



# Education Council

Ensuring that our students are provided with quality educational experiences

## AGENDA

Regular Meeting

Wednesday, June 22, 2022

4:10 – 6:00 pm

LACC 321, MS Teams

TIME	ITEM	PRESENTER
4:10	CALL TO ORDER AND DECLARATION OF QUORUM (1 MIN.)	Bijan Ahmadi
4:11	ACKNOWLEDGEMENT OF COAST SALISH TERRITORY (1 MIN.)  <i>Camosun College campuses are located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. &lt;<a href="http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html">http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html</a>&gt;</i>	Bijan Ahmadi
4:12	CHECK-IN (10 MIN.)	Bijan Ahmadi
4:22	ACCEPTANCE OF AGENDA (2 MIN.)	Bijan Ahmadi
4:24	MINUTES FOR APPROVAL (1 MIN.)  For approval: <a href="#">EdCo Meeting Minutes May 18, 2022</a>	Bijan Ahmadi
4:25	REPORTS (6 MIN.)	
	Education Council Chair (2 min)	Bijan Ahmadi
	VP Education (2 min)	John Boraas
	Board Member (2 min)	Ruth Mojeed Ramirez
4:31	COMMITTEE REPORTS (4 MIN.)	
	Education Council Policy and Standards Committee	Peter Moroney
4:35	INTEGRATED CURRICULUM COMMITTEE REPORT (16 MIN.)	Connie Klassen
	Regular Curriculum for Approval See <a href="#">ICC Monthly Report</a>	
	Curriculum Under Review See <a href="#">ICC Monthly Report</a>	
4:51	PRESENTATION AND APPROVAL	



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TIME	ITEM	PRESENTER
	<b>Policy for Approval: <a href="#">Evaluation of Student Learning</a> (20 MIN.)</b>  <b>Motion:</b> That Education Council approves the Evaluation of Student Learning Policy.  <div style="text-align: right;"><b>Moved by:</b> <b>Seconded by:</b></div>	Peter Moroney/ Rashed Al-Haque
5:11	<b>For Council Information</b>	
	<a href="#">Applied Learning Types</a> (15 MIN.)	Connie Klassen
5:26	<b>FAREWELL TO OUTGOING MEMBERS (2 MIN.)</b>	Bijan Ahmadi
5:28	<b>MEETING ADJOURNED</b>	Bijan Ahmadi

### Upcoming Meetings:

Regular Meeting  
 Wednesday, Sept 21, 2022  
 4:00 – 6:00 pm  
 P216, LACC 321 or MS Teams

### Voting Council Members

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. Andrea Kucherawy, Support Staff | 11. Kyle Jones, Student            |
| 2. Bijan Ahmadi, Faculty           | 12. Lois Fernyhough, Faculty       |
| 3. Blair Fisher, Faculty           | 13. Lindsay van Gerven, Student    |
| 4. Brian Coey, Faculty             | 14. Mark Fournier, Faculty         |
| 5. Corrine Michel, Faculty         | 15. Monika Bhardwaj, Student       |
| 6. Debbie Hlady, Administration    | 16. Richard Stride, Administration |
| 7. Emily Schudel, Faculty          | 17. Ruth Lyall, Faculty            |
| 8. John Boraas, Administration     | 18. Ryan Russell, Faculty          |
| 9. Julia Grav, Faculty             | 19. Scott Harris, Administration   |
| 10. Karen Young, Student           | 20. Tia Primrose, Support Staff    |

**Members** (Quorum = 11)

### Non-Voting Council Members

- |   |  |
|---|--|
| Lane Trotter, President                 | Connie Klassen, ICC Chair                  |
| Ruth Mojeed Ramirez, Board of Governors | Peter Moroney, Education Policy & Planning |

If you cannot attend please inform Permanent Secretary @ 370-3037 or [edapprovals@camosun.bc.ca](mailto:edapprovals@camosun.bc.ca)



Andrea Kucherawy, Permanent Secretary

Todd Ormiston, Indigenization Representative

**Guests**

Rashed Al-Haque, Education Policy Specialist

Patrycja Fatla, Occupational Safety & Health Coordinator

**For Information:**

**Education Council Executive:**

**Chair:** Bijan Ahmadi, Business, 250-370-4140, [ahmadib@camosun.bc.ca](mailto:ahmadib@camosun.bc.ca)

**Vice Chair:** Andrea Kucherawy, VP Education Admin Office, 250-370-3037, [KucherawyA@camosun.bc.ca](mailto:KucherawyA@camosun.bc.ca)

**ICC Chair:** Connie Klassen, Sport & Exercise Education, 250-370-4728, [klassenc@camosun.bc.ca](mailto:klassenc@camosun.bc.ca)

**VP Education:** John Boraas, Office of VP Education, Interurban, 250-370-4543, [boraas@camosun.bc.ca](mailto:boraas@camosun.bc.ca)

**Registrar:** Scott Harris, Registrar's Office, Interurban, 250-370-3840, [harriss@camoun.bc.ca.ca](mailto:harriss@camoun.bc.ca.ca)

**EPP Director:** Peter Moroney, Office of VP Education, Interurban, 250-370-3249, [moroneyp@camosun.bc.ca](mailto:moroneyp@camosun.bc.ca)

**Permanent Secretary:** Andrea Kucherawy, Office of VP Education, Interurban, 250-370-3037, [edapprovals@camosun.bc.ca](mailto:edapprovals@camosun.bc.ca)



# Education Council

Ensuring that our students are provided with quality educational experiences

## DRAFT Minutes

### REGULAR MEETING

Wednesday, May 18, 2022

4:00 – 6:00 pm

P216, LACC 321, MS Teams

#### Present

##### *Voting Members*

- |   |                                    |
|---|------------------------------------|
| 1. Andrea Kucherawy, Support Staff (Vice-Chair) | 11. Kyle Jones, Student            |
| 2. Bijan Ahmadi, Faculty (Chair)                | 12. Lois Fernyhough, Faculty       |
| 3. Blair Fisher, Faculty                        | 13. Mark Fournier, Faculty         |
| 4. Brian Coey, Faculty                          | 14. Richard Stride, Administration |
| 5. Corrine Michel, Faculty                      | 15. Ruth Lyall, Faculty            |
| 6. Debbie Hlady, Administration                 | 16. Ryan Russell, Faculty          |
| 7. Emily Schudel, Faculty                       | 17. Scott Harris, Administration   |
| 8. John Boraas, Administration                  | 18. Tia Primrose, Support Staff    |
| 9. Julia Grav, Faculty                          |                                    |
| 10. Karen Young, Student                        |                                    |

##### *Non-Voting Members*

- |  |  |
|--|--|
| Peter Moroney, Education Policy & Planning | Lane Trotter, President                      |
| Ruth Mojeed Ramirez, Board of Governors    | Todd Ormiston, Indigenization Representative |

**Guests:** Patrycja Fatla, Occupational Safety & Health Coordinator

**Regrets/Absent:** Connie Klassen, ICC Chair; Lindsay van Gerven, Student; Monika Bhardwaj, Student

ITEM	PRESENTER
<b>A. CALL TO ORDER AND DECLARATION OF QUORUM</b> The regular meeting was called to order at 4:05 pm. Quorum was reached.	Bijan Ahmadi
<b>B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY</b> <i>Camosun College campuses are located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. &lt;<a href="http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html">http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html</a>&gt;</i>	Bijan Ahmadi

ITEM	PRESENTER
<p><b>C. CHECK-IN</b></p> <p>Bijan provided Council the opportunity to ask questions, raise any issues or share any news from their departments.</p>	Bijan Ahmadi
<p><b>F. ACCEPTANCE OF AGENDA</b></p> <p>The agenda for <a href="#">May 18, 2022</a> was approved by unanimous consent.</p>	Bijan Ahmadi
<p><b>G. MINUTES FOR APPROVAL</b></p> <p>The minutes for the <a href="#">April 20, 2022</a> meeting were approved by unanimous consent.</p>	Bijan Ahmadi
<b>H. REPORTS</b>	
<p><b>1. Education Council Chair</b></p> <p>Bijan reminded the Council that the June meeting will be at one location (LACC 321) or via Teams.</p>	Bijan Ahmadi
<p><b>2. VP Education</b></p> <p>John acknowledged semester end, that we've been through a lot these past two years, and he is looking forward to September bringing us back to a much more normal place. John thanked the Council for their contributions, support, and care for the people of the College and fellow colleagues.</p>	John Boraas
<p><b>3. Board Member</b></p> <p>Ruth reported that the Foundation has been making a lot of progress on the work relative to having adequate support, funding, and gaining traction in this regard. In general, the Board is navigating some of the concerns relating to international student enrollment and the reductions we've had in the last two years; hopeful to see some reports of mobility soon as this has had an impact on operations to draw resources to necessary areas of the institution. Review of student-oriented policies have been discussed and emphasis is being placed on these.</p>	Ruth Mojeed Ramirez
<b>I. COMMITTEE REPORTS</b>	
<p><b>Education Council Policy and Standards Committee</b></p> <p>Pete reported that the Committee met on May 10 and that today's package includes the items from this meeting. The Expedited Implementation process was updated (formerly Expedited Approval process). The Education Approvals Policy and supporting documents were discussed and finalized for recommendation to EdCo. Changes to the Framework for Programs and Credentials and related documents will be addressed at a later date. In addition, there was discussion of the Grading policy and its terminology regarding "Not Complete" vs. "Incomplete". Registrar to review other institutions and bring back suggestions of other terminology for further discussion and consult. There are other updates to this</p>	Peter Moroney

ITEM	PRESENTER
policy that are underway, and it will be brought back to EdCo for consultation and approval.	
<b>J. INTEGRATED CURRICULUM COMMITTEE REPORT</b>	Connie Klassen
<p><b>Regular Curriculum for Approval</b></p> <p>Pete confirmed that there was no curriculum for approval and therefore no motion. The curriculum under review includes the BBA Marketing program, which should be before EdCo for approval in the June meeting.</p>	<p><b>Pete Moroney for Connie Klassen</b></p>
<b>K. ITEMS FOR ACTION</b>	Peter Moroney
<b>Education Approvals Policy Package</b>	
<p><b>Motion:</b> That Education Council approves changes to the Education Approvals Policy Package.</p> <p style="text-align: right;"><b>Moved by: Bijan Ahmadi Seconded by: Blair Fisher Motion Carried</b></p>	
<b>M. ADJOURNMENT</b>	Bijan Ahmadi
The meeting adjourned at 4:43 pm.	



Ensuring that our students are provided with quality educational experiences

EX-250-003-001-002

**Monday, May 2, 2022 (Carry-Over Meeting)**

**Present:** Connie Klassen (Chair), Beth Konomoto, Chris Avis, Heather delVillano, John Telford, Zoe Broom, Marina Jaffey, Mavis Smith, Gillyan Haden, Andrea Kucherawy (Resource)

**Regrets:** Peter Moroney, Mavis Smith, Leta Zaleski, Ruth Lyall

**Guests:** Cynthia Wrate, Business, Chair Marketing; Monique Tatum, SoB School Curriculum Support

**Wednesday, May 11, 2022 (Regular Meeting)**

**Present:** Connie Klassen (Chair), Chris Avis, Heather delVillano, John Telford, Zoe Broom, Leta Zaleski, Marina Jaffey, Peter Moroney, Ruth Lyall, Andrea Kucherawy (Resource)

**Regrets:** Mavis Smith

**Guests:** Asha Rao, HHS, Faculty; Jeanne Puritch, HHS, CFCS Chair; Katya Bissky, HHS School Curriculum Support; Natasha Parrish; CETL, Curriculum Development – Indigenization

**Wednesday, May 25, 2022 (Carry-Over Meeting)**

**Present:** Connie Klassen (Chair), Chris Avis, John Telford, Zoe Broom, Leta Zaleski, Marina Jaffey, Mavis Smith, Peter Moroney, Andrea Kucherawy (Resource)

**Regrets:** Heather delVillano, Ruth Lyall

**Guests:** Peter Burrage, T&T, Faculty; Natasha Parrish, CETL, Curriculum Development - Indigenization

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## CURRICULUM FOR APPROVAL

### REGULAR CURRICULUM

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

HHS

[EDUC ASD 114](#)

[EDUC CYMH 112](#)

[ICC Feedback](#)

T&T

[Civil Engineering Bridge to UVIC \(Advanced Diploma\)](#)

[CIVE 210 - Sustainability in Civil Engineering](#)

[ENGR 295 - Building Science Fundamentals](#)

[ICC Feedback](#)

[Interactive Media Developer Technology \(Dip\)](#)

[Interactive Media Developer Technician \(Certificate\)](#)

[ICC Feedback](#)

[TECN 210](#)

**Motion:** That Education Council approves changes to the curriculum as submitted:

**Moved by:**  
**Seconded by:**

BUS

[BBA MARK](#)

[ICC Feedback](#)

[MARK DIP](#)

[MARK 110](#)

[MARK 220](#)

[MARK 230](#)

[MARK 233](#)

[MARK 320](#)

[MARK 325](#)

[MARK 330](#)

[MARK 340](#)

[MARK 365](#)

[MARK 395](#)

[MARK 420](#)

[MARK 433](#)

[MARK 440](#)

[MARK 445](#)

[MARK 465](#)

[MARK 485](#)

**Motion:** That Education Council approves changes to the curriculum as submitted:

**Moved by:**  
**Seconded by:**

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## CURRICULUM UNDER REVIEW

N/A

## APPROVED CATEGORY 3 CURRICULUM CHANGES

Approved Category 3 (Dean Approval) and Category 3 (VP Ed Approval) (Program Suspensions) curriculum changes are accessible for members to review from the [Ed Approvals SharePoint](#) under [Training Modules for EdCo Members](#).



**POST-EDCO ERROR CORRECTIONS**

See [Corrections Post-EdCo](#)

POLICY TITLE	Evaluation of Student Learning
POLICY NUMBER	E-1.16
APPROVAL DATE	TBD
APPROVAL BODY	Education Council
REPLACES (IF APPLICABLE)	N/A
LAST UPDATE OR AMENDMENT OR REVIEW DATE	N/A
NEXT REVIEW DATE	TBD
HOLDER	VP Education
RESPONSIBLE OPERATIONAL LEADER	Deans/Directors
SUPPORTING DOCUMENTS	N/A

## EVALUATION OF STUDENT LEARNING

### PURPOSE

Camosun College strives to ensure that its teaching and learning environment is guided by the principles of good educational scholarship and practices. Doing so will improve the educational outcomes of students and support faculty to enhance the quality of student learning experiences.

The purpose of this policy is to provide guiding principles to support faculty in evaluating student learning in a fair manner.

### POLICY APPLICATION, SCOPE, AND LIMITS

This policy will apply to all Camosun College courses, including all work integrated learning experiences and evaluations. This policy does not apply to courses students are seeking a credit for through Prior Learning Assessment and Recognition (PLAR).

### DEFINITIONS

1. **Assessment:** The ongoing process of gathering, interpreting, and using information on student learning to inform instructional decisions, as well as the extent to which students have met the intended learning outcomes (i.e., how well they are doing). The main purpose of assessment is to improve student learning.
2. **Evaluation:** The process of assessing coursework against defined criteria, typically at a specific point in time (e.g., weekly, mid-term, end of term) to determine a student's grade.

## PRINCIPLES

1. Camosun College has assessment and evaluation practices that support student learning. Students can expect transparency in how their learning is assessed and evaluated.
2. All Camosun College courses will use a course syllabus. A course syllabus will convey expectations related to course evaluations (including expectations related to work-integrated learning and practicums, if relevant). The use of a syllabus is also intended to ensure that Camosun College can provide students who require accommodation timely and appropriate academic accommodations for evaluations.
3. In general, no single evaluation should comprise greater than 40% of the total course grade. If an evaluation needs to be weighted greater than 40%, instructors will consult the Dean or Director to seek guidance. Evaluations in courses should be weighted judiciously, keeping in mind the time, content, and context under which the student is being evaluated. Instructors should be considerate of the appropriate number of evaluations students are asked to complete in each course.
4. All course evaluation results and/or feedback should be communicated to students in a timely manner, after each completed and assessed evaluation, to support iterative learning and to inform students how they are performing in the course.

## RELATED LEGISLATED REFERENCES

- [British Columbia Human Rights Code](#)

## LINKS TO RELATED CAMOSUN POLICIES, DOCUMENTS, AND/OR WEBSITES

- [Assessment for Learning Library Guide](#)
- [E-1.5 Grading](#)
- [G-2.1 Equity, Diversity, and Inclusion](#)
- [Syllabus Template \(Intranet; sign-in with college credentials required\)](#)

# Applied Learning Types

## PROGRAMS/COURSE-BASED

Applied Learning Type	Examples (Subject to change depending on section, resources, partner availability etc.)
<p><b>Capstone Project</b></p> <p>Capstone projects are undertaken by students as a culminating activity within their credential. No new discipline knowledge is introduced, rather students further develop professional skills such as problem-solving, written and oral communication, leadership, teamwork, etc. Students demonstrate proficiency, through the application of knowledge and skills acquired in their program, to a specific problem or issue often in partnership with industry, or in service to the community.</p>	<p>Engineering Capstone Courses            Indigenous Studies Special Projects Course            Marketing - VIDEA Fundraiser</p>
<p><b>Course-based Research</b></p> <p>Course-based research projects are more applied than theoretical, but theory informs the work that is being done. It can comprise a component of a course, or occupy an entire course depending upon the complexity of the project and its ability to contribute to the achievement of program learning outcomes. Ideally it will involve interaction/partnership with industry, community organizations or the public.</p>	<p>Applied Chemistry partnership with Camosun Innovates and Phillips Brewery            Anthropology 104 and 204 projects eg. <a href="#">Food Sovereignty and Reconciliation</a> event with Songhees Nation, <a href="#">Egyptian mock funeral</a> at Royal BC Museum, <a href="#">Pestival</a></p>
<p><b>Course-based Activities</b></p> <p>Students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects, and in turn apply what is gained from the applied experience to academic learning. The applied learning activity can occur outside of the traditional classroom experience and/or be embedded as part of a course.</p>	<p>Link to all <a href="#">Trades foundation programs (pre-apprenticeship &amp; employment preparation)</a>            Links to specific examples:  <a href="#">Fine Furniture (Joinery)</a>  <a href="#">Horticulture Technician</a>  <a href="#">Heavy Mechanical Trades</a>  <a href="#">Women in Trades Training</a>  <a href="#">Indigenous Peoples in Trades Training</a>            Visual arts shows and projects            Student publications (<a href="#">Beside the Point</a>)</p>
<p><b>Field experience</b></p> <p>Fieldwork provides scheduled hours of activities intended to give students hands-on experience. This instructional setting is characterized by: Activities in which students are provided with instruction and are directly supervised by college staff in settings outside or inside college facilities</p>	<p>Indigenous Studies land-based learning experiences  <a href="#">ETP learning activities</a> (on campus: juice bar, plant sales, tea production etc. and during work terms)  <a href="#">Environmental Technology 218</a> field camp at Fairy Lake  <a href="#">Field Schools</a></p>

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in which individual students are required to use instructional equipment and/or supplies.

These settings do not include situations in which computer labs are used for core instruction or situations in which laboratories and workshops are used for convenience.

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**Lab experience**

Provides students with the opportunity to engage with science, research, simulated patients (including other students acting as patients) in ways that professionals do. Offers education in patient care, training in observation, prompts the consideration and application of detailed and contextualized information.

Simulation Labs in HHS  
Science Labs in A&S  
Tech Labs  
Interactive Media Developer

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**Performance-Based Learning**

Where students are extensively involved in large-scale public performances and productions and gain end-to-end, broad-based experience. For example, a full production of a stage play, concert or musical theatre.

[Music Creativity & Performance Foundations](#)  
[Music Performance](#)  
[Music Technologies](#)

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**Service Learning**

Service Learning integrates meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. In practice, students work in partnership with a community-based organization to apply their disciplinary knowledge to a challenge identified by the community.

[Sociology 203 Service Learning and Global Issues Project](#)  
[CFCS 141 Service Learning Project](#)  
ETP Mustard Seed

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**WORK INTEGRATED LEARNING**

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**Apprenticeship**

Apprenticeship is an agreement between a person (an apprentice) who wants to learn a skill and an employer who needs a skilled worker and who is willing to sponsor the apprentice and provide paid related practical experience under the direction of a certified journey person in a work environment conducive to learning the tasks, activities and functions of a skilled worker. Apprenticeship combines about 80% at-the-workplace experience with 20% technical classroom training, and depending on the trade, takes about 2-5 years to complete. Both the workplace experience and the technical training are essential components of the learning experience.

Trades  
[Architectural](#)  
[Electrical](#)  
[Fine Furniture/Joinery](#) (Level 1 Cabinet Maker)  
[Metal](#)  
[Motor Vehicle Trades](#)  
[Plumbing & Pipe](#)  
[Professional Cook](#)

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**Co-op**

Consists of alternating academic terms and paid work terms. Work terms provide experience in a workplace setting related to the student's field of study. The number of required work terms for a Co-op designation varies by program; however, the time spent in work terms must be at least 30% of the time spent in academic study for programs over 2 years in length (e.g. 3 work terms for a 4-year degree) and 25% of time for programs 2 years and shorter in length (e.g. 1 work term for a 2-year diploma).

Link to all programs with [Co-op](#)

Links to specific examples:

[Applied Hospitality and Management](#)

[A&S](#)

[Business](#)

[Technology](#)

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**Internship**

Internships are usually one work term, discipline-specific (typically full-time), supervised, structured, paid or unpaid, for academic credit or practice placement. Internships may occur in the middle of an academic program, or after all academic coursework has been completed and prior to graduation. Internships can be of any length but are a minimum of 300 hours.

Link to all programs with an [Internship](#)

Links to specific examples:

[Technology](#)

[Sport](#)

[Hospitality](#)

[A&S](#)

[Business](#)

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**Supervised Practice**

Involves work experience under the supervision of an experienced registered or licensed professional (e.g. preceptor) in any discipline that requires practice-based work experience for professional licensure or certification. Practica are generally unpaid and, as the work is done in a supervised setting, typically students do not have their own workload/caseload.

[AET student placements](#) with team/program or the public at the PISE gym/clinic.

[Link to all Health & Human Services Programs](#)

Links to specific examples:

[Allied Health & Technologies](#)

[Community, Family, Child Studies](#)

[Continuing Care](#)

[Dental](#)

[Nursing](#)

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**APPLIED LEARNING DEFINITION**

Applied learning refers to an educational approach whereby students learn by engaging in direct application of skills, theories and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. The applied learning activity can occur outside of the traditional classroom experience and/or be embedded as part of a course.

(Source: [State University of New York](#))