dean: Dominic Bergeron		19 March, 2015
VP Ed: John Boraas		
ICC Chair:		





EdCo Chair:		
Board Approval Date:		

Presentation:

The Dean (or Designate) will be required to present a short formal presentation on the cancellation to the College Curriculum Committee and Education Council. This is intended to ensure cancellation decisions are made in a respectful, timely, and considered manner.

SIGNATURES – You have four (4) options for signing this document.

Select your preferred signature option:

1.  **Pen & Paper** - Print change form. Sign by hand. Signed doc may be scanned, faxed, or sent in paper form.
2.  **Keyboard Type** - Type signature and date in signature section.
3.  **Scanned Image** - Insert a scanned image (e.g. .jpeg, .tif) of signature and type in date in signature section.
How to create a scanned image signature.
 1. Sign white paper with a med. weight black tip marker.
 2. Scan signature using a multi-function printer.
 3. Open scan. Crop scan to signature only.
 4. Save signature as ".jpeg" or ".tif" to your computer for future use.
4.  **Locked Digital Signature (locks document, requires a new signature when changes are made)**
 - a. Click mouse in signature section.
 - b. Click on "**Insert**" tab, then "**Signature Line**" button, then click "ok" when prompted to set up digital signature. Fill in blanks in pop-up window and select "**ok**". An "un-signed" digital signature box will appear.
 - c. Double-click in unsigned digital signature box. Select "ok" (if it appears) and follow instructions to sign in the digital signature box. Note – once you select the "**sign**" button it locks the document. To unlock the document to make a change right click in the digital signature box and select "remove signature".



PROGRAM OUTLINE

Information from this Program Outline is used in College publications, such as the Web or Print Calendars. There may be a slight difference in wording or formatting between this Outline and various College Publications in order to meet the College's publication standards; however content should remain the same.

Education Council Approved Date: Jun.06, Dec.07, Jun.08, Nov.09, Apr.16/12, Sept 24, 2012 March 2014

Minor Approval: Apr. 2013; **Suspended Jan 30, 2015**

1. Program Code: JAZZ

(Set by Student Services, departments should consult with Student Services prior to approval.)

2. Program Name: Jazz Studies

(must reflect the program)

3. Program Description:

(Including program length, general description, intended population, career opportunities, further studies, etc)

Jazz Studies is a two-year diploma program offered through a partnership between the Victoria Conservatory of Music and Camosun College. The program focuses on improvisational skills, development of the ear, and work within an aural musical tradition. Program content is equally applicable to students of traditional and experimental jazz as it is to students of world music, ethnic instruments, and contemporary popular music forms and genres. Students study first instrument in a private lesson and combo setting, jazz theory and jazz language, jazz musicianship and jazz keyboard skills, jazz history, improvisation and both small and large ensembles. Business of music, music media and elective courses round out the curriculum.

Upon completion of the Diploma in Jazz Studies, graduates may transfer to a variety of college and universities for Bachelor programs.

4. Program Admission Requirements:

(Academic and/or Non-Academic Requirements that must be met to qualify to be admitted into the program.)

Application Process

Application deadline for early admission to Fall Term is February 28 of the same year. Final application deadline for space-available admission to Fall Term is June 1 of the same year. All application materials must be received before the candidate is moved to audition, and not later than March 15 for early admission or June 1 for space-available audition. All application requirements must have been satisfied by April 15 for early admission or June 15 for space-available admission. Theory up-grade – if required – must have been successfully completed before July 31 for Fall admission.

Requirements

General Requirements: All applicants must complete two application forms, one specific to Camosun College, and a second specific to the Victoria Conservatory of Music. The Victoria Conservatory of Music application additionally requests two letters of reference from referees who can speak on behalf of the applicant's musical skills and accomplishments and on the applicant's suitability for post-secondary study in jazz.

All applicants for the Diploma in Jazz Studies must perform a live or recorded audition as a part of the application procedure. All applicants are encouraged to perform a *live* audition. All applicants on Vancouver Island and within a day's travel of Victoria are expected to perform a live audition. Long-distance applicants may consider submitting a recorded audition. Applicants submitting a recorded audition are advised that a recorded audition may not reflect the depth of the applicant's skills, and therefore a recorded audition is often less successful than a live audition. Any applicant may be given the opportunity to have an additional one-on-one assessment if, in the opinion of the audition

committee, this would be to the benefit of the applicant. Auditions are valid only for the year in which they are taken. Recordings used for audition purposes must have been recorded within three months of the date of application. Recorded auditions must include spoken responses to a set of interview questions.

1. **Audition: First Instrument**

Audition repertoire should be chosen to best demonstrate the applicant's current level of achievement. Candidates should:

- Prepare three works in contrasting style chosen repertoire should include one blues and one medium swing standard. Audition works should be performed with the accompaniment of one or more assisting musicians unless specifically designated as a solo work for the candidate's chosen instrument. Candidates seeking admission on ethnic instruments or in a medium other than the traditional jazz media should contact the Registrar of Post-Secondary Studies at the Victoria Conservatory of Music for advice on acceptable audition materials. Adjudicators will assess the candidate's ability to interpret melody and improvise over the form of the works presented. In a live audition where other musicians are involved, the candidate's ability to accompany will be assessed.
- Demonstrate knowledge of major/minor scales and chords through performance and by request of specific elements. Applicants submitting a recorded audition should contact the Registrar of Post-Secondary Studies for a list of technical elements to be performed in addition to the chosen repertoire selections.
- Be prepared to read at sight excerpts from the big band literature. Applicants submitting a recorded audition will have this requirement waived unless requested by the audition committee, in which case a short study selection will be substituted for sight-reading.

2. **Music Theory Assessment**

Music Theory Rudiments:

All applicants must complete at the time of the audition a written theory entrance assessment, testing knowledge of written rudiments at the level RCM (Toronto) Advanced Rudiments in preparation for JAZZ 124 Jazz Language

Aural Musicianship:

Basic aural musicianship – sight singing, sight reading, melodic play-back or sing-back, interval and chord recognition, improvisation and accompanying – may be assessed prior to the start of the program, either as a part of the audition or at a separate pre-term assessment. Such assessments are for placement recommendations for the JAZZ 122 (Jazz Musicianship course stream) or JAZZ 134 (Jazz Combo and Improvisation course stream) should the candidate be accepted to the Diploma in Jazz Studies program. Candidates assessed below the accepted level of entrance in aural musicianship may be granted admission to the Diploma of Jazz Studies but will be advised to undertake remedial instruction at their own expense.

Keyboard Skills for non-keyboard majors:

Students in the Diploma in Jazz Studies who are not studying keyboard as a first instrument must as a program requirement complete JAZZ 227 (Jazz Keyboard Skills 4) where students must demonstrate a variety of essential keyboard skills, including technical ability; sight reading; harmonization of simple melodies; accompanying; and improvisation. Once accepted to the program, each non-keyboard student will be assessed for these keyboard proficiency skills in the week prior to the start of term and placed in the appropriate pre-requisite Jazz Keyboard Skills course (JAZZ 126, JAZZ 127, or JAZZ 226), or placed in JAZZ 227, or offered the option to complete JAZZ 227 by Prior Learning Assessment (PLA). A student who presents an RCM or VCM transcript attesting to a mark of 70 or better on RCM grade 8 piano or VCM grade 7 piano will be given transfer credit for MUS 227 as an alternative to completing the JAZZ 227 credit.

Note: Students can be admitted without having yet met the prerequisite to enrol in the program's required Jazz Keyboard Skills 4 (JAZZ 227). Students who do not meet the course pre-requisite at the

time of assessment will need to upgrade their keyboard skills while in the program. Upgrade may be attained through the series of courses JAZZ 126, 127, and 226; or through a carefully directed program of private study on jazz keyboard. Student selecting the option to undertake private studies are advised to consult the instructor of JAZZ 227 early in their studies to ensure all the pre-requisite skills are being covered through private study.

3. Academic Requirements

Submit proof of a letter grade of **“C” or higher** in English 11 or **ENGL 050 or ELD 072 and ELD 074**.

Meeting only the English Admission requirement will limit options for course selection until ENGL 12 or Alternatives are met.

4. Interview for Admission for All Applicants

All applicants will complete the audition process with a personal interview with the Chair of Music and the Department Head for her/his instrument. Applicants submitting a recorded audition should request a list of interview questions from the Registrar of Post-Secondary Studies; responses to these questions should be recorded by the applicant as a part of the recorded audition: a follow-up phone or electronic interview may be requested by the Chair of Music.

Enquiries concerning application to and enrolment in Music Foundations should be directed to:

Registrar of Post-Secondary Programs

Victoria Conservatory of Music

900 Johnson Street, Victoria BC V8V 3N4 Canada

Phone: (250) 386-5311 or toll-free in Canada and USA: 1-866-386-5311

Fax: (250) 386-6602

Email: registrar@vcm.bc.ca Website: www.vcm.bc.ca

5. Program Participation Requirements:

(Requirements that must be met throughout the program. Monitored by the Program.)

(Examples: lap tops, immunization, practicum requirements, licenses/qualifications, etc...)

Students who will study and perform upon guitar, or accordion; or string, woodwind, or brass instruments are required to supply and maintain at optimal performance level a professional or pre-professional instrument, and to supply all accessories (e.g., swabs, reeds, bows) necessary to proper practice of the instrument. Students who will study and perform upon instruments which commonly have associated doubling instruments (e.g., flute and piccolo) or instruments of alternate pitch (e.g., Bb and A clarinets) may be required to supply good-quality additional instruments and maintain the same at optimal performance level. Keyboard, harp, large string, common doubling and percussion instruments may be provided and maintained by the Victoria Conservatory of Music; however, students must supply all accessories (e.g., swabs, reeds, bows) necessary to proper practice of the instrument, and are not permitted to use these instruments for any purpose (personal or otherwise) other than to fulfill study and performance requirements of course work in Jazz Studies. An instrument use and rental fee may apply.

All students must supply appropriate performance attire as demanded by the performance requirements of course work in Jazz Studies.

Students are required to obtain, on loan or at their own expense, and use original (not photocopy) music parts and music scores to all repertoire assigned by instructors in individual courses. Some music may be supplied by the instructor, particularly for ensemble courses. A music rental deposit or fee may apply.

The performance focus of the Diploma in Jazz Studies program may require students to participate in performances outside regularly scheduled class times. While every effort will be taken to notify students at the start of term, performance schedules may differ from those initially announced. Performances deemed invaluable to the musical development of the student may be added and required throughout the term. Travel off-campus, specialized attire or equipment, and/or additional performance or application fees may

be required for some performances. A program fee or performance resource fee (activity fee) may be assessed to support performance opportunities as appropriate for the development of musicians in the Program.

Students may request a leave-of-absence from the program for one or two consecutive semesters. Students must formally request leave by completing the required form through the office of the Chair of the Music Department. Students requesting leave are advised that leave may result in becoming off-sequence with the order of course offerings and may need to wait as many as three semesters after return to the program in order to take courses missed through leave. A leave-of-absence of a semester may add as many as two full years to the completion length of the program. Additional requirements for reactivation of student status may apply before a student is permitted to return to the program from a leave-of-absence.

Students who are absent from the program for more than two consecutive semesters – fall/winter, or winter/fall – must reaudition on first instrument for continuance of program prior to their anticipated re-entry date: a reaudition fee will apply. Students may be denied readmission if the personal instrumental or academic performance standard has fallen below the current program level of performance at the time of requested readmission. Students with outstanding fees will not be granted the option of auditioning for readmission. There is no guarantee of a seat at the time of anticipated return.

Students in Jazz Studies are considered to be students of the Victoria Conservatory of Music in addition to students of Camosun College for the duration of the program. As such the Victoria Conservatory of Music requires students to adhere to and respect its expectations of proper conduct while on campus at the Victoria Conservatory of Music. These expectations are clearly outlined in the Student Manual for Post-Secondary Music Students provided to each student at the start of the academic year.

All students must meet the prerequisite for **MUS 212**, JAZZ 124, and ENGL 151 during or before the first year in the program, and for JAZZ 227 during or before the second year of the program. Students who do not meet the prerequisite at time of admission will be required to successfully attain “C” or higher in ENGL 092 and 094, or ENGL 092 and 096, or ENGL 140, or ELD 092 and 094, or ELD 097, or assessment before they can enroll in **MUS 212** or ENGL 151 (year one)

6. Program Learning Outcomes:

At the completion of the program students will be able to:

1. Demonstrate musical competence at required levels both as a soloist and as a member of small and large jazz ensembles.
2. Apply concepts and principles of harmony, musicianship and music history to professional practice as a jazz musician.
3. Use appropriate tools, techniques, systems and processes to augment professional practice as a jazz musician.
4. Communicate effectively, verbally and in writing, in a variety of contexts.
5. Demonstrate adaptability, resourcefulness, and continued self-development as a jazz musician.

7. Program Content:

(chart of courses, credits and student contact hours/wk, by Academic Term required to complete the program, note that Programs cannot exceed 25 student contact hours per week unless dictated by an external agency or educational partner)

FIRST YEAR

Fall

ENGL 151 Academic Writing Strategies	3 credits
Or ENGL 161 Literature Genres	3 credits
Or ENGL 163 Intro to Literary Traditions	3 credits
Or ENGL 164 Indigenous Literature	3 credits
JAZZ 104 First Instrument: Jazz 1	2 credits
JAZZ 122 Jazz Musicianship 1 OR	1 credit
MUS 122 Musicianship 1	1 credit

JAZZ 124 Jazz Language 1	3 credits
JAZZ 134 Jazz Combo and Improvisation 1	2 credits
JAZZ 144 Jazz Orchestra 1 OR	2 credits
JAZZ 146 Vocal Jazz Ensemble 1	2 credits
MTEC 100 Intro to Music Technology	3 credits
Total	16 credits

Winter

One of:

ENGL 161 Literature Genres	3 credits
OR ENGL 151 Academic Writing Strategies	3 credits
OR ENGL 163 Intro to Literary Traditions	3 credits
OR ENGL 164 Indigenous Literature	3 credits
JAZZ 105 First Instrument: Jazz 2	2 credits
JAZZ 123 Jazz Musicianship 2 OR	1 credit
MUS 123 Musicianship 2	1 credit
JAZZ 125 Jazz Language 2	3 credits
JAZZ 135 Jazz Combo and Improvisation 2	2 credits
JAZZ 145 Jazz Orchestra 2 OR	2 credits
JAZZ 147 Vocal Jazz Ensemble 2	2 credits
MUS 276 Workplace for Musicians	2 credits
Total	15 credits

Completion of this program required any two of ENGL 150, 160, 151, 161, 163, and 164. Students with less than "B" in English 12 must take ENGL 151 first. Credits for ENGL 150 and 160 may substitute for ENGL 151 and 161 or 163 or 164.

SECOND YEAR

Fall

JAZZ 204 First Instrument: Jazz 3	2 credits
JAZZ 222 Jazz Musicianship 3 OR	1 credit
MUS 222 Musicianship 3	1 credit
JAZZ 224 Jazz Composition & Arranging 1	3 credits
JAZZ 234 Jazz Combo and Improvisation 3	2 credits
JAZZ 244 Jazz Orchestra 3 OR	2 credits
JAZZ 246 Vocal Jazz Ensemble 3	2 credits
MTEC, MUS, JAZZ or non-Music UT Electives	3 credits
MUS 212 Survey of Early Jazz	3 credits
Total	16 credits

Winter

JAZZ 205 First Instrument: Jazz 4	2 credits
JAZZ 223 Jazz Musicianship 4 OR	1 credit
MUS 223 Musicianship 4	1 credit
JAZZ 225 Jazz Composition & Arranging 2	3 credits
JAZZ 235 Jazz Combo and Improvisation 4	2 credits
JAZZ 245 Jazz Orchestra 4 OR	2 credits
JAZZ 247 Vocal Jazz Ensemble 4	2 credits
MUS 213 Survey of Contemporary Jazz	3 credits
Total	13 credits
Program Total	60 credits

ADDITIONAL REQUIREMENT FOR NON-KEYBOARD SPECIALIZATIONS

JAZZ 227 Jazz Keyboard Skills 4 OR	1 credit
MUS 227 Keyboard Skills 4	1 credit

8. Delivery Arrangements:

May include campus location, mode (classroom, Distributed Ed, etc.), part-time/full-time, scheduling (evenings/weekends/semester/quarter/continuous intake, etc...)

Courses are offered over four 14-week semesters, running from September to early April over two years. Students may elect to study full-time or part-time; however, students should be prepared to dedicate both daytime and evening hours to scheduled courses, and students selecting a part-time option should be aware that alternating-year delivery schedule of some courses may add significantly to the length of the full program. MUS, MUSF, and JAZZ courses are taught on the Victoria Conservatory of Music campus at 900 Johnson Street in downtown Victoria, BC V8V 3N4.

Students may book practice space at the Victoria Conservatory of Music for a maximum 2 hours daily during regular hours of opening, have access to performance/rehearsal spaces and practice/performance instruments according to set VCM policy, and have use of VCM library and its supporting resources: user fees may apply. Students must adhere to the VCM code of conduct in addition to the code of conduct set for Camosun College; the VCM code of conduct includes additional policies regarding activities considered by the VCM and legislation as unsuitable in the proximity of small children and music therapy clients including but not limited to smoking, use or after-effects of chemical substances or alcohol, use of language, and display of affection while on VCM premises.

9. Is a (Co-operative/Internship) Work Experience Designation available for this program?

(Contact the Cooperative Education Department for more information on this option)

Cooperative Education Designation (yes/no): NO

Internship Designation (yes/no): NO

If yes to one or more above, please include a completed "**Cooperative Education Appendix**" (available at http://intranet/ed_prov/index.php) with this Program Outline.

10. Program Completion Requirements:

(Requirements that must be met before the credential will be awarded. Examples: GPA, total credits required, etc.) (note "a minimum GPA of 2.0 ("C") is the college standard to graduate from all GPA programs, unless otherwise stated")

To qualify for the Certificate in Jazz Studies a student must successfully complete all required courses and achieve an overall cumulative GPA of at least 2.0.

11. a. Credential Awarded:

Format – credential followed by program (then by work experience designation if applicable)
(e.g. "Certificate in ...", "Diploma in...", "Cooperative Education Designation", etc.)

Diploma in Jazz Studies

b. External Licensing Certifications: NONE

(if applicable)

12. Special Notes:

(Example: Block Transfer Arrangements)

13. Recommended Information, Activities or Materials to Help Students to Succeed Throughout the Program:

Students are encouraged to attend as many live concerts as possible throughout the program.
Students are encouraged to take this time to build their own personal listening and music study library.
Students should avail themselves of every opportunity to practice and perform throughout the program



CAMOSUN COLLEGE
School of Arts and Science
Music Department

PROGRAM OUTLINE

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Education Council: May2005, Jun.2006, Jun.2007, Dec 2007, Nov 2009, Apr.16/12, May2014.

Minor Approval: Dec 14, 2012, Apr. 2013 **Suspended Jan 30, 2015**

1. Program Code: MUS

(Set by Student Services, departments should consult with Student Services prior to approval.)

2. Program Name: MUSIC 1, MUSIC 2

(must reflect the program)

3. Program Description:

(Including program length, general description, intended population, career opportunities, further studies, etc)

The Diploma in Music Program is a two-year course of studies offered in partnership with the Victoria Conservatory of Music. The program is designed for students intending to pursue further studies in music in the fields of performance, composition, or music education. The program is designed to ensure that students master the rudiments of their chosen area of study and receive a thorough grounding in the core subjects within the field of music. Students receive intensive one-on-one studio instruction on their chosen instrument with the goal of introducing them to new repertoire and techniques; enhancing their practice skills and technical fluency; and developing excellence in performance.

Students may choose to specialize in classical performance or composition.

Students may undertake classical performance studies in any of the following instruments: piano, pipe organ, harpsichord, voice, guitar, flute, oboe, clarinet, saxophone, bassoon, horn, trumpet, trombone, tuba, percussion, violin, viola, cello, double bass, harp, and accordion. Students also study music theory and harmony, music history, musicianship (aural skills), and participate in ensembles.

Upon completion of the Diploma in Music, graduates are well prepared to continue post-secondary performance or composition studies and may transfer to a variety of college and universities for Bachelor programs where they can take up residency in choice apprenticeship programs; and in some cases begin to develop a professional music career.

4. Program Admission Requirements:

(Academic and/or Non-Academic Requirements that must be met to qualify to be admitted into the program.)

Application Process

Application deadline for early admission to Fall term is February 28 of the same year. Final application deadline for space-available admission to Fall term is June 1 of the same year. All application materials must be received before the candidate is moved to audition, and not later than March 15 for early admission or June 1 for space-available audition. All application requirements must be satisfied by April 15 for early admission or June 15 for space-available admission.

Requirements

General Requirements: All applicants must complete two application forms, one specific to Camosun College, and a second specific to the Victoria Conservatory of Music. The Victoria Conservatory Of Music application additionally requests two letters of reference outlining the applicant's musical skills and accomplishments and suitability for post-secondary study in classical music.

All applicants for the Diploma in Music must audition. Applicants from Vancouver Island and within a day's travel of Victoria are expected to perform a live audition. Long-distance applicants may consider submitting a recorded audition. Applicants are advised that a recorded audition may not reflect the depth of the applicant's skills, and therefore a recorded audition is often less successful than a live audition. Any applicant may be given the opportunity to have an additional one-on-one assessment if in the opinion of the audition committee it would benefit the applicant. Auditions are valid only for the year in which they are taken. Recordings used for audition purposes must have been recorded within three months of the date of application.

1. Audition: First Instrument, Classical

Audition repertoire should be chosen to best demonstrate the applicant's current level of achievement. Candidates should:

- Prepare an audition program which includes at minimum:

Piano, Pipe Organ, Harpsichord, Accordion: Two or more contrasting works from the standard keyboard repertoire (Baroque, Classical, Romantic, post-1900). Jazz or popular selections are not acceptable.

Voice: Six or more contrasting pieces from the standard classical vocal repertoire (art songs, Lieder, arias, etc.) only, performed with piano as required by the score. At least three languages should be demonstrated.

Guitar: Two or more contrasting works from the standard classical repertoire. Auditions must be played on a standard classical (nylon-strung) guitar.

Woodwinds and Brass: Two or more complete contrasting works from the standard classical repertoire, performed with piano as required by the score: only one unaccompanied solo work is permitted.

Percussion: Two or more complete solo works in total, selected from the repertoire for *two* of the following instruments: timpani, keyboard percussion, snare drum. Instruments will be provided for the audition.

Violin, Viola, Cello, Double Bass: Two or more complete contrasting works from the standard classical repertoire, performed with piano as required by the score: only one unaccompanied solo work is permitted.

Harp: Two or more complete contrasting works from the standard classical repertoire. Instruments will be provided for the audition.

- Demonstrate knowledge of technical elements appropriate to the instrument such as major/minor scales and chords/arpeggios as best demonstrates the applicant's level of performance achievement. Applicants submitting a recorded audition should contact the Registrar of Post-Secondary Studies for a list of technical elements to be performed in addition to the chosen repertoire selections.
- Be prepared to read at sight. Applicants submitting a recorded audition will have this requirement waived unless requested by the audition committee, in which case a short study selection will be substituted for sight-reading.

2. Entrance assessment for Composition Specialists

- Applicants for the composition specialization must demonstrate achievement in composition. Applicants are required to submit:
 - A list of completed compositions
 - A list of performances of any of the above compositions.
 - Three scores, with recordings if possible

- Applicants for the composition specialization must demonstrate achievement on a principal instrument or voice. Applicants are required to perform a brief audition of two selections, following the guidelines above, prior to acceptance.

3. Theory and Musicianship Assessment for All Applicants

All applicants must complete at the time of the audition a written theory entrance assessment, testing knowledge of written rudiments at the level RCM (Toronto) Advanced Rudiments in preparation for MUS 120 Harmony

Aural Musicianship:

Basic aural musicianship – sight singing, sight reading, melodic play-back or sing-back, interval and chord recognition, improvisation and accompanying – may be assessed prior to the start of the program, either as a part of the audition or at a separate pre-term assessment. Such assessments are for placement recommendations for the MUS 122 (Musicianship course stream) should the candidate be accepted to the Diploma in Music program. Candidates assessed below the accepted level of entrance in aural musicianship may be granted admission to the Diploma of Music but will be advised to undertake remedial instruction at their own expense.

Note: Students can be admitted without having yet met the prerequisite to enroll in the program's required Keyboard Skills 4 (MUS 227). Students who do not meet the course pre-requisite at the time of assessment will need to upgrade their keyboard skills while in the program. Upgrade may be attained through the series of courses MUS 126, 127, and 226; or through a carefully directed program of private study on keyboard. Student selecting the option to undertake private studies are advised to consult the instructor of MUS 227 early in their studies to ensure all the pre-requisite skills are being covered through private study.

4. Academic Requirements for All Applicants

Submit proof of a letter grade of **“C” or higher** in English 11 or ENGL 050 or ELD 072 and ELD 074.

Applicants are further advised that a letter grade of “C+” or higher in English 12, or EFP 12; or a “C” or higher in ENGL 103 and 104, or ENGL 103 and 106, or ENGL 092 and 094, or ENGL 092 and 096, or ENGL 142, or ELD 092 and 094, or ELD 097, or assessment is a pre-requisite to a number of courses required for the program.

Note: Students can be admitted without having yet met the prerequisite to enrol in the program's English courses (ENGL 151, and ENGL 161 or 163), and Music History courses (MUS 110, MUS 111, MUS 210, and MUS 211). Students who do not meet the course prerequisites at time of admission will need to upgrade their English while in the program by successfully attaining a “C” or higher in ENGL 103 and 104, or ENGL 103 and 106, or ENGL 092 and 094, or ENGL 092 and 096, or ENGL 142, or ELD 092 and 094, or ELD 097, or assessment.

Because of the historical scope of the program, History 11 and 12 is strongly recommended but are not required.

5. Interview for Admission for All Applicants

All applicants will complete the audition process with a personal interview with the Chair of Music and the Department Head for her/his instrument. Applicants submitting a recorded audition should request a list of interview questions from the Registrar of Post-Secondary Studies; responses to these questions should be recorded by the applicant as a part of the recorded audition; a follow-up phone or electronic interview may be requested by the Chair of Music.

Enquiries concerning application to and enrolment in Music Foundations should be directed to:

Registrar of Post-Secondary Programs
Victoria Conservatory of Music
900 Johnson Street, Victoria, BC V8V 3N4 Canada
Phone: (250) 386-5311 or toll-free in Canada and USA: 1-866-386-5311
Fax: (250) 386-6602

Email: registrar@vcm.bc.ca Website: www.vcm.bc.ca

5. Program Participation Requirements:

(Requirements that must be met throughout the program. Monitored by the Program.)

(Examples: lap tops, immunization, practicum requirements, licenses/qualifications, etc...)

Students who will study and perform upon guitar or accordion; or string, woodwind, or brass instruments are required to supply and maintain at optimal performance level a professional or pre-professional instrument, and to supply all accessories (e.g. swabs, reeds, bows) necessary to proper practice of the instrument. Students who will study and perform upon instruments which commonly have associated doubling instruments (e.g. flute and piccolo) or instruments of alternate pitch (e.g. Bb and A clarinets) may be required to supply good-quality additional instruments and maintain the same at optimal performance level. Keyboard, harp, and large string, common doubling, or percussion instruments may be provided and maintained by the Victoria Conservatory of Music; however, students must supply all accessories (e.g., swabs, reeds, bows) necessary to proper practice of the instrument, and are not permitted to use these instruments for any purpose (personal or otherwise) other than to fulfill study and performance requirements of course work in Music. An instrument use and rental fee may apply.

All students must supply appropriate performance attire as demanded by the performance requirements of course work in Music.

Students of voice, bowed string, woodwind, and brass instruments are required to make arrangements (both schedule and financial) for collaborative pianists as required by the performance demands of chosen repertoire and individual courses. Time required for work with collaborative pianists will be set by the instructor of individual courses as required; fees are generally billed by the hour of rehearsal and length of performance, and are set by individual collaborative pianists. Students are free to choose to work with the collaborative pianist that meets their individual needs. In certain situations, the fees to collaborative artists may be absorbed into course fees.

Students are required to obtain, on loan or at their own expense, and use original (not photocopy) music parts and music scores to all repertoire assigned by instructors in individual courses. Some music may be supplied by the instructor, particularly for ensemble courses. A music rental deposit or fee may apply.

The performance focus of the Diploma in Music program may require students to participate in performances outside regularly scheduled class times. While every effort will be made to notify students at the start of term, performance schedules may differ from those initially announced. Performances deemed invaluable to the musical development of the student may be added and required throughout the term. Travel off-campus, specialized attire or equipment, and/or additional performance or application fees may be required for some performances. A program fee or performance resource fee (activity fee) may be assessed to support performance opportunities as appropriate for the development of musicians in the Program.

Students may request a leave-of-absence from the program for one or two consecutive semesters. Students must formally request leave by completing the required form through the office of the Chair of the Music Department. Students requesting leave are advised that leave may result in becoming off-sequence with the order of course offerings and may need to wait as many as three semesters after return to the program in order to take courses missed through leave. A leave-of-absence of a semester may add as many as two full years to the completion length of the program. Additional requirements for reactivation of student status may apply before a student is permitted to return to the program from a leave-of-absence.

Students who are absent from the program for more than two consecutive semesters – fall/winter, or winter/fall – must readmission on first instrument for continuance of program prior to their anticipated re-entry date: a readmission fee will apply. Students may be denied readmission if the personal instrumental or academic performance standard has fallen below the current program level of performance at the time of requested readmission. Students with outstanding fees will not be granted the option of auditioning for readmission. There is no guarantee of a seat at the time of anticipated return.

Students in Music are considered to be students of the Victoria Conservatory of Music in addition to students of Camosun College for the duration of the program. As such the Victoria Conservatory of Music

requires students to adhere to and respect its expectations of proper conduct while on campus at the Victoria Conservatory of Music. These expectations are clearly outlined in the Student Manual for Post-Secondary Music Students provided to each student at the start of the academic year.

All students must meet the prerequisite for MUS 110, MUS 120, and ENG 151 during or before the first year in the program, and for MUS 227 during or before the second year of the program. Students who do not meet the prerequisite at time of admission will be required to successfully attain "C" or higher in ENGL 092 and 094, or ENGL 092 and 096, or ENGL 142, or ELD 092 and 094, or ELD 097, or assessment before they can enroll in MUS 110 or ENG 151 (year one); "B-" in MUSF 121 course and final examination or successful entrance assessment before they can enroll in MUS 110 (year one); and "B-" in MUS 126, MUS 127, and MUS 226 as placed by assessment before they can enroll in MUS 227 (year two). Students may take pre-requisite courses at any time prior to enrolling in the required program courses above, but are encouraged to do so as early in their studies as possible, as the need to complete pre-requisites during program study will add as many as two additional semesters of part-time study to the program.

6. Program Learning Outcomes:

At the completion of the program students will be able to:

1. Demonstrate musical competence at required levels both as a soloist and as a member of ensembles.
2. Apply concepts and principles of harmony, musicianship and music history to professional practice as a musician.
3. Use appropriate tools, techniques, systems and processes to augment professional practice as a musician.
4. Communicate effectively, verbally and in writing, in a variety of contexts.

7. Program Content:

(chart of courses, credits and student contact hours/wk, by Academic Term required to complete the program, note that Programs cannot exceed 25 student contact hours per week unless dictated by an external agency or educational partner)

FIRST YEAR

FALL

ENGL 151 Academic Writing Strategies		3 credits
Or ENGL 161 Literature Genres		3 credits
Or ENGL 163 Intro to Literary Traditions	3 credits	
Or ENGL 164 Indigenous Literature		3 credits
MUS 100 First Instrument: Classical 1*		3 credits
MUS 110 Music History 1		3 credits
MUS 120 Harmony 1		3 credits
MUS 122 Musicianship 1		1 credit
One of:		
MUS 140 Chamber Orchestra 1		2 credits
MUS 142 Conservatory Chorale 1		2 credits
MUS 146 Wind Ensemble 1		2 credits
Total		15 credits

WINTER

One of:		
ENGL 161 Literature Genres		3 credits
Or ENGL 151 Academic Writing Strategies		3 credits
Or ENGL 163 Intro to Literary Traditions	3 credits	
Or ENGL 164 Indigenous Literature		3 credits
MUS 101 First Instrument: Classical 2*		3 credits
MUS 111 Music History 2		3 credits
MUS 121 Harmony 2		3 credits
MUS 123 Musicianship 2		1 credit
One of:		
MUS 141 Chamber Orchestra 2		2 credits

MUS 143 Conservatory Chorale 2	2 credits
MUS 147 Wind Ensemble 2	2 credits
	15 credits
Total FIRST YEAR	30 credits

Completion of this program required any two of ENGL 150, 160, 151, 161, 163, and 164. Students with less than "B" in English 12 must take ENGL 151 first. Credits for ENGL 150 and 160 may substitute for ENGL 151 and 161 or 163 or 164.

***FIRST INSTRUMENT STUDIES FOR COMPOSITION SPECIALIZATION**

Taken in lieu of MUS 100 and MUS 101:

MUS 102 First Instrument: Composers 1	2 credits
MUS 106 Composition Study 1	2 credits
MUS 103 First Instrument: Composers 2	2 credits
MUS 107 Composition Study 2	2 credits

Total COMPOSITION FIRST YEAR	32 credits
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SECOND YEAR

FALL

MUS 200 First Instrument: Classical 3*	3 credits
MUS 210 Music History 3	3 credits
MUS 220 Harmony 3	3 credits
MUS 222 Musicianship 3	1 credit
One of:	
MUS 240 Chamber Orchestra 3	2 credits
MUS 242 Conservatory Chorale 3	2 credits
MUS 246 Wind Ensemble 3	2 credits
MTEC, MUS, JAZZ or non-music UT Electives**	3 credits
Total	15 credits

WINTER

MUS 201 First Instrument: Classical 4*	3 credits
MUS 211 Music History 4	3 credits
MUS 221 Harmony 4	3 credits
MUS 223 Musicianship 4	1 credit
One of:	
MUS 241 Chamber Orchestra 4	2 credits
MUS 243 Conservatory Chorale 4	2 credits
MUS 247 Wind Ensemble 4	2 credits
MTEC, MUS, JAZZ or non-music UT Electives**	3 credits
Total SECOND YEAR	30 credits

***FIRST INSTRUMENT STUDIES FOR COMPOSITION SPECIALIZATION**

Taken in lieu of MUS 200 and MUS 201

MUS 202 First Instrument: Composers 3	2 credits
MUS 203 First Instrument: Composers 4	2 credits
MUS 206 Composition Study 3	2 credits
MUS 207 Composition Study 4	2 credits

Total COMPOSITION SECOND YEAR	32 credits
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ADDITIONAL REQUIRED COURSE FOR VOICE, STRINGS, WOODWINDS, BRASS, PERCUSSION, GUITAR AND COMPOSITION SPECIALISTS WHOSE FIRST INSTRUMENT IS NOT KEYBOARD

MUS 227 Keyboard Skills 4	1 credit
Total	31 credits

8. Delivery Arrangements:

May include campus location, mode (classroom, Distributed Ed, etc.), part-time/full-time, scheduling (evenings/weekends/semester/quarter/continuous intake, etc...)

Courses are offered over four 14-week semesters, running from September to early April over two years. Students may elect to study full-time or part-time; however, students should be prepared to dedicate both daytime and evening hours to scheduled courses, and students selecting a part-time option should be aware that alternating-year delivery schedule of some courses may add significantly to the length of the full program. MUS, MUSF, and JAZZ courses are taught on the Victoria Conservatory of Music campus at 900 Johnson Street in downtown Victoria, BC V8V 3N4.

Students may book practice space at the Victoria Conservatory of Music for a maximum 2 hours daily during regular hours of opening, have access to performance/rehearsal spaces and practice/performance instruments according to set VCM policy, and have use of VCM library and its supporting resources: user fees may apply. Students must adhere to the VCM code of conduct in addition to the code of conduct set for Camosun College; the VCM code of conduct includes additional policies regarding activities considered by the VCM and legislation as unsuitable in the proximity of small children and music therapy clients including but not limited to smoking, use or after-effects of chemical substances or alcohol, use of language, and display of affection while on VCM premises.

9. Is a (Co-operative/Internship) Work Experience Designation available for this program?

(Contact the Cooperative Education Department for more information on this option)

Cooperative Education Designation (yes/no): NO

Internship Designation (yes/no): NO

If yes to one or more above, please include a completed "Cooperative Education Appendix" (available at http://intranet/ed_prov/index.php) with this Program Outline.

10. Program Completion Requirements:

(Requirements that must be met before the credential will be awarded. Examples: GPA, total credits required, etc.) (note "a minimum GPA of 2.0 ("C") is the college standard to graduate from all GPA programs, unless otherwise stated")

To qualify for the Diploma in Music, the student must successfully complete all required courses and achieve an overall cumulative GPA of at least 2.0.

11. a. Credential Awarded:

Format – credential followed by program (then by work experience designation if applicable) (e.g. "Certificate in ...", "Diploma in...", "Cooperative Education Designation", etc.)

Diploma in Music

b. External Licensing Certifications:

(if applicable)

See Special Notes (below) for information regarding possible certification through AVCM, Performance and AVCM, Teaching.

12. Special Notes:

(Example: Block Transfer Arrangements)

Students with a particular aptitude for performance may consider completing certification for AVCM, Performance (Associate, Victoria Conservatory of Music) through the following electives in the second year: MUS 208 and MUS 209, MUS 228 and MUS 229. See Registrar of Post-Secondary Programs of the Victoria Conservatory of Music for full AVCM details.

Students of piano, strings, voice, or flute whose interests lie in studio teaching may consider completing the two year course in Pedagogy and Literature offered in their areas: flute MUS 150, MUS 151, MUS 250,

MUS 251; piano MUS 152, MUS 153, MUS 252, MUS 253; strings MUS 154, MUS 155, MUS 254, MUS 255; or voice MUS 156, MUS 157, MUS 256, MUS 257. Each series of courses may be applied toward certification for AVCM, Teaching. See Registrar of Post-Secondary Programs of the Victoria Conservatory of Music for full AVCM details.

All students, whether instrumentalists, vocalists, or those specializing in Composition, are encouraged to participate in small chamber music ensembles, which are organized according to the students' interests and skills. Instrumentalists may participate in chamber music through Chamber Music MUS 130, MUS 131, MUS 230, MUS 231. Pianists and vocalists may additionally participate in chamber music through Collaborative Piano MUS 132, MUS 133, MUS 232, MUS 233.

13. Recommended Information, Activities or Materials to Help Students to Succeed Throughout the Program:

Students are encouraged to attend as many live concerts as possible throughout the program.

Students are encouraged to take this time to build their own personal listening and music study library.

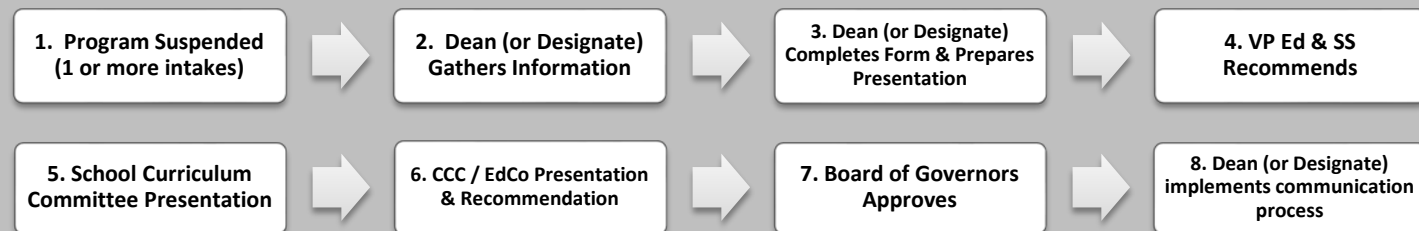
Students should avail themselves of every opportunity to practice and perform throughout the program.

Program Cancellation Form (Major Change)

ID

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. It is intended to be permanent. Refer to the Program Suspension and Cancellation Policy – E-1.11 for more info.

Cancellation Process:



Credential Name(s): Music Foundations

School: Arts & Science

Dept: Music

Programs are generally suspended before they are cancelled. Please complete if this program has been suspended.


Suspension Approval Date: Jan 30, 2015

Last Intake of Students in this Credential prior to Cancellation:

☒ Sept ☐ Jan ☐ May ☐ July ☒ 2013 ☐ 2014 ☐ 2015 ☐ 2016 ☐ Other:

- ☐ Clip the most recent copy (single-sided) of the Program Outline to this form (single-sided).
- ☐ Include any course cancellations/revisions (completed single-sided Course Change Forms and Course Descriptions) as a result of this change with this submission.
- ☐ Complete the Questions below - Attach supporting documents if available.

<p>1. Has this credential been replace/restructured into another credential? (yes/no) Explain.</p>	<p>The diploma in Music Performance (effective Sept 2015) will replace existing programs in Music, Jazz Studies and Music Foundations. These credentials are duplicated elsewhere in BC as diplomas, and by 1st and 2nd years of 4-year programs. Our research suggests there is strong demand for a 2-year credential to address emerging professional needs in the music industry. A heightened requirement for versatility in performance style, increasing demand on artists to participate in creation, and the quick implementation of music technologies to create, capture, and transfer music indicate the need for non-traditional training.</p> <p>Music Performance is a first-of-its-kind credential—one that deliberately blends practitioners of all styles in a common first year, proceeds with a highly specialized second year, and steeps the whole in a performance orientation.</p> <p>We see the need for a new applied and practical program: one which cultivates flexible, strong, creative musicians unlike the well-learned musicians in an academic sense which our current credentials address.</p>
<p>2. When (i.e. date) was the credential(s) first offered?</p>	<p>2004F and included credits to meet eligibility for financial aid and a master class to match requirements for a performance program.</p>
<p>3. Why was the credential(s) created? Was there a student/employer need? Was a needs analysis done? Why or why not? Please explain.</p>	<p>More and more music students, recent high school graduates, had little or no music instruction at the high school level, esp. those from small communities, and were ill-prepared in theory and musicianship. The MUSF program allowed students to build their theory as well as progress in first instrument and begin second instrument studies, and still pursue post-secondary training.</p>
<p>4. How was the program received when first offered and over subsequent years? Were there formal or informal Program Reviews? What has the history of this credential(s) been?</p>	<p>There has always been steady demand for music programs. VCM and Camosun have enjoyed a long partnership.</p> <p>Following a review in 2005, in 2006F the program was reformatted and updated from 32 weeks to two 14-week semesters, allowing flexibility for students. 2007F and 2008W: program updated for better transition to Jazz Studies. In 2010W demand for all music programs increased, therefore</p>

	changes were made to clarify the audition requirements. 2012F saw several changes to admission and participation requirements.	
5. What internal and/or external forces have come into being that have led you to cancel this credential(s)? Was cancellation the only option? Were their competing priorities?	See (1) above. Also budgetary considerations.	
6. Note any additional information related to consultation feedback from students, employers, PAC's, School Curriculum Committees, affected faculty and staff, Unions, College service depts., and administration.	As above	
7. Note any additional information related to Program Performance Measures - student demand, graduate employment/transfer to further studies, cost effectiveness, student and employer satisfaction levels, availability of alternate program providers, and other relevant program data.	As above	
8. Identify any impacts to staff, faculty, technology, and other resources, as a result of the cancellation. Clearly identify all impacts.	All music instruction is provided through the partnership with VCM.	
9. Articulate a Transition & Communication Plan for any students impacted by this cancellation.	Given that students have up to double the duration of the program to complete, students from 2013F intake must complete MUSF by April 2015.	
NAMES	SIGNATURES	DATE
Dept Chair: Mary Byrne	Mary Byrne	19 March, 2015
Dean(s) of Other Affected Depts (add more rows if needed) <input checked="" type="checkbox"/> Not applicable		
School:		
Comments by Other affected Departments (attach additional sheets if necessary):		
Dean: Dominic Bergeron		19 March, 2015
VP Ed: John Boraas		
ICC Chair:		
EdCo Chair:		
Board Approval Date:		

Presentation:

The Dean (or Designate) will be required to present a short formal presentation on the cancellation to the College Curriculum Committee and Education Council. This is intended to ensure cancellation decisions are made in a respectful, timely, and considered manner.

PROGRAM OUTLINE

Information from this Program Outline is used in College publications, such as the Web or Print Calendars. There may be a slight difference in wording or formatting between this Outline and various College Publications in order to meet the College's publication standards; however content should remain the same.

Education Council Approved Date: Apr.2004, Jul.2004, Jun.2006, May2007, Dec.2007, Nov. 2009, Apr. 16/12 , Mar. 2014,

Minor Approval: Apr. 2013 **Suspended Jan 30, 2015**

1. Program Code: MUSF

(Set by Student Services, departments should consult with Student Services prior to approval.)

2. Program Name: Music Foundations

(must reflect the program)

3. Program Description:

(Including program length, general description, intended population, career opportunities, further studies, etc)

The Certificate in Music Foundations is a one-year course of studies offered through a partnership between the Victoria Conservatory of Music and Camosun College. The Certificate in Music Foundations is designed for students intending to pursue further studies in music at the post-secondary level. The program is designed to ensure that students master the rudiments of their chosen area of study and receive a thorough grounding in the core subjects within the field of music. Students receive intensive one-on-one studio instruction on their chosen instrument with the goal of introducing them to new repertoire; enhancing their practising skills and technical fluency; and developing excellence in performance.

Students may choose to undertake jazz studies through vocal or instrumental jazz performance or classical performance studies on any of the following instruments: piano, pipe organ, harpsichord, voice, guitar, flute, oboe, clarinet, saxophone, bassoon, horn, trumpet, trombone, tuba, percussion, violin, viola, cello, double bass, harp, or accordion. Students also study music theory, music history, musicianship (aural skills), and participate in ensembles.

Upon completion of the Certificate in Music Foundations, graduates are well prepared to enter either the Diploma in Music or Diploma in Jazz Studies programs. MUS/JAZZ courses taken as a part of the Certificate in Music Foundations may be applied toward the Diploma in Music or Diploma in Jazz Studies should graduates choose to audition for placement in these programs and continue their music studies at Camosun College.

4. Program Admission Requirements:

(Academic and/or Non-Academic Requirements that must be met to qualify to be admitted into the program.)

Application Process

Application deadline for early admission to Fall Term is February 28 of the same year. Final application deadline for space-available admission to Fall Term is June 1 of the same year. All application materials must be received before the candidate is moved to audition, and not later than March 15 for early admission or June 1 for space-available audition. All admission requirements must be satisfied by April 15 for early admission or June 15 for space-available admission.

Requirements

General Requirements: All applicants must complete two application forms, one specific to Camosun College, and a second specific to the Victoria Conservatory of Music. The Victoria Conservatory of Music Application additionally requests two letters of reference outlining the applicant's musical skills and accomplishments and suitability for post-secondary study in classical music or jazz.

All applicants for Music Foundations must audition. Applicants from Vancouver Island and within a day's travel of Victoria are expected to perform a live audition. Long-distance applicants may consider submitting a recorded audition. Applicants are advised that a recorded audition may not reflect the

depth of the applicant's skills, and therefore a recorded audition is often less successful than a live audition. Any applicant may be given the opportunity to have an additional one-on-one assessment if in the opinion of the audition committee it would benefit the applicant. Auditions are valid only for the year in which they are taken. Recordings used for audition purposes must have been recorded within three months of the date of application.

1. Audition: First Instrument, Jazz

Audition repertoire should be chosen to best demonstrate the applicant's current level of achievement. Candidates should:

- Prepare three works in contrasting style: chosen repertoire should include one blues and one medium swing standard. Audition works should be performed with the accompaniment of one or more assisting musicians unless specifically designated as a solo work for the candidate's chosen instrument. Candidates seeking admission on ethnic instruments or in a medium other than the traditional jazz media should contact the Registrar of Post-Secondary Studies at the Victoria Conservatory of Music for advice on acceptable audition materials. Adjudicators will assess the candidate's ability to interpret melody and improvise over the form of the works presented. In a live audition where other musicians are involved, the candidate's ability to accompany will be assessed.
- Demonstrate knowledge of major/minor scales and chords through performance and by request of specific elements. Applicants submitting a recorded audition should contact the Registrar of Post-Secondary Studies for a list of technical elements to be performed in addition to the chosen repertoire selections.
- Be prepared to read at sight excerpts from the big band literature. Applicants submitting a recorded audition will have this requirement waived unless requested by the audition committee, in which case a short study selection will be substituted for sight-reading.

2. Audition: First Instrument, Classical

Audition repertoire should be chosen to best demonstrate the applicant's current level of achievement. Candidates should;

- Prepare two or more contrasting works:

Piano, Pipe Organ, Harpsichord, Accordion: Two or more contrasting works from the standard keyboard repertoire (Baroque, Classical, Romantic, post-1900). Jazz or popular selections are not acceptable.

Voice: Three or more contrasting pieces from the standard classical vocal repertoire (art songs, Lieder, arias, etc.) only, performed with piano as required by the score. A minimum of two languages is required.

Guitar: Two or more contrasting works from the standard classical repertoire. Auditions must be played on a standard classical (nylon-strung) guitar.

Woodwinds and Brass: Two or more complete contrasting works from the standard classical repertoire, performed with piano as required by the score: only one unaccompanied solo work is permitted.

Percussion: Two or more complete solo works in total, selected from the repertoire for *two* of the following instruments: timpani, keyboard percussion, snare drum. Instruments will be provided for the audition.

Violin, Viola, Cello, Double Bass: Two or more complete contrasting works from the standard classical repertoire, performed with piano as required by the score: only one unaccompanied solo work is permitted.

Harp: Two or more complete contrasting works from the standard classical repertoire. Instruments will be provided for the audition.

- Demonstrate knowledge of technical elements appropriate to the instrument such as major/minor scales and chords/arpeggios as best demonstrates the applicant's level of performance achievement. Applicants submitting a recorded audition should contact the Registrar of Post-Secondary Studies for a list of technical elements to be performed in addition to the chosen repertoire selections.

- Be prepared to read at sight. Applicants submitting a recorded audition will have this requirement waived unless requested by the audition committee, in which case a short study selection will be substituted for sight-reading.

3. **Academic Requirements**

–“C” or higher in English 11 or ENGL 050 or ELD 072 and ELD 074.

Meeting only the English Admission requirement will limit options for course selection until ENGL 12 or Alternatives are met.

4. Interview for Admission for All Applicants

All applicants will complete the audition process with a personal interview with the Chair of Music and the Department Head for her/his instrument. Applicants submitting a recorded audition should request a list of interview questions from the Registrar of Post-Secondary Studies; responses to these questions should be recorded by the applicant as a part of the recorded audition; a follow-up phone or electronic interview may be requested by the Chair of Music.

Enquiries concerning application to and enrolment in Music Foundations should be directed to:

Registrar of Post-Secondary Programs
Victoria Conservatory of Music
900 Johnson Street, Victoria BC V8V 3N4 Canada
Phone: (250) 386-5311 or toll-free in Canada and USA: 1-866-386-5311
Fax: (250) 386-6602
Email: registrar@vcm.bc.ca Website: www.vcm.bc.ca

5. **Program Participation Requirements:**

(Requirements that must be met throughout the program. Monitored by the Program.)

(Examples: lap tops, immunization, practicum requirements, licenses/qualifications, etc...)

Students who will study and perform upon guitar or accordion; string, woodwind, or brass instruments are required to supply and maintain at optimal performance level a professional or pre-professional instrument, and to supply all accessories (e.g. swabs, reeds, bows) necessary to proper practice of the instrument. Students who will study and perform upon instruments which commonly have associated doubling instruments (e.g., flute and piccolo) or instruments of alternate pitch (e.g., Bb and A clarinets) may be required to supply good-quality additional instruments and maintain the same at optimal performance level. Keyboard, harp, large string, common doubling and percussion instruments may be provided and maintained by the Victoria Conservatory of Music; however, students must supply all accessories (e.g., swabs, reeds, bows) necessary to proper practice of the instrument, and students are not permitted to use these instruments for any purpose (personal or otherwise) other than to fulfill study and performance requirements of course work in Music Foundations: an instrument use and rental fee may apply.

All students must supply appropriate performance attire as demanded by the performance requirements of course work in Music Foundations.

Students of voice, bowed string, woodwind, and brass instruments are required to make arrangements (both schedule and financial) for collaborative pianists as required by the performance demands of chosen repertoire and individual courses. Time required for work with collaborative pianists will be set by the instructor of individual courses as required; fees are generally billed by the hour of rehearsal and length of performance, and are set by individual collaborative pianists. Students are free to choose to work with the collaborative pianist that meets their individual needs. In certain situations, the fees to collaborative artists may be absorbed into course fees.

Students are required to obtain, on loan or at their own expense, and use original (not photocopy) music parts and music scores to all repertoire assigned by instructors in individual courses. Some music may be supplied by the instructor, particularly for ensemble courses: a music rental deposit or fee may apply.

The performance focus of the Certificate in Music Foundations program may require students to participate in performances outside regularly scheduled class times. While every effort will be made to

notify students at the start of term, performance schedules may differ from those initially announced. Performances deemed invaluable to the musical development of the student(s) may be added and required throughout the term. Travel off-campus, specialized attire or equipment, and/or additional performance or application fees may be required for some performances. A program fee or performance resource fee (activity fee) may be assessed to support performance opportunities as appropriate for the development of musicians in the Program.

Students may be placed on academic probation if lack of attendance at classes, rehearsals, and/or lessons is such that, in the opinion of the Artistic Directorate of the Victoria Conservatory of Music, his/her likelihood of successful completion of the program is in serious doubt.

Students may request a leave-of-absence from the program for one or two consecutive semesters. Students must formally request leave by completing the required form through the office of the Chair of the Music Department. Students requesting leave are advised that leave may result in becoming off-sequence with the order of course offerings and may need to wait as many as three semesters after return to the program in order to take courses missed through leave. A leave-of-absence of a semester may add as many as two full years to the completion length of the program. Additional requirements for reactivation of student status may apply before a student is permitted to return to the program from a leave-of-absence.

Students who are absent from the program for more than two consecutive semesters – fall/winter, or winter/fall – must readmission on first instrument for continuance of program prior to their anticipated re-entry date: a readmission fee will apply. Students may be denied readmission if the personal instrumental or academic performance standard has fallen below the current program level of performance at the time of requested readmission. Students with outstanding fees will not be granted the option of auditioning for readmission. There is no guarantee of a seat at the time of anticipated return.

Students in Music Foundations are considered to be students of the Victoria Conservatory of Music in addition to students of Camosun College for the duration of the program. As such the Victoria Conservatory of Music requires students to adhere to and respect its expectations of proper conduct while on campus at the Victoria Conservatory of Music. These expectations are clearly outlined in the Student Manual for Post-Secondary Music Students provided to each student at the start of the academic year.

All students must meet the prerequisite for ENGL 151 during or before enrolment in the program. Students who do not meet the prerequisite at time of admission will be required to successfully attain “C” or higher in ENGL 092 and 094, or ENGL 092 and 096, or ENGL 142, or ELD 092 and 094, or ELD 097, or assessment before they can enroll in ENGL 151. Students may take prerequisite courses at any time prior to enrolling in the required program courses above, but are encouraged to do so as early in their studies as possible, as the need to complete pre-requisites during program study *will* add as many as two additional semesters of part-time study to the program.

6. Program Learning Outcomes:

At the completion of the program students will be able to:

1. Demonstrate musical performance competence at required levels both as a soloist and as a member of ensembles.
2. Apply foundational concepts and principles of music theory, musicianship and music history to their musical practice.
3. Communicate effectively, verbally and in writing, in a variety of contexts.
4. Demonstrate adaptability, resourcefulness, and continued self-development as a musician.

6. Program Content:

(chart of courses, credits and student contact hours/wk, by Academic Term required to complete the program, note that Programs cannot exceed 25 student contact hours per week unless dictated by an external agency or educational partner)

Fall Semester

One of:

ENGL 151*	Academic Writing Strategies	3 credits
ENGL 163*	Intro to Literary Traditions	3 credits
ENGL 161*	Literary Genres	3 credits
ENGL 164*	Indigenous Literature	3 credits

One of:		
MUSF 100	Instrument Foundations Classical 1	2 credits
MUSF 102	Instrument Foundations Jazz 1	2 credits
MUS 115	Survey of Western Music	3 credits
MUSF 120	Theory and Musicianship 1	3 credits
One of:		
MUS 140 or	Chamber Orchestra 1	2 credits
MUS 142 or	Conservatory Chorale 1	2 credits
MUS 146 or	Wind Ensemble 1	2 credits
JAZZ 144 or	Jazz Orchestra 1	2 credits
JAZZ 146	Vocal Jazz Ensemble 1	2 credits
MTEC, MUS, JAZZ or non-music UT Electives		3 credits
Total		16 credits

Winter Semester

One of:		
ENGL 151*	Academic Writing Strategies	3 credits
ENGL 163*	Intro to Literary Traditions	3 credits
ENGL 161*	Literary Genres	3 credits
ENGL 164*	Indigenous Literature	3 credits
One of:		
MUSF 101	Instrument Foundations Classical 2	2 credits
MUSF 103	Instrument Foundations Jazz 2	2 credits
MUSF 121	Theory and Musicianship 2	3 credits
One of:		
MUS 141 or	Chamber Orchestra 2	2 credits
MUS 143 or	Conservatory Chorale 2	2 credits
MUS 147 or	Wind Ensemble 2	2 credits
JAZZ 145 or	Jazz Orchestra 1	2 credits
JAZZ 147	Vocal Jazz Ensemble 2	2 credits
MTEC, MUS, JAZZ or non-music UT Electives		6 credits
		16 credits
Total		32 credits

**Completion of this program requires any two of ENGL 150, 160, 151, 161, 163, and 164. Students with less than "B" in English 12 must take ENGL 151 first. Credits for ENGL 150 and 160 may substitute for ENGL 151 and 161 or 163 or 164.*

8. Delivery Arrangements:

May include campus location, mode (classroom, Distributed Ed, etc.), part-time/full-time, scheduling (evenings/weekends/semester/quarter/continuous intake, etc...)

Courses are offered over four 14 week semesters, running from September to early April over two years. Students may elect to study full-time or part-time; however, students should be prepared to dedicate both daytime and evening hours to scheduled courses, and students selecting a part-time option should be aware that alternating-year delivery schedule of some courses may add significantly to the length of the full program. MUS, MUSF, and JAZZ courses are taught on the Victoria Conservatory of Music campus at 900 Johnson Street in downtown Victoria, BC.

Students may book practice space at the Victoria Conservatory of Music for a maximum 2 hours daily during regular hours of opening, have access to performance/rehearsal spaces and practice/performance instruments according to set VCM policy, and have use of VCM library and its supporting resources: user fees may apply. Students must adhere to the VCM code of conduct in addition to the code of conduct set for Camosun College; the VCM code of conduct includes additional policies regarding activities considered by the VCM and legislation as unsuitable in the proximity of small children and music therapy clients including but not limited to smoking, use or after-effects of chemical substances or alcohol, use of language, and display of affection while on VCM premises.

9. Is a (Co-operative/Internship) Work Experience Designation available for this program?

(Contact the Cooperative Education Department for more information on this option)

Cooperative Education Designation (yes/no): NO
Internship Designation (yes/no): NO

If yes to one or more above, please include a completed "Cooperative Education Appendix" (available at http://intranet/ed_prov/index.php) with this Program Outline.

10. Program Completion Requirements:

*(Requirements that must be met before the credential will be awarded. Examples: GPA, total credits required, etc.)
(note "a minimum GPA of 2.0 ("C") is the college standard to graduate from all GPA programs, unless otherwise stated")*

To qualify for the Certificate in Music Foundations the student must successfully complete all required courses and achieve an overall cumulative GPA of at least 2.0.

11. a. Credential Awarded: Certificate in Music Foundations

Format – credential followed by program (then by work experience designation if applicable)
(e.g. "Certificate in ...", "Diploma in...", "Cooperative Education Designation", etc.)

b. External Licensing Certifications: NONE
(if applicable)

12. Special Notes:

(Example: Block Transfer Arrangements)

13. Recommended Information, Activities or Materials to Help Students to Succeed Throughout the Program:

Students are encouraged to attend as many live concerts as possible throughout the program.
Students are encouraged to take this time to build their own personal listening and music study library.
Students should avail themselves of every opportunity to practice and perform throughout the program.

Music Department Full Agenda Package

Course Change Form

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For Ed Approvals office use only

Notification Date:

Approval Date:

Level of Change:

Nov 5, 2014

☐ Minor

☒ Substantive/Major

**ID see
below**

FILL IN THE FORM BELOW (instructions on following page)

Course Abbrev. & No:	MUS
	<ul style="list-style-type: none"> 100 (IDS 443), 101 (IDS 444), 102 (IDS 445), 103 (IDS 446), 106 (IDS 447), 107 (IDS 448), 110 (IDS 449), 111 (IDS 450), 115 (IDS 451), 120 (IDS 452), 121 (IDS 453), 122 (IDS 454), 123 (IDS 455), 124 (IDS 456), 126 (IDS 457), 127 (IDS 458), 130 (IDS 459), 131 (IDS 460), 132 (IDS 461), 133 (IDS 462), 136 (IDS 463), 137 (IDS 464), 140 (IDS 465), 141 (IDS 466), 142 (IDS 467), 143 (IDS 468), 146 (IDS 469), 147 (IDS 470), 150 (IDS 471), 151 (IDS 472), 152 (IDS 473), 153 (IDS 474), 154 (IDS 475), 155 (IDS 476), 156 (IDS 477), 157 (IDS 478), 160 (IDS 479), 161 (IDS 480), 162 (IDS 481), 163 (IDS 482), 172 (IDS 483), 173 (IDS 484), 190 (IDS 485), 191 (IDS 486), 192 (IDS 487), 193 (IDS 488), 200 (IDS 489), 201 (IDS 490), 202 (IDS 491), 203 (IDS 492), 206 (IDS 493), 207 (IDS 494), 208 (IDS 495), 209 (IDS 496), 210 (IDS 497), 211 (IDS 498), 212 (IDS 499), 213 (IDS 500), 220 (IDS 501), 221 (IDS 502), 222 (IDS 503), 223 (IDS 504), 226 (IDS 505), 227 (IDS 506), 228 (IDS 507), 229 (IDS 508), 230 (IDS 509), 231 (IDS 510), 232 (IDS 511), 233 (IDS 512), 236 (IDS 513), 237 (IDS 514), 240 (IDS 515), 241 (IDS 516), 242 (IDS 517), 243 (IDS 518), 246 (IDS 519), 247 (IDS 520), 250 (IDS 521), 251 (IDS 522), 252 (IDS 523), 253 (IDS 524), 254 (IDS 525), 255 (IDS 526), 256 (IDS 527), 257 (IDS 528), 260 (IDS 529), 261 (IDS 530), 272 (IDS 531), 273 (IDS 532), 274 (IDS 533), 275 (IDS 534), 276 (IDS 535), 290 (IDS 536), 291 (IDS 537), 292 (IDS 539), 293 (IDS 540)

First day of classes the change is proposed to take effect:

Sept ☒; Jan ☐; May ☐; Jul ☐ 2012 ☐; 2013 ☐; 2014 ☐; 2015 ☒ Other ☒: 2016

Select a date that is approx 8+ months from today to allow for sufficient notification to students, the college and our community.

Tick the box(es) that correspond to changes referenced in your attached paperwork:

- | | | |
|--|--|--|
| <input type="checkbox"/> new course <small>*may be sub. to review by tuition committee</small> | <input type="checkbox"/> short description | <input type="checkbox"/> course activity & hours |
| <input checked="" type="checkbox"/> cancel course | <input type="checkbox"/> pre-requisite | <input type="checkbox"/> credits |
| <input type="checkbox"/> course abbrev. | <input type="checkbox"/> co-requisite | <input type="checkbox"/> learning outcomes |
| <input type="checkbox"/> course title | <input type="checkbox"/> pre/co- requisite | <input type="checkbox"/> grading system |
| <input type="checkbox"/> course number | <input type="checkbox"/> course type | |
| <input type="checkbox"/> other: | | |

Briefly Summarize the change and rationale: *Explain how this will contribute to student success and benefit the college.*

MUS replaced by MUSC courses. NOTE: Cascading change of MUS 115 to be deleted from ADARTS-Psyc.

MUS 1st yr cancel Sept 2015; MUS 2nd yr cancel Sept 2016

REVIEWED and RECOMMENDED BY FOR "IN-PROCESS" CURRICULUM (Complete PRE-College Curriculum Committee (CCC))

Dept: Music Dept Chair: Mary Byrne Date(s): 11/4/14

School: Dominic Bergeron SCC Chair: Dominic Bergeron Date(s): 11/4/14

The School Curriculum Committee (SC) Chair is requested to prioritize the submission:

- ☐ Emergent: high priority changes that require immediate attention due to an emergent issue. Please clarify:
- ☒ Anticipated: moderate priority changes as a result of a planned review process, Strategic/Education/School Plan initiative, etc.

Consultation - If curriculum services another school, or is (potentially) similar to that offered by another school, or another school/dept is affected by this change the originating school should consult with the Associate Dean, Dean or Director.

Area:

Name:

Date(s):

SIGNATURES FOR "APPROVAL READY" CURRICULUM (Complete POST-CCC Recommendation or Minor Change)

Dept Chair: Mary Byrne	Signature:	Date:
SCC Chair: Dominic Bergeron	Signature:	Date:
Other (Consultation):	Signature:	Date:
College Curriculum Committee Chair / Date:	Education Council Chair / Date:	

Amendments, Implementation, Comments:

**Short Course Titles (colleague reports, transcripts, etc.) & Long Course Titles (program outline - program content, web, calendar, print media). There must be an obvious relationship between the long and short title. Where a course does not require a long title for clarity, the short title will suffice.*

REMINDER – All revisions to curriculum docs during the CCC review process must be made off of the primary electronic .docs located on the Central Curriculum Network (CCN) at [\\nas2\cecp\](#). All other .doc versions are not trustworthy.

Music Department Full Agenda Package

Course Change Form

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For Ed Approvals office use only

Notification Date:

Approval Date:

Level of Change:

Nov 3, 2014

☐ Minor

☒ Substantive/Major

**ID See
below**

FILL IN THE FORM BELOW (instructions on following page)

(New) Course
Abbrev. & No:

JAZZ

- 104 (IDS 417), 105 (IDS 418),
- 112 (IDS 419), 113 (IDS 420),
- 122 (IDS 421), 123 (IDS 422), 124 (IDS 423), 125 (IDS 424), 126 (IDS 425), 127 (IDS 427),
- 134 (IDS 428), 135 (IDS 429),
- 144 (IDS 430), 145 (IDS 432), 146 (IDS 433), 147 (IDS 431),
- 204 (IDS 434), 205 (IDS 435),
- 222 (IDS 436), 223 (IDS 437), 224 (IDS 438), 225 (IDS 709), 226 (IDS 710), 227 (IDS 711)
- 234 (IDS 712), 235 (IDS 713),
- 244 (IDS 442), 245 (IDS 439), 246 (IDS 440), 247 (IDS 441)

First day of classes the change is proposed to take effect:

Sept ☒ ; Jan ☐ ; May ☐ ; Jul ☐ 2012 ☐ ; 2013 ☐ ; 2014 ☐ ; 2015 ☒ Other ☒: 2016

Select a date that is approx 8+ months from today to allow for sufficient notification to students, the college and our community.

Tick the box(es) that correspond to changes referenced in your attached paperwork:

- | | | |
|--|--|--|
| <input type="checkbox"/> new course <small>*may be sub. to review by tuition committee</small> | <input type="checkbox"/> short description | <input type="checkbox"/> course activity & hours |
| <input checked="" type="checkbox"/> cancel course | <input type="checkbox"/> pre-requisite | <input type="checkbox"/> credits |
| <input type="checkbox"/> course abbrev. | <input type="checkbox"/> co-requisite | <input type="checkbox"/> learning outcomes |
| <input type="checkbox"/> course title | <input type="checkbox"/> pre/co- requisite | <input type="checkbox"/> grading system |
| <input type="checkbox"/> course number | <input type="checkbox"/> course type | |
| <input type="checkbox"/> other: | | |

Briefly Summarize the change and rationale: *Explain how this will contribute to student success and benefit the college.*

Sept 2015 cancellation for 1st yr; Sept 2016 cancellation for 2nd yr

REVIEWED and RECOMMENDED BY FOR "IN-PROCESS" CURRICULUM (Complete PRE-College Curriculum Committee (CCC))

Dept: Music	Dept Chair: Mary Byrne	Date(s): 10/31/2014
School: Arts and Science	SCC Chair: Dominic Bergeron	Date(s): 10/31/2014
The School Curriculum Committee (SC) Chair is requested to prioritize the submission:		
<input type="checkbox"/> Emergent: high priority changes that require immediate attention due to an emergent issue. Please clarify:		
<input checked="" type="checkbox"/> Anticipated: moderate priority changes as a result of a planned review process, Strategic/Education/School Plan initiative, etc.		
<input type="checkbox"/> Other: lower priority changes that do not require immediate attention.		

Consultation - If curriculum services another school, or is (potentially) similar to that offered by another school, or another school/dept is affected by this change the originating school should consult with the Associate Dean, Dean or Director.

Area: _____ Name: _____ Date(s): _____

SIGNATURES FOR "APPROVAL READY" CURRICULUM (Complete POST-CCC Recommendation or Minor Change)

Dept Chair: Mary Byrne	Signature:	Date:
SCC Chair: Dominic Bergeron	Signature:	Date:
College Curriculum Committee Chair / Date:		Education Council Chair / Date:
Amendments, Implementation, Comments:		

Camosun College Full Agenda Package

Course Change Form

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For Ed Approvals office use only

Notification Date:

Approval Date:

Level of Change:

Nov 3, 2014

☐ Minor

☒ Substantive/Major

**ID See
below**

FILL IN THE FORM BELOW (instructions on following page)

(New) Course Abbrev. & No:

MUSF 100 (IDS 405), 101 (IDS 406), 102 (IDS 410), 103 (IDS 407), 120 (IDS 408), 121 (IDS 409)

First day of classes the change is proposed to take effect:

Sept ☒; Jan ☐; May ☐; Jul ☐ 2012 ☐; 2013 ☐; 2014 ☐; 2015 ☒ Other ☐:

Select a date that is approx 8+ months from today to allow for sufficient notification to students, the college and our community.

Tick the box(es) that correspond to changes referenced in your attached paperwork:

☐ new course *may be sub. to review by tuition committee

☒ cancel course

☐ course abbrev.

☐ course title

☐ course number

☐ other:

☐ short description

☐ pre-requisite

☐ co-requisite

☐ pre/co- requisite

☐ course type

☐ course activity & hours

☐ credits

☐ learning outcomes

☐ grading system

Briefly Summarize the change and rationale: *Explain how this will contribute to student success and benefit the college.*

Cancelling courses due to new program: Music Performance (MUSP)

REVIEWED and RECOMMENDED BY FOR "IN-PROCESS" CURRICULUM (Complete PRE-College Curriculum Committee (CCC))

Dept: Music

Dept Chair: Mary Byrne

Date(s): Mar 19, 2015

School: Arts & Science

SCC Chair: Dominic Bergeron

Date(s): Mar 19, 2015

The School Curriculum Committee (SC) Chair is requested to prioritize the submission:

☐ Emergent: high priority changes that require immediate attention due to an emergent issue. Please clarify:

☒ Anticipated: moderate priority changes as a result of a planned review process, Strategic/Education/School Plan initiative, etc.

☐ Other: lower priority changes that do not require immediate attention.

Consultation - If curriculum services another school, or is (potentially) similar to that offered by another school, or another school/dept is affected by this change the originating school should consult with the Associate Dean, Dean or Director.

Area:

Name:

Date(s):

SIGNATURES FOR "APPROVAL READY" CURRICULUM (Complete POST-CCC Recommendation or Minor Change)

Dept Chair: Mary Byrne

Signature:

Date:

SCC Chair: Dominic Bergeron

Signature:

Date:

Other (Consultation):

Signature:

Date:

College Curriculum Committee Chair / Date:

Education Council Chair / Date:

Amendments, Implementation, Comments:

*Short Course Titles (colleague reports, transcripts, etc.) & Long Course Titles (program outline - program content, web, calendar, print media). There must be an obvious relationship between the long and short title. Where a course does not require a long title for clarity, the short title will suffice.

REMINDER – All revisions to curriculum docs during the CCC review process must be made off of the primary electronic .docs located on the Central Curriculum Network (CCN) at <\\nas2\cecp>. All other .doc versions are not trustworthy.



Education Council Briefing Notes

Submitted by: Cynthia Wrate

Date: May 19, 2015

Topic: Revision to Camosun College Education Council Bylaws

Background:

In March, 2015 Education Council made the decision to add the Camosun College Indigenization Coordinator as a non-voting member to provide expert counsel regarding indigenous perspectives, particularly related to curriculum and academic policy development.

This decision followed a number of recommendations made by provincial and national policy-making bodies. Further background to these influences, and a summary of advice from college legal counsel, are found in the minutes of February 2015 and March 2015 Education Council meeting minutes.

As well, the Integrated College Curriculum Committee chair has been a non-voting member of Education Council for two academic years.

A revision to the bylaws of Education Council will clarify the structure and contributions of these two advisory roles.

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

A draft change the Membership articles of the Camosun College Education Council is presented for decision, with the motion that Education Council approve the revision of the Education Council Bylaws to stipulate the inclusion of Camosun College Indigenization Co-ordinator, and the Integrated College Curriculum Committee Chair.



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

DRAFT 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*.
 - a) There are two additional non-voting members who provided expert counsel to Education Council. These members are the Integrated College Curriculum Committee Chair and the Camosun College Indigenization Coordinator.
 - b) In the event that the Integrated College Curriculum Committee Chair and/or the Camosun College Indigenization Coordinator is an elected member of Education Council, no additional non-voting member will be appointed as expert counsel.
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)