Education Council

Ensuring that our students are provided with quality educational experiences

AGENDA

Regular Meeting
Wednesday, April 15, 2020
4:00 – 6:00 pm
Teams

TIME	ITEM	PRESENTER
4:00	**CALL TO ORDER AND DECLARATION OF QUORUM (1 MIN.)**	**Bijan Ahmadi**
4:01	**ACKNOWLEDGEMENT OF COAST SALISH TERRITORY (1 MIN.)**	**Bijan Ahmadi**
	Camosun College campuses are located on the traditional territories of the Lkwungen and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. <http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html>	
	PRESENTATION AND DISCUSSION (55 MIN.)	
4:02	**Transition of Campus-based Delivery** See Omnibus Submission to Education Council	**John Boraas**
4:22	**Duolingo for Camosun General College Admissions** See Duolingo Exam for General College Admissions	**Christiaan Bernard/ Geoff Wilmshurst**
4:42	**Student Petition: Pass/Fail Option for Winter 2020 Semester** See Issue Paper: Student Petition Pass/Fail Option	**John Boraas**
4:57	**CHECK-IN (15 MIN.)**	**Bijan Ahmadi**
5:12	**ACCEPTANCE OF AGENDA (2 MIN.)**	**Bijan Ahmadi**
5:14	**MINUTES FOR APPROVAL (1 MIN.)** For approval EdCo Meeting Minutes February 19, 2020	**Bijan Ahmadi**
5:15	**REPORTS (8 MIN.)**	
	Education Council Chair (2 min)	**Bijan Ahmadi**
	VP Education (4 min)	**John Boraas**
	Program Cancellation Indigenous Human Services Career Access Last intake: September 2016	
	Motion:	

TIME	ITEM	PRESENTER
	That Education Council Approve and Recommend to the Camosun College Board of Governors Cancellation of the Indigenous Human Services Career Access program. **Moved by:** **Seconded by:** **Motion Carried**	
	Board Member (2 min)	**Brenda McBain**
5:23	**COMMITTEE REPORTS (4 MIN.)**	
	Education Council Policy and Standards Committee	**Peter Moroney**
5:27	**INTEGRATED CURRICULUM COMMITTEE REPORT (5 MIN.)**	**Connie Klassen**
	Regular Curriculum for Approval See ICC Monthly Report	
	Curriculum Under Review See ICC Monthly Report	
	ITEMS FOR ACTION (20 MIN.)	
5:32	**Course Withdrawals Policy** See New DRAFT Policy (Marked-up Copy) (Clean Copy)	Current Policy **Motion:** That Education Council approve revisions to the Course Withdrawals Policy as presented: **Moved by:** **Seconded by:** **Motion Carried**	**Peter Moroney**
5:42	**Academic Credit Model** See Briefing Note	DRAFT Standard and Procedure **Motion:** That Education Council approve revisions to the Academic Credits Standard and Procedure as presented: **Moved by:** **Seconded by:** **Motion Carried**	

Education Council

Ensuring that our students are provided with quality educational experiences

TIME	ITEM	PRESENTER
5:52	**MEETING ADJOURNED**	**Bijan Ahmadi**

Upcoming Meetings:

Carryover Meeting
Thursday, April 16, 2020
4:30 – 6:00 pm
Teams

Regular Meeting
Wednesday, May 20, 2020
4:00 – 6:00 pm
Teams

Voting Council Members

1. Andrea Kucherawy, Support Staff
2. Bijan Ahmadi, Faculty
3. Chris Avis, Faculty
4. Debbie Hlady, Administration
5. Fillette Umulisa, Student
6. Isabel Grondin, Faculty
7. Isaiah Jurkuch, Student
8. Janet Danks, Support Staff
9. Jennifer LeVecque, Faculty
10. John Boraas, Administration

11. Joshua Cameron, Student
12. Mark Fournier, Faculty
13. Paige Martin, Student
14. Richard Stride, Administration
15. Robin Fast, Faculty
16. Ryan Russell, Faculty
17. Scott Harris, Administration
18. Vivian Fayowski, Faculty
19. Faculty (Vacant)
20. Faculty (Vacant)

Members *(Quorum = 11)*

Non-Voting Council Members

Sherri Bell, President
Brenda McBain, Board of Governors
Connie Klassen, ICC Chair

Peter Moroney, Education Policy & Planning Melody
Foreman, Permanent Secretary Todd Ormiston,
Indigenization Representative

Guests

Christiaan Bernard, Director, Camosun International
Cynthia Smith, Dean, Health & Human Services
Eric Sehn, Dean, Trades & Technology

Geoff Wilmshurst, Vice President Partnerships
Heather delVillano, Associate Dean, Access
Ian Humphries, Dean, Access

For Information:
Education Council Executive:
Chair: Bijan Ahmadi, Business, 250-370-4140, ahmadib@camosun.bc.ca
Vice Chair: Andrea Kucherawy, Access, 250-370-3165, KucherawyA@camosun.bc.ca
ICC Chair: Connie Klassen, Sport & Exercise Education, 250-370-4728, klassenc@camosun.bc.ca
VP Education: John Boraas, Office of VP Education, Interurban, 250-370-4543, boraas@camosun.bc.ca
Registrar: Scott Harris, Registrar's Office, Interuran, 250-370-3840, harriss@camoun.bc.ca.ca
EPP Director: Peter Moroney, Office of VP Education, Interurban, 250-370-3249, moroneyp@camosun.bc.ca
Permanent Secretary: Melody Foreman, Office of VP Education, Interurban, 250-370-3037, edapprovals@camosun.bc.ca

If you cannot attend please inform Permanent Secretary @ 370-3037 or edapprovals@camosun.bc.ca

Omnibus Submission to Education Council

Obviously – as all of you are directly impacted by this reality – the college is being significantly impacted by the Covid19 pandemic. As a result, I am endeavouring to present to Education Council an omnibus document that presents all instances where the structure/design of programs is being impacted in some fashion as we struggle to maintain delivery to the college's students.

At the very core of our efforts has been the transition of campus based delivery to a variety of distributed learning approaches. This effort deserves recognition as individual faculty and staff have put in great effort to allow for this transition. I applaud this effort among all who have contributed.

I welcome your questions, and I have asked the Deans to be present for this meeting in case there are questions that relate to their programming areas.

Arts and Science

Environmental Technology Diploma
All field study courses, scheduled normally for year one, summer semester, will be shifted to year two, summer semester. These changes are being communicated to students.

School of Business and Centre for Sport & Exercise Education

Bachelor of Athletic and Exercise Therapy
There should be no structural changes, but there will be more extensions that span semesters to allow students to complete practical or in-community practice assignments.

Massage Therapy
Because practical (massage hours) has been so disrupted, we are currently working to allow students to span multiple semesters to complete the necessary hours.

Just an update on Massage Therapy. We have swapped one course between semester 3 and semester 4 in order to bring more theory courses into the summer term that may be taught using online technologies. We also split our summer term into three compressed courses in May/June and three more in July/August.

For both our MOA and LOA programs, we have a built in work experience as part of a larger professional practice course. In these programs on a one time basis we have waived the work requirement and have been working with Scott on tuition adjustments for these courses.

On a one time basis, subject to conditions, we are waiving the final co-op term requirement and the BUS 499 requirement for students who have met all of their other degree requirements as of April 30th this year. This will allow students to obtain their degree without the normal 420 hours of work experience. We don't see this as an Ed Co change either, but rather a one time accommodation.

Trades & Technology

Civil Engineering

- *CIVE 142 – Survey 2* occurs in Semester 2 of Year 1 and cannot be delivered online. It is not a prereq to any Year 2 course. Students will take this course in 2021W instead of 2020S
- *CIVE 282 – Managing Construction Projects* occurs in Semester 2 of Year 2 and is highly suited to online. It has no pre-reqs. Students will take this course 2020S instead of 2021W

Health & Human Services

MRAD Separating theory and practice to allow practice to be delayed until we are able to gather.

MRAD 157, 13 hours of F2F Labs/week would be to split into three separate (new) courses, moving all the procedural theory outcomes into one, moving the image analysis outcomes into one, and all the lab skills into another. These three new courses would have to equal MRAD 157,and the lab component wouldn't run until Fall.

 MRAD 159, split into two courses all theory in one & all labs - moved into the next (fall) term.

CDA

DENA 142 for public clinic. This would only require a change of 1 week fewer hours

DENA 173 Practicum. We would increase this from 3 to 4 weeks if we reduce DENA 142 by a week.

Language Testing

Access is currently exploring various assessment options to allow us to do off campus assessements. Further reports to follow.

Duolingo English Test, for General Admission Purposes

Why is Duolingo English Test (DET) being brought to EdCo for a decision to use it for college admission?

With the closing of face to face test and assessment centres around the world, a significant number of public institutions in North America have adopted Duolingo results for admission purposes for all of their students (Domestic, International, New Canadians).

About the test.

The Duolingo English Test is designed to assess real-world language ability, by measuring reading, writing, speaking, and listening skills. Each test taker's proficiency is reported as a holistic score on a scale from 10 – 160. This is the similar to how the IELTs, TOEFL and other standardized tests already accepted by Camosun present scores.

What makes Duolingo the preferred choice at this time?

Duolingo has a unique security structure which allows for it to be remotely proctored through the use of artificial intelligence and data forensics, customized test sessions based on the country and infrastructure of that country and active proctors. Using multiple security points to insure the integrity of the results. The Duolingo English Test was built using the latest research and technology to make it accurate, reliable, and practical for test-takers and institutions.

Proposal for Camosun admissions purposes.

105 -114 for General Admission

115+ Admission to Baccalaureate/PDD programs

ELD 092/094/097 = DET 95-104 (IELTS 6+)
ELD 072/074 = DET 85 – 94 (IELTS 5.5+)
ELD 062/064 = DET 75 – 84 (IELTS 5+; CEFR B1)
ELD 052/054 = DET 60 – 74 (IELTS 4.5+; CEFR B1)
ELD 042/044 = DET 45 – 59 (IELTS 4+; CEFR A2)
ELD 032/034 = DET 20 – 44 (CEFR A2)
ELD 020 = DET 10 – 19 (CEFR A1; candidate struggled to complete DET; use S/L interview to confirm ELD 010 or 020)
ELD 010 = DET 10 - 19 (CEFR Pre-A1; candidate struggled to complete DET; use S/L interview to confirm ELD 010 or 020)

BC Institutions Already accepting Duolingo

Okanagan College DET 105 (IELTs 6.0)

University of the Fraser Valley DET 110 (IELTs 6.5)

Vancouver Community College DET 100 (IELTs 6.0) Pilot until 2021

Douglas College DET 105 (IELTs 6.5, approved, not yet posted)

Langara College DET 105 (IELTs 6.5, approved not yet posted))

North Island College DET 110 (IELTs 6.5 pending approval)

Some additional Canadian Institutions using Duolingo for General Admission

- Canadian College sector is using a minimum score of 105 for General Admission to Certificate, Diploma and Advanced Diploma programs

- Canadian College sector is using a minimum score of 105-115 for General Admission to Degree programs

- Canadian College sector is using a minimum score of 115-125 for General Admission to post-graduate level programs

- University sector is using a minimum score of 115 for General Admission

- Humber: https://humber.ca/admissions/apply/english-proficiency.html   105

- Fanshawe: https://www.fanshawec.ca/admissions/applying/admission-requirements/english-language-requirements 105

- Centennial: https://www.centennialcollege.ca/admissions/language-proficiency-information/ 105

- Canadian university sector has set DET 105-115 for general admission to degree programs

- University of Alberta: https://www.ualberta.ca/admissions/international/admission/admission-requirements/language-requirements 115

- Dalhousie: https://www.dal.ca/admissions/international_students/admissions/english-requirements.html <mark>115</mark>

- McGill: https://www.mcgill.ca/applying/requirements/prep#proficiency <mark>115</mark>

- McMaster: https://future.mcmaster.ca/admission/language/ <mark>115</mark>

- RRU: https://www.royalroads.ca/prospective-students/english-language-requirements <mark>115</mark>

- Saint Mary's: https://smu.ca/future-students/is-language-requirements.html <mark>105</mark>

- Queens: https://www.queensu.ca/admission/about-applying/english-language-requirements <mark>110</mark>

Please send your questions or comments to.

Christiaan Bernard I *Director*
International
250-370-3174
bernardc@camosun.ca

Issue Paper

Response to Student Petition

Issue

A small number of students have submitted a petition (currently, fewer than 180 students) requesting that a Pass/Fail option be provided for students in the Winter semester. The argument is that students began their semester in a face to face format, and mid-semester there was a transition to on-line formats. Students are concerned that their grades may suffer as a result of the change in format.

Camosun College had considered this question at the time of the transition to distributed education models. The decision at the time was to 1) extend withdrawal deadlines to the last day of classes to provide students with an opportunity to avoid unwanted grades, and 2) the decision was made NOT to offer Pass/Fail options because of the reality that downstream this could result in courses not being transferrable to other colleges or universities or that the grades would not allow for student entrance to programs requiring a GPA. The impact on students was seen as negative.

Questions for Education Council

1. Should a Pass/Fail option be extended for the Winter semester?
2. Are there alternatives?
   a. Is the extension of Withdrawal to the last day of classes a sufficient mitigation?
   b. Should the extension of withdrawal be extended further to the end of April?

Information for Consideration for the Pass/Fail Option

Pros

- Goodwill with student executive in CCSS
- Relieves student stress during exams
- Responds positively to petition demand
- Creates flexibility for students and instructors

Cons

- Potential negative impact on transferability and/or admittance to further studies at other institution (While some universities have indicated they will try to be flexible, there is no guarantee. The only guarantee is the current grading requirements in our articulation agreements.)
- Sets a precedent for future semesters
- We would be stepping away from a provincial response from Colleges
- No current administrative process in place to facilitate this. How quickly can we put this in place given we are already in the exam period.
- Possible confusion amongst students and instructors.

Extending Withdrawal Deadline Further

Pros

- Does what P/F does in that students do not need to leave a poor grade on their transcript
- Reduces student stress
- Responds to petition
- Reduces final grade appeals
- No impact on transferability as the student either has the course or they don't
- Similar to most BC Colleges

Cons

- Sets precedent
- May impact summer semester continuation (might need to change additional deadlines)
- No current administrative process in place to facilitate this. How quickly can we put this in place given we are already in the exam period.
- Possible confusion amongst students and instructors.

Education Council

Ensuring that our students are provided with quality educational experiences

DRAFT Minutes

REGULAR MEETING
Wednesday, February 19, 2020
4:00 – 6:00 pm
P216, Lansdowne

Present

Voting Members

1. Andrea Kucherawy, Support Staff
2. Bijan Ahmadi, Faculty
3. Chris Avis, Faculty
4. Debbie Hlady, Administration
5. Isabel Grondin, Faculty
6. Jennifer LeVecque, Faculty
7. Janet Danks, Support Staff
8. John Boraas, Administration
9. Mark Fournier, Faculty
10. Robin Fast, Faculty
11. Scott Harris, Administration
12. Richard Stride, Administration

Brenda McBain, Board of Governors
Connie Klassen, ICC Chair
Melody Foreman, Permanent Secretary
Peter Moroney, Education Policy & Planning
Sherri Bell, President

Regrets/Absent

Fillette Umulisa, Student
Isaiah Jurkuch, Student
Joshua Cameron, Student
Paige Martin, Student
Ryan Russell, Faculty
Todd Ormiston, Indigenization Representative
Vivian Fayowski, Faculty

Guests

N/A

Non-Voting Members

ITEM		PRESENTER
A.	**CALL TO ORDER AND DECLARATION OF QUORUM**	**Bijan Ahmadi**
	The regular meeting was called to order at 4:01 pm. Quorum was reached.	
B.	**ACKNOWLEDGEMENT OF COAST SALISH TERRITORY**	**Bijan Ahmadi**
	Camosun College campuses are located on the traditional territories of the Lkwungen and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. <http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html>	
C.	**CHECK-IN**	**Bijan Ahmadi**
D.	**ACCEPTANCE OF AGENDA**	**Bijan Ahmadi**
	The February 19, 2020 agenda was approved by unanimous consent.	

ITEM	PRESENTER

E. MINUTES FOR APPROVAL

Bijan Ahmadi

The minutes for December 11, 2019 were approved by unanimous consent.

F. REPORTS

1. Education Council Chair

Bijan Ahmadi

Bijan Ahmadi noted that a carryover meeting had been scheduled due to the January 15 EdCo meeting cancellation (snow day); however, the carryover meeting was not needed.

2. VP Education

John Boraas

John Boraas announced that student members of EdCo will receive a stipend at a rate $50/month paid by semester to be retroactively effective January 1, 2020 in recognition and appreciation of the significant contributions student members provide to EdCo.

3. Board Member

Brenda McBain

Brenda McBain reported that the Board of Governors met on February 3. Camosun opened on September 16, 1971, so next year is the 50th anniversary. The College Executive Team (CET) is taking a high-level look at how to celebrate. Geoff Wilmshurst, VP Partnerships, and Christiaan Bernard, Director, Camosun International, provided a high-level overview of Camosun International's plan for 2020 to 2023. The Board approved the student services fee memorandum of understanding with the Camosun College Student Society.

G. COMMITTEE REPORTS

Education Council Policy and Standards Committee

Peter Moroney

The Policy and Standards Committee met on Dec. 12 and Jan. 22. At the December meeting, the committee clarified standards for denoting course withdrawals on transcripts and reviewed the Terms of Reference for the proposed Academic Appeals Panel. The committee also discussed records management related to appeals. The January meeting focused on a detailed review of the draft Academic Integrity policy. Next scheduled meeting is Feb. 26.

H. INTEGRATED CURRICULUM COMMITTEE REPORT

Bijan Ahmadi

Curriculum for Presentation and Approval

Whereas: The Integrated Curriculum Committee has reviewed and had consensus to recommend full approval of the following curriculum:

Diploma in Public Administration_Fall2020_Revision
Certificate in Public Administration__Fall2020_New
BUS 276_IDS3883_Fall2020_Revision

PADM-112_IDS3874_Fall2020_Revision
PADM-211_IDS3875_Fall2020_Revision
PADM-227_IDS3876_Fall2020_Revision
PADM-230_IDS3877_Fall2020_Revision
PADM-240_IDS3878_Fall2020_Revision
PADM-260_IDS3879_Fall2020_Revision
PADM-290_IDS3880_Fall2020_NEW
PADM-219_IDS3881_Fall2020_Cancel
PADM 276_IDS3882_Fall2020_Cancel

Motion: Be it so moved that Education Council approves changes to the curriculum as submitted:

Moved by: Richard Stride

Seconded by: Debbie Hlady

Motion Carried

Regular Curriculum for Approval

Whereas: The Integrated Curriculum Committee has reviewed and had consensus to recommend full approval of the following curriculum:

BUSINESS: MANAGEMENT & HUMAN RESOURCE LEADERSHIP

BUS-210_IDS3809_Fall2020_Revision

A&S: BIOLOGY

BIOL-161_IDS3799_Fall2020_New
BIOL-160_IDS3799_Fall2020_CANCEL

HHS: DENTAL HYGIENE

DHYG_IDS3832_Fall2020_Revision
DHYG-219_IDS3833_Fall2020_Revision
DHYG-220_IDS3833_Fall2020_Revision
DHYG-270_IDS3833_Fall2020_Revision
DHYG-271_IDS3833_Fall2020_Revision
DHYG-280_IDS3833_Fall2020_Revision
DHYG-281_IDS3833_Fall2020_Revision

HHS: HEALTH CARE ASSISTANT - INDIGENOUS

HCA-I_IDS3798_Fall2019_Revision

ACCESS: ACADEMIC AND CAREER FOUNDATIONS/COMMUNITY LEARNING PARTNE

ENGL-059_IDS3798_Fall2020_Cancel

ARTS & SCIENCE: MATH

MATH-166_IDS3847_Fall2020_Revision

MATH-156_IDS3845_Fall2020_New

MATH-155_IDS3846_Fall2020_Cancel

STAT-157_IDS3846_Fall2020_Cancel

TRADES & TECHNOLOGY: COMPUTER SCIENCE

IMD_IDS3836_Fall2020_Revision

ICS_IDS3835_Fall2020_Revision

ICS-120_IDS3838_Fall2020_Revision (MATH156)

ICS-200_IDS3838_Fall2020_Revision_(added: ICS126)

ICS-226_IDS3838_Fall2020_Revision (added: ICS126)

ICS-228_IDS3838_Fall2020_Revision (removed: ICS126)

ICS-280_IDS3838_Fall2020_Revision (IMD)

COMP_212_IDS3837_Fall2020_Revision

COMP-245_IDS3837_Fall2020_Revision

COMP-246_IDS3837_Fall2020_Revision

COMP-253_IDS3837_Winter2021_New

HOSPITALITY, TOURISM, & GOLF MANAGEMENT

Post Degree Diploma in Applied Tourism and Hospitality Mgt_Fall2020_Revision

TMGT 100_Fall2020_New

TMGT 401_Fall2020_New_Internship

TMGT 490_Winter2021_CANCEL

Post Degree Diploma in Applied Tourism and Hospitality Mgt_COOP_Fall2020_Revision

ACCESS: ELD, ENGL & IST COURSES

ENGL-070_IDS3823_Fall2020_New

ENGL-050_IDS3822_Fall2020_Revision

ENGL-091_IDS3824_Fall2020_Revision

ENGL-092_IDS3825_Fall2020_Revision

ENGL-103_IDS3826_Fall2020_Revision

ENGL-142_IDS3827_Fall2020_Revision

ELD-093_IDS3821_Fall2020_Revision

ELD-103_IDS3828_Fall2020_Revision

ELD-104_IDS3829_Fall2020_Revision

ELD-105_IDS3830_Fall2020_Revision

IST-120_IDS3831_Fall2020_Revision

Motion: Be it so moved that Education Council approves changes to the curriculum as submitted:

Moved by: Isabel Grondin

Seconded by: Andrea Kucherawy

Motion Carried

Whereas: The Integrated Curriculum Committee has reviewed and did not have consensus to recommend full approval of the following curriculum:

CSEE: MASSAGE THERAPY   Link to ICC

Diploma in Massage Therapy

MASS 105_Revision

MASS 110_CANCEL

MASS 112_Revision

MASS 121_Revision

MASS 122_Revision

MASS 123_Revision

MASS 131_Revision

MASS 132_Revision

MASS 141_Revision

MASS 142_Revision

MASS 191_Revision

MASS 192_Revision

MASS 198_NEW

MASS 224_Revision

MASS 270_Revision

MASS 293_Revision

MASS 294_Revision

Motion: Be it so moved that Education Council approves changes to the curriculum as submitted:

Moved by: Chris Avis

Seconded by: Janet Danks

Motion Carried

Curriculum Under Review

See ICC Monthly Report

I.   PRESENTATION AND DISCUSSION

Managing Vacancies at Education Council

Bijan Ahmadi

Bijan Ahmadi presented a revised version of a proposal to manage vacancies at Education Council between by-elections. Feedback provided during the discussion will be considered and the applicable changes required to the bylaws will be presented to EdCo for discussion at the next meeting.

Course Withdrawals Policy

Peter Moroney

Peter Moroney presented a draft of the new Course Withdrawal policy. Feedback provided during the discussion will be taken to the Policy and Standards Committee for consideration and the policy will presented at a later EdCo.

Credit Model

Scott Harris

Scott Harris presented the new Credit Model. Feedback provided during the discussion will be considered and the model will presented at a later EdCo.

J.   ADJOURNMENT

Bijan Ahmadi

The meeting adjourned at 6:10 pm.

Date: April 15, 2020

Submitted by: John Boraas, VP: Education

1. OVERVIEW

1.1. Certificate in Indigenous Human Services Career Access

Last intake: September 2016

Description: The 8-month Indigenous Human Services Career Access (IHSCAP) program was designed for Indigenous learners interested in careers in human/social/community service and included the following courses:

All of	BEST 041	Career Exploration
	IFS 100	Exploring Indigeneity
	IST 118	IST Circle and Elders' Teaching
	LRNS 103	Learning Skills for Human Sciences
If required	ENGL 050	Intermediate English
One of	ENGL 091	Indigenous Prov English Composition & Literature 1
	ENGL 092	Provincial English Composition
	ENGL 103	Preparatory Academic Writing
All of	HLTH 111	Indigenous Community Health
	IST 119	IST Circle and Elders' Teaching

Rationale: The Indigenous College Preparatory (ICP) program has absorbed the students from IHSCAP. Since its most recent renewal, ICP provides students with the student development courses (Circle and Elders' Teachings) and English 091 and 093 which were formerly only in IHSACP.

Financial Implications: No budget implications

2. COMMUNICATIONS

Communication of the program cancellations is handled by the Office of Education Approvals, Student Services, the Registrar's Office, the applicable School/Department, Camosun International, and the Web team.

3. MOTION

THAT EDCO APPROVE AND RECOMMEND TO THE CAMOSUN COLLEGE BOARD OF GOVERNORS CANCELLATION OF THE FOLLOWING:

- Certificate in Indigenous Human Services Career Access

4. SUPPORTING DOCUMENTATION

See attached Program Cancellation Form and Program Outline.

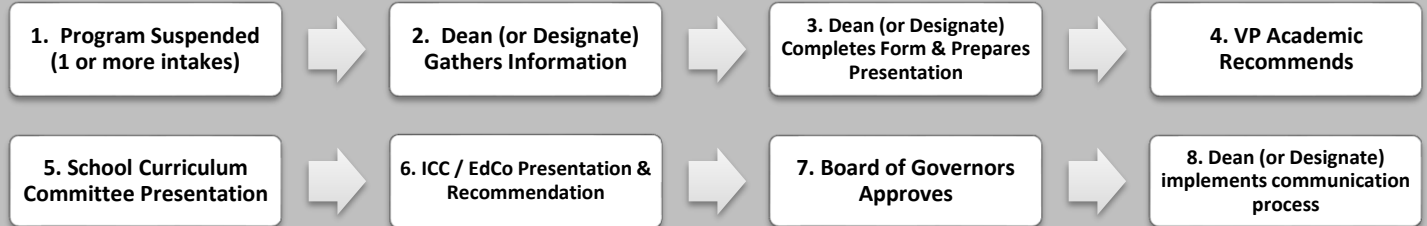| *Education Approvals Office Use Only:* | Notification Date: | 3/12/2020 | *Tracking No.* | **Approved Forms are** |
	Last Intake of students:	Sept 2016	**IDS3896**	🖥 **E-FILED** at
	Category of Change:	Cat 1 (Board/Ministry)		**\\nas2\cecp**
	Approved By:			
	Approval Date:			

Program Cancellation Form

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:

1. Program Suspended (1 or more intakes)	➡	2. Dean (or Designate) Gathers Information	➡	3. Dean (or Designate) Completes Form & Prepares Presentation	➡	4. VP Academic Recommends
5. School Curriculum Committee Presentation	➡	6. ICC / EdCo Presentation & Recommendation	➡	7. Board of Governors Approves	➡	8. Dean (or Designate) implements communication process

Credential Name(s): Certificate in Indigenous Human Services Career Access

School: Access	**Dept: Indigenous Education and Community Connections**

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

Suspension Approval Date:

☐ **Include the most recent copy of the Program Outline as part of this submission.**

☐ **Include any course cancellations/revisions as a result of this change as part of this submission.**

☐ **Complete the Questions below** - Include supporting documents if available.

1.	Has this credential been replace/restructured into another credential? (yes/no) Explain.	The ICP program has absorbed the students from IHSCAP. ICP, since its most recent renewal, provides students with the student development courses -IST 118/119 [Circle and Elders' Teachings] (in process of being changed to "0" level courses) – and English 091 and 093 which were formerly only in IHSACP.
2.	When (i.e. date) was the credential(s) first offered?	January 2010
3.	Proposed start date for last intake of students in this credential prior to cancellations	N/A as it hasn't been offered since Fall 2016.
4.	Why was the credential(s) created? Was there a student/employer need? Was a needs analysis done? Why or why not? Please explain.	Anita Ferris developed this program to help facilitate Indigenous students to transition into Human Services related programs.
5.	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?	For the first few years, program enrollment was between 8-12 students. Since then, numbers have dwindled each year, with no students over the past couple years.
6.	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?	Students who would have taken IHSCAP rather than ICP in the past are now enrolling only in ICP. Students were also not ready to handle the content in IFS 100 which was part of that program.
7.	Note any additional information related to consultation feedback from students, employers, PAC's, School Curriculum Committees, affected	Camosun has run this program in partnership with the Saanich Adult Education Center (SAEC) in Tsartlip. SAEC is in full agreement with the cancellation of this program which strengthens the numbers in the ICP program.

faculty and staff, Unions, College service depts., and administration.		
8. 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.	There hasn't been any demand, as students are enrolling in Indigenous College Prep.	
9. Identify any impacts to staff, faculty, technology, and other resources, as a result of the cancellation. Clearly identify all impacts.	N/A	
10. Articulate a Transition & Communication Plan for any students impacted by this cancellation.	N/A	

NAMES	SIGNATURE	DATE
Dept Chair: Todd Ormiston	Todd Ormiston	March 12, 2020
Dean(s) of Other Affected Depts *(add more rows if needed)* ☒ Not applicable		
School:		
Comments by Other affected Departments (attach additional sheets if necessary):		
Dean: Ian Humphries	Ian Humphries	March 12, 2020
VP Education **John Boraas**		
ICC Chair:		
EdCo Chair:		
Board Approval Date:		

CAMOSUN COLLEGE
Aboriginal Education and Community Connections
School of Access

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: 11July12, 19Mar12, 07Feb11Lev1, 22Mar10Lev1, 27Sep13
Major Change EdCo Approved: April 15, 2013, Sept 23/13, Sept 26, 2016

1. **Program Code:** *(Set by Student Services, departments should consult with Student Services prior to approval.)*

   INDHSCACC

2. **Program Name:** *(must reflect the program)*

   Indigenous Human Services Career Access Program (IHSCAP)

3. **Program Description:**
   (Including program length, general description, intended population, career opportunities, further studies, etc)

   This 8 month program is designed for Aboriginal learners who are interested in careers in human/social-/community service. Students will explore educational opportunities within the fields of Human Services while simultaneously developing an understanding of their interests, abilities and potential, in an environment which supports the development of healthy Indigenous self-identities. Students will develop realistic personal, career and educational goals and obtain the academic skills and prerequisites required to meet their goals. Students who complete this program will be eligible to continue their education to obtain a diploma or certificate from a program in the School of Health and Human Services, Department of Community, Family and Child Studies or the Department of Indigenous Education and Community Connections.

4. **Program Admission Requirements:**
   (Requirements that must be met to qualify to be admitted into the program. Monitored by the Registrar's Office.)

Requirement	High school course	Camosun course	Alternative
English one of:	C in English 10 Non-BC high school	C in ENGL 033	Camosun assessment External assessment
High School Graduation/Age Requirement	High school graduate or 19 years or older		
Indigenous Ancestry	Camosun College views any student who is a descendant of the Indigenous peoples of North America to be an Indigenous student. This includes status and non-status Indians, Métis, Inuit and Native Americans who reside in Canada.		

- "C" in English 10 or ENGL 033, or assessment;
- This program is open to people of Aboriginal ancestry. *Camosun recognizes all Aboriginal students who are descendants of Indigenous peoples of what is now called North America including status and non-status Indians, Metis, Inuit and Native Americans.*

Students who successfully complete all the required courses as noted in the Indigenous Human Services Career Access Program Completion Requirement will have a seat reserved for them in the Department of Community, Family and Child Studies or the Department of Aboriginal Education and Community Connections destination program of their choice in the next semester. Students will also need to complete any additional

non-academic admission or participation requirements specific to the destination program they choose, such as volunteer hours.

5. Program Participation Requirements:

Students will be required to attend orientation on the first day of class or risk losing their seat in the program.

6. Program Learning Outcomes:

At the completion of the program students will be able to:
a) explore their aboriginal identities rooted in an awareness of being connected to culture, land, ancestry and history.
b) discuss challenges, opportunities and issues impacting Indigenous communities today.
c) recognize how individual survival and growth contributes to survival and growth within a family and community.
d) develop awareness of their own unique interests, abilities and potentials as these affect personal, career and educational goals.
e) practice self-care techniques that will contribute to professional and personal effectiveness.
f) make decisions about their chosen field of study in health and human services areas based on sound and accurate knowledge of the rewards and challenges involved.
g) explore issues and challenges that they can expect to encounter in post secondary education and the workplace.
h) communicate effectively in writing in ways that contribute to success in their chosen field of study.
i) demonstrate foundational knowledge and skills related to their chosen career.

7. Program Content:
(list of courses required in the suggested order to complete the program)

Students will complete the program over two (2) semesters. Both semesters include courses specific to English upgrading, and career and Indigenous exploration.

Students are not required to complete the ENGL courses if they already have completed English 12 or English 12 First Peoples with a C+.

Academic Term 1

	Course	Course Name	Credits
All of	BEST 041	Career Exploration	n/a
	IFS 100	Exploring Indigeneity	3
	IST 118	IST Circle and Elders' Teaching	1
	LRNS 103	Learning Skills for Human Sciences	2
If required[1]	ENGL 050	Intermediate English	0
One of[2,3]	ENGL 091[4]	Indigenous Prov English Composition & Literature 1	3
	ENGL 092	Provincial English Composition	3
	ENGL 103[2]	Preparatory Academic Writing	3

Total Credits   6 or 9

Academic Term 2

	Course	Course Name	Credits
All of	HLTH 111	Indigenous Community Health	3
	IST 119	IST Circle and Elders' Teaching	1
	ENGL 096[2]	Provincial Indigenous Literature	

One of	HLTH 112	Holistic Health and Healing	3
	IST 104	Indigenous Ways of Knowing	3
	ENGL 093[4]	Indigenous Prov English Composition & Literature 2	3

Total Credits		7 or 10

[1]Students only need to take ENGL 050 if they don't have the prerequisites for ENGL 091, ENGL 092 or 103. If a student must take ENGL 050 in Academic Term 1, they will take ENGL 092 or 103 concurrently with ENGL 096 in Academic Term 2.

[2]If students enter the program with English 12 or English 12 First Peoples, they are not required to take an English course in Term 1 or Term 2. Students may choose to enroll in another elective of their choice.

[3]ENGL 092 combined with ENGL 096 is equivalent to Provincial English 12.

[4] If a student takes ENGL 091 in Term 1, then they must take ENGL 093 as their second English course in Term 2.

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

Yr	Sept - Dec	Jan-April
1	Academic Term 1	Academic Term 2

Subject to availability of space, students may study part-time.

9. Program Completion Requirements:
(Requirements that must be met before the credential will be awarded. Examples: GPA, total credits required, etc…)

Students must successfully complete <u>all of the following</u> with a cumulative GPA of 2.0:
- **HLTH 111**
- **HLTH 112 or IST 104**
- **IFS 100;**

Students must successfully complete <u>all of the following</u> with a "COM" or "DST":
- **BEST 041**
- **IST 118**
- **IST 119**
- **LRNS 103;**

And students must successfully complete <u>one of the following</u> with a "C" or higher
- **ENGL 091 and ENGL 093**
- **ENGL 092 and ENGL 096**
- **ENGL 103 and ENGL 096**
Or submit proof of a "C+" or higher in English 12 First Peoples or English 12

10. a. Credential Awarded:
- Certificate in Indigenous Human Services Career Access

     b. External Licensing Certifications:

11. Special Notes:
(Example: Block Transfer Arrangements)

- Some of the courses may be offered in the evenings during some of the semesters.

12. Recommended Activities or Materials to Help Students to Succeed Throughout the Program:

- Although it is not a requirement for this program, students may find a home computer beneficial for their studies.
- A TB skin test, Hepatitis B and flu vaccination are highly recommended for students who plan to take the Indigenous Family Support Program or the Mental Health and Addictions Program and are available at local health clinics or through a physician.

Wednesday, Mar 11, 2020

Present: Connie Klassen (Chair), Dianne Biin, Emah Christiansen, Heather delVillano, Ken Kosik, Mavis Smith, Nasr Khalifa, Nik Hill, Peter Moroney, Steven Rumpel, Melody Foreman (Resource)

Guests: Brad Erikson, Co-op, Technology programs (Coordinator), Brad Muir, Visual Arts (Chair), Zahra Khimji Academic Career Foundation (Chair)

Regrets: Lynelle Yutani, Gillyan Haden

Wednesday, April 8, 2020

Present: Connie Klassen (Chair), Dianne Biin, Emah Christiansen, Gillyan Haden, Heather delVillano, Ken Kosik, Lynelle Yutani, Mavis Smith, Nasr Khalifa, Nik Hill, Peter Moroney, Steven Rumpel, Melody Foreman (Resource)

Guests: Kristine Kerins, English Access (Chair), Zahra Khimji, Academic & Career Foundations (Chair)

CURRICULUM FOR APPROVAL

REGULAR CURRICULUM

PENDING Whereas: The Integrated Curriculum Committee has reviewed and had consensus to recommend full approval of the following curriculum:

CO-OP: CDEV WPS & COOP WEP

COOP_WEP_IDS4000_Fall2021_Cancel

CDEV_WPS_IDS4001_Fall2021

ARTS & SCIENCE: ART

ART-176_IDS3894_Winter2021_Revision

ACCESS: MATH

MATH-059_IDS3888_Winter2021_CANCEL

ACCESS: IST

IST-093_(was 118)_IDS3890_Fall2020

IST-094_(was 119)_IDS3891_Fall2020

IST-095_(was 171)_IDS3892_Fall2020

IST-096_(was 172)_IDS3893_Fall2020

Indigenous College Preparation_IDS3889_Fall2020_Revision

IHSCAP_Cancellation_Fall2020

Motion: Be it so moved that Education Council approves changes to the curriculum as submitted:

Moved by:

Seconded by:

CURRICULUM UNDER REVIEW

HEALTH & HUMAN SERVICES: CMLA

CMLA_IDS3895_Fall2020
CMLA_Typing Requirement from BCSLS

ACCESS: ENGLISH

ENGL-092_IDS3897_Fall2021
ENGL-094_IDS3898_Fall2021

ACCESS: ACADEMIC CAREER FOUNDATION

COMP-040_IDS3899_Fall2021

APPROVED CATEGORY 3 CURRICULUM CHANGES

Approved Category 3 (Dean Approval) and Category 3 (VP Ed Approval) (Program Suspensions) curriculum changes are accessible from the EdCo SharePoint site > Category 3 Changes Approved for members to review.

POST-EDCO ERROR CORRECTIONS

See Corrections Post-EdCo

CAMOSUN POLICY

POLICY TITLE	Course Withdrawals
POLICY NUMBER	Number: E-2.2
POLICY TYPE	Educational
APPROVAL DATE	TBD
APPROVAL BODY	Education Council
~~REPLACES (IF APPLICABLE)~~	~~Course Withdrawals (2014)~~
LAST UPDATE OR AMENDMENT OR REVIEW DATE	June 16, 2014
NEXT REVIEW DATE	TBD
HOLDER	VP Education
RESPONSIBLE OPERATIONAL LEADER	Registrar
SUPPORTING DOCUMENTS	N/A

COURSE WITHDRAWALS

PURPOSE ~~AND/OR~~ RATIONALE

The purpose of this policy is to clarify course withdrawal requirements and process.

POLICY APPLICATION, SCOPE, AND/OR LIMITS

This policy applies to all students enrolled in College courses.

This policy does not normally apply to Continuing Education and Contract Training courses. For Continuing Education and Contract Training courses, please see the Continuing Education Tuition and Refund policy.

DEFINITIONS

1. **Course Withdrawal Deadline**: ~~The Course Withdrawal Deadline is~~ the last day students can withdraw from a course. *Note*: Course Withdrawal Deadlines are set at 66% of course length regardless of the start and end dates (with the exception of self-paced courses).

2. **Course Withdrawal**: ~~T~~the act of a student discontinuing enrollment in a course according to the registration procedures.

3. **Fee Due Date**: ~~The Fee Due Date is~~ the date by which course tuition and student fees must be paid.

4. **Refund Deadline**: ~~The Refund Deadline is~~ the last day students can withdraw from a course to be eligible for a refund of tuition and student fees.

PRINCIPLES

1. The College is committed to supporting every student to achieve their academic goals.

2. Camosun College recognizes that circumstances in students' lives may impact their learning in a way that requires them to withdraw from a course.

3. The College recognizes that students are responsible for their educational journeys. It is the student's responsibility to follow the registration procedures outlined by the College.

STANDARDS FOR COURSE WITHDRAWAL TIMELINES

1. **Prior** to ~~the~~ <mark>any</mark> Refund Deadline(s), students who drop courses will be refunded tuition and student fees, less any non-refundable amounts paid.

2. **Prior** to the Course Withdrawal Deadline, students must withdraw according to the registration procedures. A "W" (withdrawal) status will be entered on the student's record to indicate an official withdrawal has taken place.

3. **After** the Course Withdrawal Deadline, students may no longer withdraw. Students who do not successfully complete the course may be assigned a failing grade. Students experiencing extenuating ~~medical~~ circumstances who wish to withdraw after the course withdrawal deadline should refer to the Medical/Compassionate Withdrawals policy.

EXCEPTIONS TO COURSE WITHDRAWALS POLICY

Requests for exceptions related to this policy can be directed to the Office of the Registrar.

LINKS TO RELATED CAMOSUN POLICIES, DOCUMENTS, AND WEBSITES

-   E-1.5 Grading policy
-   E-2.8 Medical/Compassionate Withdrawals policy
-   Camosun College Academic Calendar
-   Camosun College Continuing Education Tuition and Refund Policy
-   Camosun College Registration Procedures

ACADEMIC CREDITS

EXECUTIVE SUMMARY

Academic credit (also known as 'credit hour') is the value assigned to a course or some other form of learning that counts toward program or credential completion. Credit standards for undergraduate degrees (120 credits over 8 terms) and diplomas (60 credits over 4 terms) have been in place for several decades across North America. Underpinning those standards is a presumption that each academic term is 15 weeks long (including examination periods), and in each term a student enrolled in a full (100%) course load is assumed to take five (5) courses worth three (3) credits each, for a total of 15 credits per term. Over time, Camosun has experienced drift away from these accepted standards and three core issues have been identified:

- Course credit value determination (methodology and calculation)
- The absence of minimum credit standards for credentials
- The absence of student year/level determination credit thresholds

These issues have introduced confusion and a lack of clarity for potential students, current students, staff, faculty developers, and peer institutions across the province – as well as difficult and unnecessary complications in determining both program and individual Financial Aid (student loan) eligibility. The recommendations proposed are designed to specifically address these issues, among others.

After an extensive environmental scan and significant consultation within the college community, this briefing note attempts to address these issues through recommendations to adjust the college's credit determination methodology, implement clear minimum credit standards for credentials, and set minimum credit thresholds for assigning student year/level.

Upon implementation of the recommendations, credit values will increase for 16% of **courses** (examples include health sciences and Music), decrease for 18% of courses (primarily Math and natural sciences), and remain unchanged for 66% of courses (primarily Business, Sport & Exercise, and Arts/Humanities). 63% of **programs** will experience some impact to term and program credit totals, with the majority of impact resulting in increased alignment with the commonly accepted standards (from 67.9% to 83.3%).

Overall, only four (4) programs (all certificates) fall below the proposed minimum credit threshold standard: Archaeological Field Assistant; Mental Health, Addictions, and Criminal Justice; Bookkeeping Fundamentals; and Computer and Engineering Technician Access. Note that only one of the four programs lands below the threshold as a result of changes in the credit calculation model. In addition, three programs land below the threshold for Financial Aid (loan) eligibility: Applied Chemistry & Biotechnology; Computer and Engineering Technician Access; and Electronics & Computer Engineering Technology Access. In all cases, there are mitigation strategies to help 'grandfather' these programs until their next program review period.

The recommendations require revisions to one (1) existing policy and one (1) education standard:

- Course Credits Education Standard (EX 260-001-004)
- Standards for Awarding Camosun College Credentials (Policy E-1.4)

CREDIT STANDARDS BACKGROUND

This section contains several excerpts from the BC Council on Admissions and Transfer (BCCAT) report "What is Academic Credit"

Some unit of academic measurement is necessary for the efficient operation of post-secondary programs. The unit of academic measurement must be accepted as credible and must be comparably structured at different post-secondary institutions to allow for meaningful comparisons of programs, courses, and data between (and across) institutions.

Academic credit (also known as 'credit hour') is the value assigned to a course or some other form of learning that counts toward program or credential completion. For more than 100 years, the Carnegie Unit has been the standardized measure in North American post-secondary program and curriculum design and follows the following formula:

1 credit = 45 hours of 'total effort' over a standard 15-week term.

The Carnegie Unit model assumes that for every hour spent in 'class', an additional 2 hours of time will be required outside of the formal learning environment for reading, writing, research, collaboration, studying, etc. Thus, a standard 3 credit course would require 135 hours of cumulative effort both inside and outside of the classroom. In general, the relationship between direct contact hours and outside-of-class learning would look something like:

Contact Hours		Out-of-Class Learning		'Total Effort'	
Per Week	Total	Per Week	Total		
3	45	6	90	135	Common Standard
4	60	5	75	135	Camosun Average
5	75	4	60	135	Common Maximum
6	90	3	45	135	
7	105	2	30	135	Uncommon; represents 12 Courses at Camosun
8	120	1	15	135	
9	135	0	0	135	

However, when the Carnegie Unit was devised the majority of post-secondary education was delivered in a lecture format, and other modes of delivery were rare. In the modern post-secondary environment, with rapid changes to technology and where many instructional methods and modes of delivery exist (including online and experiential), the calculation and assignment of academic value has become significantly more complicated. Assessing seat time for on-campus courses is easy; assessing how much time students spend engaged in "outside-of-class" learning is not.

To simplify, many institutions within BC have standardized 1 academic credit to equal 15 direct instruction (classroom) contact hours, regardless of any accompanying labs, seminars, or tutorials, which are typically not factored into the credit calculation. Consider the language used by VIU:

> "*The University measures the workload of students by assigning semester hours of credit. In general, one credit is defined as the equivalent of one hour a week of classroom instruction (labs, seminars, etc., are <u>not</u> included). Most University courses carry three (3) semester hours of credit. The credit value of a full-time program, which extends over one semester, is normally 15 credits or more.*"

This language, while simple and clear, does not acknowledge the time spent engaged in collaborative or applied learning opportunities.

There have also been questions about the continued relevance of the "Carnegie unit" in the modern post-secondary context. McDaniel (2011) and Watkins & Schlosser (2000) describe how post- secondary education has moved beyond "seat time" to encompass other forms of learning, such as online learning and experiential learning – and point out that many newer learning structures are not based on a model of three hours per week of classroom instruction within a 15-week term. McDaniel (2011) argues that measures of student effort or knowledge acquisition would be more appropriate as a basis to determine student credits earned, rather than relying on what she characterizes as "an Industrial Age metric" (McDaniel, 2011, p. 249). However, other researchers have stated that while the credit hour may not be a perfect measure of instructional quality or student learning, its widespread usage - and the implicit shared understanding that one credit is equivalent to one instructional hour per week plus students' independent study - makes it valuable in the absence of any other comparable or equally accepted measure. A 2015 report from the Carnegie Foundation (Silva, White, & Toch, 2015), based on 18 months of research and interviews, concluded that the credit hour is an inadequate unit for measuring student learning - yet no clear replacement has emerged, and getting rid of it would require a dramatic shift across the entire sector.

Given the variations in individual student aptitude and preparation, the 'total effort' value can only be an approximate one. Many institutions have acknowledged that the guideline is useful not only in setting a minimum, but in suggesting the maximum effort required.

The use of credits has also expanded beyond the standardization of credential requirements into other functions within the post-secondary system. For example, credits are used as a criterion in assessing transfer credit requests; as a component of structuring new programs and courses or redesigning existing ones; as a criterion for eligibility for student financial assistance; and at most institutions to calculate students' tuition fees. Credits are also commonly used to determine instructor workloads; however, that practice is predicated on a more standardized approach to contact hours which Camosun does not currently follow.

Regardless of the ongoing dialogue around the perceived usefulness of credits, the structures for undergraduate degrees (120 credits over 8 terms) and diplomas (60 credits over 4 terms) have been in place for several decades. Each term is presumed to be 15 weeks long (including examination periods), and in each term a student enrolled in a full (100%) course load is assumed to take five (5) courses worth three (3) credits each, for a total of 15 credits per term.

ISSUE IDENTIFICATION

There are a number of identified issues related to Camosun's academic credit practices:

a. The existing academic credit calculator was developed with critical design flaws, resulting in a proliferation of courses with 4 credits and opportunities for self-interest and manipulation:
    - 'Rounding up' of derived hours
    - Narrow ranges for derived hours
    - Close coupling of credits to contact hours
b. The resulting wide variability of course and program credit counts has introduced issues related to:
    - Student and program eligibility for Financial Aid
    - Transfer credit evaluation for Camosun students transferring to other institutions
    - Inability to determine a student's year/level for 3rd party funding access (RESP, CPP, etc.)
    - Camosun-issued credentials below commonly accepted credit standards
c. Instructional method definitions have lacked scope and clarity for developers and approvers
d. Supporting policies and practices have not been interconnected
e. Camosun's current credential definitions, embedded in Policy E-1.6 (Education Approvals), do not include minimum credit requirements as is standard practice.

Take, for example, the following random selection of twenty (20) 4-credit courses at Camosun and how they have been articulated for transfer at other institutions within BC. Of the 74 equivalencies in total, only 5 others were also 4 credit offerings – all at Vancouver Island University:

Course	Description	Credits	CMTN	OC	UBC-O	TRU	VIU	NIC
ART 124	Traditional Printmaking	4			3	3		
ART 142	Sculpture	4			3	3		
ASTR 101	Introductory Astronomy	4		3	3	3	4	
BIOL 124	Evolution and Diversity	4	3	3		3	4	3
BIOL 126	Physiological Basis of Life	4	3	3	3			3
BIOL 150	Human Anatomy	4		3	3	3	4	3
BIOL 228	Ecology	4	3		3	3	3	3
BIOL 231	Principles of Cell Biology	4			3	3	3	
CHEM 120	College Chemistry	4	3	3	3	3	4	3
CHEM 150	Engineering Chemistry	4		3	3			
CHEM 230	Organic Chemistry	4	3	3		3	3	
CSEA 120	Health and Wellness	4				3	3	
ENVR 246	Plant Diversity & Ecology	4			3	3		
GEOS 100	Physical Geology	4	3		3	3	3	3
HMGT 286	Integrated Events Management	4		3				
MATH 100	Calculus	4		3	3	3	3	3
MATH 108	Applied Calculus	4		3	3	3	3	
MATH 115	Pre-Calculus	4	3	3	3	3	4	
PHYS 104	General College Physics	4		3	3	3	3	
STAT 116	Elementary Statistics	4		3	3	3	3	

PRINCIPLES & OBJECTIVES

PRINCIPLES:

- Camosun College's education standards and guidelines should be consistent with commonly accepted practices in postsecondary education, ensuring that a Camosun education, and any resulting credential, inspires confidence with employers, peer institutions, government, and community.
- While some variation exists, there is an established, standard model for academic credits across BC, Canada, and North America - designed to ensure consistency, credibility, and student mobility.
- Academic credits are the building blocks for operationalizing curriculum and program pathways and serve as the foundation for enrolment-related calculations including grade point average (GPA), academic standing, year/level, student status (full-time/part-time), and credential evaluations.
- All instructional methods have academic and learning value, and there is a relationship between learning, teaching, and academic credits.
- A standard term (including a final assessment period) is 15 weeks, and 15 credits (5 courses at 3 credits each) are considered to be a 100% course load per term.
- Contact hours alone do not measure student learning time in most cases. Contact hours will continue to form the basis for instructor workload calculations and course tuition determination.
- The perceived demands or difficulty of the course curriculum as compared to other course curricula at the College is not factored into the credit assignment standard.
- Curriculum proponents have the flexibility to determine where contact hours best fit in the delivery model in order to accurately reflect the offering of the course.
- Terms requiring only a single 'supervised practice' or 'experiential learning' course with more than 20 hours per week will, at the determination of the Financial Aid office, be considered full-time study regardless of the number of academic credits.

OBJECTIVES:

- Align credit determination practices with sector standards and expectations of peer institutions.
- Ensure simplicity and clarity/transparency for students as well as faculty and staff.
- Decouple, to a reasonable degree, academic credits and contact hours; academic credits must focus on the learner, the curriculum pathway, and academic 'value'.
- Remove, to the best of our ability, the opportunity for manipulation of the credit calculator.
- Enhance the student experience through improved Colleague and self-service functionality.

ALIGN CAMOSUN'S ACADEMIC CREDIT POLICIES AND PRACTICES WITH SECTOR STANDARDS

1. **Adjust the credit calculator**
   Proposed changes and principles:

   i. All instructional methods have similar weighting for academic credit determination
   ii. Removal of 'derived hours' with contact hour ranges adjusted to better align with established standards and the realities of the College's course offerings:

CONTACT HOURS	CREDITS
> 135	6
37.5 to 135	3
15 to 37	1.5
< 15	0

   iii. Removal of 'rounding up' clause
   iv. Terms standardized at 15 weeks
   v. General guidelines/expectations for outside-of-class effort:
   - *37.5 - 75 contact hours:* Up to 6 hours of outside-of-class learning/engagement per week
   - *90 - 105 contact hours:* Up to 3 hours of outside-of-class learning/engagement per week
   - *120 - 135 contact hours:* Little to no expectation of outside-of-class learning/engagement
   vi. Empower the Registrar, in consultation with academic leadership, to make adjustments as necessary to maintain alignment with post-secondary standards and practices and/or provide opportunity to explore formal recognition of new models and methods of teaching and learning

2. **Implement minimum credit credential standards**
   A standard credential framework is essential to providing common academic weight and integrity to the credentials and credits that Camosun College offers. Clearly established minimums will help ensure that Camosun credentials are comparable with credentials offered by other post-secondary institutions, improve the mobility of Camosun students and graduates, and are valued by employers.

   The recommended minimum thresholds are the accepted sector standards across BC and Canada:

CREDENTIAL	CREDITS
Bachelor's Degree	120
Associate Degree	60
Diploma	60
Post-Degree Diploma	30
Certificates	30[*]

Note that the credits listed are the minimum standard - programs may exceed based sound rationale and Education Council approval. Further, *Education Council-approved Continuing Education and 'Developmental' Certificates (related to Adult Basic Education, Career Preparation, English Language Development, and Learning Skills) are exempt from the minimum credit requirement.

3. **Establish minimum year-level progression standards**

   Establishing a college-wide minimum standard for determining a student's "year/level" will allow maximum flexibility for students who choose (or are required) to take a 60% course load to continue progressing from year to year (for RESP, CPP, and other purposes). Program requirements may dictate a higher threshold for progression.

   > Full load = 100% course load (5 courses, 15 credits)
   > Full-time = 60% course load (3 courses, 9 credits); 40% for accommodated students

Option A (60% course load):

Year / Level	Credits
Year 1	< 18
Year 2	18 - 35
Year 3	36 - 53
Year 4	54 +

Option B (80% course load):

Year / Level	Credits
Year 1	< 24
Year 2	24 - 47
Year 3	48 - 71
Year 4	72 +

A note on student loan eligibility impact

Aligning more closely with the accepted standards will also bring clarity to student loan eligibility:

<u>Program</u> **eligibility**
- Easier for Chairs/faculty to develop new or revise programs and courses that fit into a 15 credit per term model. Avoids developers adding/adjusting hours from lectures to labs etc. to increase credits for loan eligibility.
- With these changes, Financial Aid & Awards is looking forward to submitting a proposal to the Ministry for standard full-time definition of 15 credits per term for all programs and therefore 9 credits to meet the 60% minimum threshold (vs. program-by-program, term-by-term analysis).

<u>Student</u> **eligibility**
- More flexibility for students when selecting courses; students switching from one course to another course will generally not change their course load percentage and therefore their eligibility and amount of funding is less likely to be impacted.
- With more programs at 15 credit per term, there will be greater consistency in the minimum course load for student eligibility. Most programs will require students to have a minimum of 9 credits to meet full time eligibility and between 3-8 credits for part time eligibility. Currently the range is "all over the map" according to Financial Aid & Awards.

1. **Course Credits Education Standard (EX 260-001-004)**

   Revise credit ranges and calculation methodology. *See attached*.

2. **Standards for Awarding Camosun College Credentials (Policy E-1.4)**

   Additions & Amendments:

   Responsible Operational Leader: Registrar (addition)

   DEFINITIONS: (addition)

   - **Convocation** - The official ceremony where graduates are acknowledged and celebrated.
   - **Credential** - A named qualification that is awarded by Camosun College upon completion of a prescribed program of study. The most common credentials are certificate, diploma, degree.
   - **Cumulative Grade-Point Average** (CGPA) - A weighted average of final grades earned in all credit courses at Camosun in which the student has been enrolled.
   - **Graduation** – The point at which a student has been deemed to have met credential requirements and approved by the Registrar to graduate from the program.
   - **Lower-level** - Courses numbered 100-299.
   - **Parchment** - The physical document awarded to the recipient of a credential.
   - **Program Grade-Point Average** (PGPA) - A weighted average of final grades earned in all credit courses at Camosun applicable to a specific program.
   - **Program of Study** - Specified curriculum that must be successfully completed to earn an identified credential.
   - **Term** - A portion of time within an academic year, during which classes are held.
   - **Upper-level** - Courses numbered 300 and above.

   A. **AWARDING OF CREDENTIALS** (addition)

   A-1. The Office of the Registrar is responsible for evaluating student academic records to ensure all requirements are met as approved by Education Council. This includes validating all courses completed, residency requirements, and minimum grades achieved.
   A-2. Credentials are not awarded automatically; students are required to apply to graduate by a specified deadline as determined by the Registrar.
   A-3. A student will not normally receive a lower-level credential in the same area of study after having received a higher credential.
   A-4. Once awarded, a credential cannot be supplemented or changed.

B. TYPES OF CREDENTIALS (addition)

Education Council-Approved Credentials:

Camosun College awards the following classes of credentials following the completion of a program of study approved by Education Council and the Board of Governors:

CREDENTIAL TYPE	MINIMUM CREDITS *	MINIMUM CGPA	ENTRANCE REQUIREMENT	NORMAL DURATION	NOTES
Bachelor's Degree	120	2.0	Varies	8 terms (4 years)	Requires 45 credits of 300-level+ coursework
Associate Degree	60	2.0	Varies	4 terms (2 years)	Requires 18 credits of 200-level coursework
Diploma	60	2.0	Varies	4 - 6 terms (2 - 3 years)	Includes 200-level coursework
Certificate	15 - 30 **	2.0	Varies	1 - 2 terms (4 - 12 months)	Primarily 100-level coursework
Post-Degree Diploma	30 - 60	2.0 ***	Degree	2 - 4 terms (1 - 2 years)	*** Program GPA
Advanced Diploma	30 - 60	2.0 ***	Diploma or Degree	2 - 4 terms (1 - 2 years)	*** Program GPA
Advanced Certificate	15 - 30	2.0 ***	Certificate, Diploma, or Degree	1 - 2 terms (4 - 12 months)	*** Program GPA

* Non-credit, Education Council-approved Developmental (Adult Basic Education, Career Preparation, English Language Development, and Learning Skills-related) and Continuing Education Certificates are exempt from minimum credit requirement and instead require a minimum of 60 hours of instruction (per E-1.6 Education Approvals).

** Access Certificates require a minimum of 15 credits, while other Certificate programming requires 30 credits.

The term "**Certificate**" is used to denote a credential, not the paper it is printed on (the parchment) and is thus reserved for completion of Education Council-approved credentials only.

International Credentials: Credentials that are developed for partnered delivery outside of Canada will have the term "International" (e.g. International Certificate in, International Diploma in, etc.) appended to the name of the credential to clearly distinguish from domestic credentials.

Adult Graduation Diploma: Camosun may issue the BC Adult Graduation Diploma (Adult Dogwood) on behalf of the Ministry of Education; however, this is not considered a Camosun credential.

C. **ISSUING OF CREDENTIALS AND PARCHMENTS** (addition)

D-1. The Office of the Registrar will maintain a standard for credential parchments, including naming conventions and design, ensuring consistency with commonly accepted post-secondary practices.

D-2. Credential parchments will include the official program name, credential type, the official College seal, date awarded, and the signatures of the Chair of the Board of Governors, the President, the Registrar, and the Dean of the corresponding school.

D-3. The credential is deemed to be earned in the term in which all requirements for the credential are completed as validated by the Office of the Registrar. Once the credential is awarded, the credential notation appears on the official transcript.

D-4. Participation and/or completion parchments, prepared and issued by the offering school/unit, will include the program title, the program length in hours, the official College logo, date of completion, and the signatures of the Dean/Director and Registrar (at minimum) using a standardized template maintained by the Office of the Registrar.

D-5. In cases where a student is eligible for more than one credential arising from the same set of courses, the highest-level credential will be awarded to the student.

D-6. Parchments are issued only in their original form; additional copies are not available. Upon formal request, the Registrar's Office will issue a replacement credential to a graduate whose name has changed or whose credential has been lost/destroyed.

D. **RECOGNITION OF ACHIEVEMENT** (addition)

With Distinction: An acknowledgement of academic achievement on the credential parchment and transcript for those students who graduate with a cumulative GPA of 8.0 to 8.99.

With High Distinction: An acknowledgement of academic achievement on the credential parchment and transcript for those students who graduate with a cumulative GPA of 9.0.

IMPACT ANALYSIS

1. APPROACH

The following steps were taken to compute the new credit weightings and analyze the results:

1. Full course catalogue exported and formatted
2. Contact hours for each course was analyzed through the new calculator
3. New course credit values entered for each program
4. Impact analyzed at both the course and program level
5. Focus was on credits, but contact hours also included for information purposes

2. COURSE CREDIT IMPACT

Credit distribution by type:

CREDITS	LECTURE / SEMINAR / LAB		SUPERVISED PRACTICE / WIL	
	OLD	NEW	OLD	NEW
1	4%			
1.5		9%		
2	11%		2%	
3	71%	91%	20%	10%
4	13%		47%	
5	1%		13%	
6			18%	90%

Credit change counts:

CURRENT	NEW	COUNT
1	1.5	28
2	1.5	45
3	1.5	1
1	3	1
2	3	44
3	3	560
4	3	105
5	3	7
3	6	12
4	6	42
5	6	12
6	6	17

Overall, 16% of courses increase, 18% of courses decrease, and 66% of courses maintain the same credit value. Business, Sport & Exercise, and Arts/Humanities remained largely unchanged, while the following disciplines experience the largest overall net increases/decreases:

Net Increases:

SUBJECT	COURSES	CURRENT	NEW	CHANGE
MTEC	9	2.11	2.83	0.72
NURS	17	2.65	3	0.35
MUSC	33	2.12	2.32	0.2
PNUR	19	2.11	2.29	0.18
ENGR	18	2.83	3	0.17
DENA	11	2.18	2.32	0.14

Net Decreases:

SUBJECT	COURSES	CURRENT	NEW	CHANGE
IMHA	5	4.8	3	-1.8
CHEM	17	3.88	3	-0.88
ART	22	3.82	3	-0.82
MATH	17	3.76	3	-0.76
PHYS	10	3.7	3	-0.7
BIOL	16	3.69	3	-0.69

Only four (4) courses adjust to 0 credits due to the number of hours being below the 1 hour per week threshold required to hold academic credit:

COURSE	NAME	CURRENT	NEW	CONTACT
CHEM 105	ACB Seminar 1	0.5	0	7.5
CHEM 106	ACB Seminar 2	0.5	0	7.5
CHEM 207	ACB Seminar 3	0.5	0	7.5
CHEM 208	ACB Seminar 4	0.5	0	7.5

3. PROGRAM CREDIT ALIGNMENT

Increases the number of programs categorized as aligned or 'neutral' from 67.9% to 83.3%, while also reducing those deemed to have 'too few' credits from 9.5% to 6% and those with 'too many' from 17.9% to 4.8%.

	Current		New	
Aligned	24	28.6%	32	38.1%
Neutral	33	39.3%	38	45.2%
'Under'	8	9.5%	5	6.0%
'Over'	15	17.9%	4	4.8%
Attention	4	4.8%	5	6.0%
	84		84	

While there are a number of programs with a high number of credits, and a few with a low number of credits (based on the number of terms required yet still reaching the new credential threshold), there are four (4) programs below the credit threshold of 15 for certificates. Only one of the four programs has fallen below the threshold due to changes in the credit calculation model. Note that the Indigenous Human Services Career (Access) certificate would have fallen below with current credit calculations (13), but in the new model has sufficient credits (19.5).

FACULTY	PROGRAM TITLE	CREDENTIAL	CURRENT CREDITS	NEW CREDITS
A&S	Archaeological Field Assistant	Certificate	3	3
A&S	Mental Health, Addictions, and Criminal Justice	Advanced Certificate	12	12
BUS	Bookkeeping Fundamentals	Certificate	12	12
T&T	Computer and Engineering Technician - Access	Certificate	15	13.5

Options for addressing these four programs include:
- Increasing the number of credits to the minimum threshold of 15
- Evaluating if some programs may be more suited to Continuing Education
- 'Grandfathering' of the existing program until next review date

4. FINANCIAL AID ELIGIBILITY

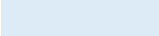| PROGRAM	RECOMMENDATION
Applied Chemistry & Biotechnology	Perfect total number of credits at 60; however, Year 2 terms 1 and 2 drop to 12 credits; easily rectified by spreading the 6 credits of year 1 term 3 over those two terms to total 15 each
Computer and Engineering Technician - Access	Addition of 1.5 credits to maintain eligibility
Electronics & Computer Engineering Technology - Access	Addition of 1.5 credits in term 2 to maintain eligibility

In addition to the above recommendations, there is the possibility of 'grandfathering' existing program structure until next review date.
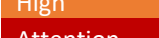
COLOUR CODING LEGEND

Questions and considerations are posed in red text

TERM

 	Individual terms with **more than 18** or **less than 9** credits (except experiential/practice)
 	Individual terms with **7 or more** required courses
 	Term does not meet Student Aid BC eligibility rules

COURSE

 	Course credits have changed with new model

PROGRAM

Credits

Low	Program has a total credit requirement of **less than 15** credits x number of terms
Standard	Program has a total credit requirement of **15 credits** x number of terms
Acceptable	Program has a total credit requirement **between 16 and 18** credits x number of terms
High	Program has a total credit requirement **greater than 18** credits x number of terms
Attention	Either under the minimum standards or beyond the acceptable upper limit
	Program would not be Financial Aid eligible under current configuration

Hours

By Term:

Category	100% Load	Hours
Attention		< 175
Lowest	5 @ 35hrs	175
Standard	5 @ 45hrs	225
High	5 @ 75hrs	375
Attention	5 @ 90hrs	450

By Credential:

	Certificate	Diploma	Degree
Minimum	225	900	1800
Maximum	750	1500	3000

Note that information on contact hours is provided as information only – there may be sound rationale for programs to have the levels of contact hours identified.

ARTS & SCIENCE

AREA	PROGRAM TITLE	CREDENTIAL	CURRENT CREDITS	NEW CREDITS
A&S	Applied Chemistry & Biotechnology	Diploma	76	60
A&S	Archaeological Field Assistant	Certificate	3	3
A&S	Biology	Associate Degree	76	60
A&S	Comics & Graphic Novels	Certificate	30	30
A&S	Criminal Justice	Diploma	65	66
A&S	Digital Communication	Certificate	30	30
A&S	Digital Production, Writing, & Design	Certificate	30	30
A&S	English	Diploma	61 to 64	60
A&S	Environmental Technology	Diploma	96	87
A&S	General Arts	Associate Degree	~	60
A&S	General Science	Associate Degree	~	60
A&S	Mental Health, Addictions, and Criminal Justice	Advanced Certificate	12	12
A&S	Music Performance	Diploma	60	66
A&S	Music Technologies	Certificate	16	22.5
A&S	Pre-Social Work	Associate Degree	60	60
A&S	Psychology - Art	Associate Degree	61 to 74	60
A&S	Visual Arts	Diploma	76	60

BUSINESS

AREA	PROGRAM TITLE	CREDENTIAL	CURRENT CREDITS	NEW CREDITS
BUS	Accounting & Finance	Advanced Certificate	60	60
BUS	Applied Tourism & Hospitality	PDD	46	42-60
BUS	Bookkeeping Fundamentals	Certificate	12	12
BUS	Business Administration	Certificate	30	30
BUS	Business Administration - Accounting	Degree	124-134	126-132
BUS	Business Administration - Accounting	Diploma	60 to 61	60
BUS	Business Administration - Accounting	PDD	45	45
BUS	Business Administration - Finance	Diploma	60	60
BUS	Business Administration - General Management	Diploma	60	60
BUS	Business Administration - General Management	PDD	45	45
BUS	Business Administration - Human Resources	Degree	124-132	126-132
BUS	Business Administration - Human Resources	PDD	36	36
BUS	Business Administration - Marketing	Degree	124-132	126-132
BUS	Business Administration - Marketing	Diploma	60	60
BUS	Business Administration - Marketing	PDD	36	36
BUS	Economics	Diploma	61	60
BUS	Hospitality Management	Diploma	63	76.5
BUS	Legal Office Assistant	Advanced Certificate	45	45
BUS	Local Government Administration	Certificate	18	18
BUS	Managing for Government	Certificate	30	30
BUS	Medical Office Assistant	Certificate	30 to 32	30
BUS	Office Administration	Certificate	30	30
BUS	Office Management	Certificate	30	30
BUS	Public Administration	Diploma	60	60

CENTRE FOR SPORT & EXERCISE EDUCATION

AREA	PROGRAM TITLE	CREDENTIAL	CURRENT CREDITS	NEW CREDITS
CSEE	Adventure Education	PDD	30	30
CSEE	Athletic & Exercise Therapy	Degree	142	150
CSEE	Exercise & Wellness	Diploma	123	123
CSEE	Exercise & Wellness - Access	Certificate	15	12
CSEE	Massage Therapy	Diploma	97	100.5
CSEE	Sport Management	Degree	120	120

HEALTH & HUMAN SERVICES

AREA	PROGRAM TITLE	CREDENTIAL	CURRENT CREDITS	NEW CREDITS
HHS	Certified Dental Assistant	Advanced Certificate	41	43.5
HHS	Certified Medical Laboratory Assistant	Certificate	37	39
HHS	Community Support & Education Assistant	Certificate	32	40.5
HHS	Community, Family, and Child Studies	Diploma	62	63
HHS	Dental Hygiene	Diploma	73	73.5
HHS	Early Learning & Care	Diploma	64	72
HHS	Interprofessional Mental Health & Addictions	Certificate	30	21
HHS	Medical Radiography	Diploma	82	78
HHS	Mental Health and Addictions	Certificate	34	33
HHS	Nursing	Degree (UVIC)	89	105
HHS	Practical Nursing	Diploma	71	88.5

INDIGENOUS EDUCATION & COMMUNITY CONNECTIONS

AREA	PROGRAM TITLE	CREDENTIAL	CURRENT CREDITS	NEW CREDITS
IECC	Indigenous College Prep - Access	Certificate	19	19.5
IECC	Indigenous Family Support	Certificate	35	37.5
IECC	Indigenous Human Services Career - Access	Certificate	13 to 19	19.5
IECC	Indigenous Studies	Diploma	68	66

TRADES & TECHNOLOGIES

AREA	PROGRAM TITLE	CREDENTIAL	CURRENT CREDITS	NEW CREDITS
T&T	Civil Engineering Bridge - UBC	Certificate	36	33
T&T	Civil Engineering Bridge - UVIC	Certificate	41	36
T&T	Civil Engineering Technology	Diploma	82	72
T&T	Civil Engineering Technology - Access	Certificate	35	31.5
T&T	Computer and Engineering Technician - Access	Certificate	15	13.5
T&T	Computer Network Electronics Technician	Certificate	49	45
T&T	Electrical Engineering Bridge	Certificate	43	39
T&T	Electrical Engineering Technology - Marine & Industrial	Diploma	88	85.5
T&T	Electronics & Computer Engineering Technology - Access	Certificate	32	28.5
T&T	Electronics & Computer Engineering Technology - Renewable Energy	Diploma	92	85.5
T&T	Engineering Graphics	Certificate	26	36
T&T	Engineering Transfer	Advanced Certificate	44	36
T&T	Information & Computer Systems Technician	Certificate	48	34.5
T&T	Information & Computer Systems Technology	Diploma	91	79.5
T&T	Interactive Media Developer	Diploma	94	96
T&T	Mechanical Engineering Bridge - UBC	Certificate	40	36
T&T	Mechanical Engineering Bridge - UVIC	Certificate	41	36
T&T	Mechanical Engineering Technology	Diploma	76	72
T&T	Mechanical Engineering Technology - Access	Certificate	36	31.5
T&T	Mining Engineering Bridge	Advanced Diploma	36	33

Educational Standards and Guidelines	**Educational Standard:**	EX 260-001-004(02)
	Approved by:	Education Council
	Approval Date:	March 3, 2010
	Amendment Date:	April XX, 2020
	Executive Sponsor:	Vice President: Education
	Administrative Responsibility:	Registrar

Educational Standards are intended to guide and support Schools, Departments, and College committees in the development, recommendation and approval of quality curriculum. As per the College and Institute Act Sec 24(2c), Education Council has the power to set the criteria for the "academic standards" at the institution. All Educational Standards will be vetted by a group of relevant stakeholders and receive approval by Education Council.

ACADEMIC CREDITS DRAFT
Standard and Procedure

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

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

Principles:
o   There is a relationship between learning time and academic credits;
o   Credits are the building blocks upon which grade point average (GPA), tuition and fee assessment, academic standing, year/level, student status (full-time/part-time), and credential evaluations are built, and thus their determination must take all factors into account;
o   Most courses at Camosun College are 3.0 credits. A 100% course load is comprised of five (5) courses per 15-week term, 15 credits/term, 30 credits/year;
o   Curriculum proponents have the flexibility to determine where contact hours best fit in the delivery model in order to accurately reflect the offering of the course;
o   Courses that require relatively similar amounts of learning time shall be assigned similar credit values, regardless of the instructional or delivery method(s) used;
o   The perceived difficulty of the course curriculum as compared to other course curricula at the College will not be factored into the credit assignment standard;
o   Course hours are weighted, normed, and banded to account for the varying weeks and instructional methods, and to reduce dramatic shifts in credit throughout the college.

Academic Credit Model:

Academic credit is the value assigned to a course (or some other form of learning) that is typically used to operationalize curriculum and counted toward program or credential completion. Based upon the Carnegie Unit, academic course credits are intended to be a reflection of the **total learning time**, including class/instructional time and outside-of-class time, regardless of the instructional method(s) used:

Instructional Hours		Outside-of-Class Learning		
Per Week	Total	Per Week	Total	**'Total Effort'**
3	45	6	90	135
4	60	5	75	135
5	75	4	60	135
6	90	3	45	135
7	105	2	30	135
8	120	1	15	135
9	135	0	0	135

Given the variations in individual student aptitude and preparation, the 'outside-of-class learning' value can only be an approximate one. The vast majority of post-secondary courses within Canada range from 45 to 75 hours instructional contact hours, with an expectation of 3 to 6 hours of outside-of-class learning time. This guideline should be used not only in setting a minimum, but also in suggesting the maximum effort required within a single course offering.

Credit standards for post-secondary degrees (120 credits over 8 terms) and diplomas (60 credits over 4 terms) have been in place for several decades across North America. Underpinning those standards is a presumption that each academic term is 15 weeks long (including any assessment or evaluation periods), and in each term a student enrolled in a full (100%) course load is assumed to take five (5) courses worth three (3) credits each, for a total of 15 credits per term (30 credits per standard 2-term academic year).

Academic Credit or No Academic Credit?

In order for a course to bear academic credit it must*:

1. lead to a credential;
2. be approved by Education Council;
3. have learning outcomes defined; and
4. have a formal assessment of the learning outcomes.

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

Credit Determination:

The following matrix will be used to determine academic credits for a particular course:

INSTRUCTIONAL HOURS		CREDITS
> 135	=	6
37.5 to 135	=	3
15 to 37	=	1.5
< 15	=	0

General guidelines/expectations for outside-of-class effort:

*   **37.5 to 75** contact hours: Up to **6 hours** of outside-of-class learning/engagement per week
*   **90 to 105** contact hours: Up to **3 hours** of outside-of-class learning/engagement per week
*   **120 to 135** contact hours: **No expectation** of outside-of-class learning/engagement

In recognizing that credits are used as a principle criterion in student transferability, transfer credit articulation, and determination of student and program financial aid eligibility, the Registrar, in consultation with academic leadership, may make adjustments as necessary to maintain alignment with post-secondary standards and practices and/or provide opportunity to explore formal recognition of new models and methods of teaching and learning.

TERMINOLOGY

Terminology Under Review. Subject to Change.

Lecture	This method of delivery is considered Direct Instruction. An instructor generally presents new information on a subject and/or discipline to students. There is usually limited participation by the student. ~~One (1) hour of direction instruction has a weighting of one (1) towards the credit calculation.~~
Seminar	This method of delivery is considered Direct Instruction. This method of study relies predominately on the participation and discussion of the students. Seminars are often used as an advanced process where learning is cooperative and student-led, rather than strictly prescribed and led by an instructor/instructional assistant. The instructor acts as a facilitator in the process. ~~One (1) hour of direction instruction has a weighting of one (1) towards the credit calculation.~~
Lab / Collaborative Learning	This method of delivery is considered Supervised Practice. Students have an opportunity to apply "hands on study" of information already presented in a Direct Instructional method and are supervised by an instructor at all times during the application of information. ~~One (1) hour of supervised practice has a weighting of 0.5 towards the credit calculation.~~
Supervised Field Practice	Supervised Field Practice is an extension of Direct Instruction learning from other parts of the program in a "field setting". The instructor generally supervises, assesses, and evaluates, the student frequently; however, the instructor is not always present at the field site. This method is generally reserved for programs in the Health Science field. ~~One (1) hour of supervised field practice has a weighting of 0.33 towards the credit calculation.~~
Workplace Integrated Learning	In Workplace Integrated Learning, students apply and extend academic knowledge and practical skills in a workplace or practical setting. The student works largely independent of the College and has contact with the instructor mostly for setting of their initial educational goals, and for a final assessment and evaluation. Examples of Workplace Learning include Cooperative Work Experiences, Internships, Work Terms, and Practicums. ~~One (1) hour of workplace learning has a weighting of 0.25 towards the credit calculation.~~
Setting of Delivery	The Setting of Delivery defines the physical location a Method of Delivery is taking place (e.g. classroom, lab, etc.) so that the appropriate space is booked for delivery of the curriculum. Setting of Delivery, however, should not be confused with Method of Delivery, as **Direct Instruction** may occur in a **laboratory setting** (e.g. computer lab setting), or **Supervised Practice** may occur in a **classroom setting**.