



Education Council

Ensuring that our students are provided with quality educational experiences

AGENDA

Regular Meeting

Wednesday, December 14, 2022

4:00 - 6:00 pm

P216, LACC 321, MS 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.) <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. <http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html></i>	Bijan Ahmadi
4:02	CHECK-IN (25 MIN.)	Bijan Ahmadi
4:27	ACCEPTANCE OF AGENDA (2 MIN.)	Bijan Ahmadi
4:29	MINUTES FOR APPROVAL (1 MIN.) For approval: EdCo Meeting Minutes Nov 16, 2022	Bijan Ahmadi
4:30	REPORTS (6 MIN.)	
	Education Council Chair (2 min)	Bijan Ahmadi
	VP Education (2 min)	John Boraas
	Board Member (2 min)	Karen Young
4:36	COMMITTEE REPORTS (4 MIN.)	
	Education Council Policy and Standards Committee	Peter Moroney
4:40	INTEGRATED CURRICULUM COMMITTEE REPORT (3 MIN.)	Connie Klassen
	Regular Curriculum for Approval See ICC Monthly Report	
	Curriculum Under Review See ICC Monthly Report	
4:43	ITEMS FOR PRESENTATION	
	Multilingual Support (MSS) Pilot – Update (30 mins)	Heather del Villano



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TIME	ITEM	PRESENTER
5:13	Strategic Planning Policy (10 mins) Policy for Presentation: Strategic Planning Policy	Rashed Al-Haque
5:23	CETL - Curriculum Development Resources (30 Mins) Documents for Presentation: Curriculum Development Resources	Mavis Smith
5:53	MOTIONS FOR APPROVAL (4 MIN.)	
	Motion for Approval	Peter Moroney
	<p>Motion: To add Ryan Russell as a panelist to the Education Council Academic Appeals Panel:</p> <p style="text-align: right;">Moved by: Seconded by:</p>	
5:57	MEETING ADJOURNED	Bijan Ahmadi

Upcoming Meeting:

Regular Meeting
 Wednesday, January 18, 2023
 4:00 - 6:00 pm
 P216, LACC 321, MS Teams

Voting Council Members

- | | |
|------------------------------------|------------------------------------|
| 1. Andrea Kucherawy, Support Staff | 11. Julia Grav, Faculty |
| 2. Bijan Ahmadi, Faculty | 12. Lois Fernyhough, Faculty |
| 3. Blair Fisher, Faculty | 13. Mark Fournier, Faculty |
| 4. Brian Coey, Faculty | 14. Richard Stride, Administration |
| 5. Debbie Hlady, Administration | 15. Ryan Russell, Faculty |
| 6. Edgar Nelson, Faculty | 16. Scott Harris, Administration |
| 7. Emily Schudele, Faculty | 17. Tia Primrose, Support Staff |
| 8. Ezra Kiedaisch, Student | 18. Faculty (Vacant) |
| 9. Ignacio Dinamarca, Student | 19. Student (Vacant) |
| 10. John Boraas, Administration | 20. Student (Vacant) |

Members (Quorum = 9)

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



Non-Voting Council Members

Lane Trotter, President
Karen Young, Board of Governors
Connie Klassen, ICC Chair

Peter Moroney, Education Policy & Planning
Andrea Kucherawy, Permanent Secretary
TBA, Indigenization Coordinator

Guests

Heather del Villano, Associate Dean, Access; Sarah McCagherty, Cristina Petersen, Nick Travers - Faculty, Access;
Rashed Al-Haque, Education Policy Specialist; Mavis Smith and Deidre Murphy, Curriculum Development & Program
Renewal Facilitators, CETL; Sandee Mitchell, Faculty, Eyē? Sqā'lewen; Jagjeet Singh, Student

For Information:

Education Council Executive:

Chair: Bijan Ahmadi, Business, 250-370-4140, ahmadib@camosun.bc.ca

Vice Chair: Andrea Kucherawy, Office of VP Education, 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, Interurban, 250-370-3840, harriss@camoun.bc.ca

EPP Director: Peter Moroney, Office of VP Education, Lansdowne, 250-370-3249, moroneyp@camosun.bc.ca

Permanent Secretary: Andrea Kucherawy, Office of VP Education, Lansdowne, 250-370-3037, edapprovals@camosun.bc.ca



Education Council

Ensuring that our students are provided with quality educational experiences

DRAFT Minutes

REGULAR MEETING

Wednesday, Nov 16, 2022

4:00 – 6:00 pm

P216, LACC 321, MS Teams

Present

Voting Members

- | | |
|-------------------------------------------------|------------------------------------|
| 1. Andrea Kucherawy, Support Staff (Vice-Chair) | 10. John Boraas, Administration |
| 2. Bijan Ahmadi, Faculty (Chair) | 11. Julia Grav, Faculty |
| 3. Blair Fisher, Faculty | 12. Lois Fernyhough, Faculty |
| 4. Brian Coey, Faculty | 13. Mark Fournier, Faculty |
| 5. Debbie Hlady, Administration | 14. Richard Stride, Administration |
| 6. Edgar Nelson, Faculty | 15. Ryan Russell, Faculty |
| 7. Emily Schudel, Faculty | 16. Scott Harris, Administration |
| 8. Ignacio Dinamarca, Student | 17. Tia Primrose, Support Staff |
| 9. Ezra Kiedaisch, Student | |

Non-Voting Members

- | | |
|--------------------------------------------|---------------------------------|
| Connie Klassen, ICC Chair | Lane Trotter, President |
| Peter Moroney, Education Policy & Planning | TBA, Indigenization Coordinator |
| Karen Young, Board of Governors | |

Guests:

Rashed Al-Haque, Education Policy Specialist; Jennifer Stone, Director, Strategic Initiatives; Todd Ormiston, Executive Director, Eyē? Sqā'lewen

Regrets/Absent: TBA/Indigenization Coordinator

ITEM	PRESENTER
A. CALL TO ORDER AND DECLARATION OF QUORUM The regular meeting was called to order at 4:02 pm. Quorum was reached.	Bijan Ahmadi
B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY <i>Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and WSÁNEĆ 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></i>	Bijan Ahmadi

ITEM	PRESENTER
C. CHECK-IN Bijan welcomed the Council and opened the floor to give time to those who had anything they wished to share.	Bijan Ahmadi
D. ACCEPTANCE OF AGENDA The agenda for Nov 16, 2022 was approved by unanimous consent.	Bijan Ahmadi
E. MINUTES FOR APPROVAL The minutes for the Oct 19, 2022 meeting were approved by unanimous consent.	Bijan Ahmadi
F. REPORTS	
1. Education Council Chair Bijan informed the Council that the last two years of the online EdCo Holiday Social has not produced this same community building as the event intended. For an opportunity to socialize, Council, including student representatives, are encouraged to attend the Camosun College Holiday Party on December 8 from 4:00 – 7:00 pm.	Bijan Ahmadi
2. VP Education John shared with Council that he received a report from a cross-college committee on the topic, Assessment for Learning. For the past 3.5 years it explored all the different ranges of assessment. There will be an executive summary and the full range of documentations with more communication on this in the future. John recognized that work occurs in so many other places as well, and thanked Council members for their time and work that is done for the College.	John Boraas
3. Board Member Karen reported that the Board met on November 7. Kyle Jones was sworn in as the student representative. The Finance committee provided a report on College finance; the College is on track and the committee acknowledged the hard work that staff and faculty are doing. The Board approved the Strategic Plan’s Key Priorities and Objectives, with the Progress Measures to be approved in December. The Board is beginning to look at ways to Indigenize the Board of Governors and they welcome all suggestions.	Karen Young
G. COMMITTEE REPORTS	
Education Council Policy and Standards Committee Pete reported that the committee met on November 7 with seven members in attendance. The Final Exam Reschedule and Repeat policy was discussed along with exploring the recent suggestions and issues that arose. Revisions have been made which will be brought forward later in today’s meeting. Rashed provided the Committee an overview on the work done so far on the Academic Concessions Policy. This was an early-stage consultation with the P&S	Peter Moroney

ITEM	PRESENTER
Committee on what the policy could look like, getting a sense of where it is headed, and identifying the work that is yet to be done.	
H. INTEGRATED CURRICULUM COMMITTEE REPORT	Connie Klassen
Regular Curriculum for Approval	
Whereas: The Integrated Curriculum Committee (with less than 80% quorum due to vacancies on ICC), has reviewed and recommends for approval the following curriculum:	
ARTS & SCIENCE: HUMANITIES	
FREN 105	
ARTS & SCIENCE: BIOLOGY	
Biology (Associate Degree of Science)	
TRADES & TECH: BRIDGE PROGRAMS	
Civil Engineering Bridge to UBC (Advanced Diploma)	
Electrical and Computer Engineering Bridge to UVic (Advanced Diploma)	
Mechanical Engineering Bridge to UBC (Advanced Diploma)	
Mechanical Engineering Bridge to UVic (Advanced Diploma)	
Mining Engineering Bridge to UBC (Advanced Diploma)	
ENGR 204	
<p>Motion: That Education Council approves changes to the curriculum as submitted:</p> <p style="text-align: right;">Moved by: Lois Fernyhough Seconded by: Debbie Hlady Motion Carried</p>	
I. MOTIONS FOR ENDORSEMENT AND APPROVAL	
Camosun College 2023-2028 Strategic Plan - Draft	Rashed Al-Haque/ Jennifer Stone
Strategic Plan for Endorsement: Camosun College 2023-2028 Strategic Plan	
<p>Motion: That Education Council endorses the priorities, goals, and progress measures of the 2023-2028 Camosun College Strategic Plan going forward to the Board of Governors for approval.</p> <p style="text-align: right;">Moved by: Bijan Ahmadi Seconded by: Ezra Kiedaisch Motion Carried</p>	
Grading Policy	Peter Moroney/ Rashed Al-Haque
Policy for Approval: Grading Policy	

ITEM	PRESENTER
<p>Motion: That Education Council approves the Grading Policy.</p> <p style="text-align: right;">Moved by: Andrea Kucherawy Seconded by: Scott Harris Motion Carried</p>	
<p>Final Exam Reschedule and Repeat Policy – for implementation Winter 2023 Policy for Approval: Final Exam Reschedule and Repeat Policy and supporting document</p> <p>Motion: That Education Council approves the Exam Reschedule and Repeat Policy.</p> <p style="text-align: right;">Moved by: Blair Fisher Seconded by: Mark Fournier Motion Carried</p>	<p>Peter Moroney/ Rashed Al-Haque</p>
<p>J. ADJOURNMENT</p>	<p>Bijan Ahmadi</p>
<p>The meeting adjourned at 5:42 pm.</p>	



Integrated Curriculum Committee Report

Ensuring that our students are provided with quality educational experiences

EX-250-003-001-002

Wednesday, Nov 9, 2022

Present: Beth Konomoto, Chris Avis, Heather delVillano, Zoe Broom, Steven Rumpel, Mavis Smith (acting Chair), Peter Moroney, Andrea Kucherawy (Resource)

Regrets: Connie Klassen, Gillyan Haden, Leta Zaleski (on leave), John Telford

Guests: Kristine Kerins, A&S, English Chair; David Visentin, A&S, Music Chair; John Lee, A&S, Chemistry & Geoscience Chair

Wednesday, Nov 23, 2022

Present: Connie Klassen (Chair), Beth Konomoto, Chris Avis, Gillyan Haden, Heather delVillano, Zoe Broom, Steven Rumpel, John Telford, Mavis Smith, Peter Moroney, Andrea Kucherawy (Resource)

Regrets: Leta Zaleski (on leave); Natasha-Faye Parrish

Guests: Kristine Kerins, A&S, English Chair; Patrick Montgomery, A&S, Mathematics & Statistics Chair; Sarah-Joy Kallos and Jennifer Phillips, A&S/BUS, Co-op & Internship Coordinators

CURRICULUM FOR APPROVAL

Whereas: The Integrated Curriculum Committee (with less than 80% quorum due to vacancies on ICC), has reviewed and recommends for approval the following curriculum:

ARTS & SCIENCE: ENGLISH

[CRWR 150](#)

[ICC Feedback](#)

ARTS & SCIENCE: MUSIC

[Music Creativity and Performance Foundations \(Certificate\)](#)

[ICC Feedback](#)

[MUSC 102](#)

[MUSC 103](#)

ARTS & SCIENCE: CHEMISTRY & GEOSCIENCE

[CHEM 110](#)

[ICC Feedback](#)

ACCESS: ENGLISH LANGUAGE DEVELOPMENT

[ELD PN1](#)

[ICC Feedback](#)

[ELD PN2](#)

ACCESS: ENGLISH ACCESS/ENGLISH

[ENGL 096](#)

[ICC Feedback](#)

[ENGL 142](#)

A&S: MATHEMATICS & STATISTICS

[STAT 218](#)

[STAT 219](#)

[ICC Feedback](#)

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

Moved by:

Seconded by:

CURRICULUM UNDER REVIEW

A&S: UNIVERSITY TRANSFER

[UT Optional Co-op](#)

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	Strategic Planning
POLICY NUMBER	G-2.5
APPROVAL DATE	TBD
APPROVAL BODY	Board of Governors
REPLACES (IF APPLICABLE)	N/A
LAST UPDATE OR AMENDMENT OR REVIEW DATE	N/A
NEXT REVIEW DATE	TBD
HOLDER	President
RESPONSIBLE OPERATIONAL LEADER	President
SUPPORTING DOCUMENTS	N/A

STRATEGIC PLANNING

PURPOSE

The purpose of this policy is articulate Camosun College's values and principles related to developing a strategic plan.

POLICY APPLICATION AND SCOPE

The policy applies to the development and implementation of the strategic plan at Camosun College.

DEFINITIONS

1. **Strategic Planning:** An intentional and thoughtful process through which the college develops its vision, mission, values and corresponding priorities in the form of a Strategic Plan. Strategic Planning seeks to establish the directions and actions that will evolve the college's identity and to articulate the criteria for future success.

PRINCIPLES

1. Camosun College's Strategic Plan will be developed by administration, under the direction of the Board of Governors. The Strategic Plan will be developed in consultation and engagement with relevant stakeholders, including, but not limited to, Education Council, students, employees, the local Indigenous community, community and industry partners, and alumni. The President shall be responsible for overseeing the development of the Plan, with accountability to the Board of Governors.
2. The college's Strategic Plan will be reviewed and developed every five years through the Strategic Planning process. In extenuating circumstances, the duration of a current Strategic

Plan may be extended or shortened by the Board of Governors to support the development of a new Plan.

3. Implementing the college's Strategic Plan shall be the responsibility of the College Executive Team, with the college community supporting the implementation where possible and appropriate.
4. The Strategic Planning process and its related outcomes will be communicated periodically to the Board of Governors, the college community, and all relevant stakeholders.

RELATED LEGISLATED REFERENCES

- [College and Institute Act](#)



How to Write an Effective Program Description

Prepared by
Curriculum Development and Program Renewal Team
Centre for Excellence in Teaching and Learning
November 2022

How to Write an Effective Program Description

Overview	3
Annotated Examples - Approved Camosun College Program Descriptions:	5
▶ Certificate in Education and Career Planning	5
▶ Diploma in Dental Hygiene	7
▶ Diploma in Indigenous Studies	9
▶ Diploma in Mechanical Engineering Technology	11
▶ Diploma in Music Performance	13
▶ Diploma in Public Administration	15
▶ Bachelor of Kinesiology	17

Overview

The program description, together with the program learning outcomes, the course descriptions and course learning outcomes, constitute a learning contract with the learner.

What is the purpose of a program description?

- To provide a meaningful explanation of what learners will learn and experience in the program
- To give an indication of the depth and breadth of what is learned in the program
- To give prospective learners sufficient information to make informed choices about their education, and to make a clear link between learning in the program and work in the field or discipline
- To provide an indication of future employment possibilities and further education opportunities for graduates

Who is the intended audience?

- Prospective learners
- Enrolled learners
- Faculty
- Education Council

Other potential audiences may include articulation and accrediting bodies.

What should be included in a program description?

- WHAT learners will learn as articulated in the program learning outcomes
 - Key concepts, themes, principles, topics
 - Skills and abilities
 - Attitudes, values, and other attributes
- HOW learners will learn
 - Significant, unique, or applied learning opportunities that students will experience
- WHAT future career and academic pathways and opportunities exist for graduates
 - Transfer options
 - Licensing, requirements, or exams needed for practice, as applicable

What are the guidelines for writing a program description?

- Write from a learner-centred perspective by articulating what is learned and experienced, rather than what is taught. For example, focus on knowledge, skills, and abilities, rather than listing topics being covered.
- Ensure that the description broadly reflects and aligns with the focus and intent of the program learning outcomes.
- Consider starting the description with an impactful statement or question directly related to the discipline or program that will draw prospective learners in or arouse curiosity about the program.

- Career and academic pathways – where appropriate give broad examples of potential career and education pathways, rather than a specific listing
- Use clear, accessible, and dynamic language and vocabulary that will appeal to the audience and reflect the nature of the discipline, field, or vocation.
- Length: approximately 150-300 words, depending on the length and complexity of the program.

Who reviews and approves the program descriptions?

- The School Curriculum Committee (SCC) within the school
- The Integrated Curriculum Committee (ICC), a subcommittee of Education Council, reviews curriculum and recommends it for approval by Education Council (Ed Co)
- Ed Co approves all program and course curriculum at the College
 - Only approved curricula may be used in program- and course-related documentation such as a course syllabus
 - Any changes to program and/or course curricula must be approved by Ed Co

For more information on the Education Approvals process, see [Approval Steps Explained Basics](#) on the [Education Approvals SharePoint](#) site.

Who can I consult if I need help with writing program descriptions?

- **Faculty Curriculum Leads (FCLs)** in your School, who can direct you to resources and provide support as you proceed through the Education Approvals process
- The **Curriculum Development & Program Renewal (CDPR)** team in CETL, who can be consulted on creating and revising all aspects of curriculum, including program and course descriptions and learning outcomes
- The **School Curriculum Committee (SCC)**, whose function is to review and assess the benefits of curriculum changes to ensure that the changes meet student needs and institutional standards and priorities

Following is a list of approved program descriptions from across the college. Each reflects different elements of an effective program description.

Annotated Examples - Approved Camosun College Program Descriptions

Certificate in Education and Career Planning

Program Description

Students in the Education and Career Planning (EDCP) program will experience a transformative, applied learning experience in which they develop the skills to set realistic goals and create personal plans for future education and careers in a diverse and changing world.

Begins with an impactful statement and provides a meaningful description of the learning experience

Articulates what students learn and experience, rather than what is taught.

The program welcomes adult learners at any stage of life who are engaged in a transition to explore career and educational opportunities. A strengths-based approach in a safe, supportive, and inclusive learning environment supports resilience, self-awareness, wellness, and personal leadership skills. To inform their future goals and plans, learners identify, research, and critically analyze information on occupations and labour markets. They also explore and familiarize themselves with post-secondary education programming, pathways, services, and resources.

Language reflects the approach and values of the program

Broadly reflects all program learning outcomes (PLOs)
e.g. This paragraph reflects PLOs 5 and 7

Supports learners to make informed choices

Learners develop communication and interpersonal skills in order to enhance their ability to interact effectively and respectfully with diverse individuals and groups. Learners conduct job searches and information interviews, participate in mock interviews, and develop career and educational networks. Coaching and hands-on learning activities in a variety of settings and contexts give learners the opportunity to practice and apply their skills while building self-confidence and independence.

Unique and applied learning

Graduates of the EDCP program are eligible for an elective credit towards the BC Adult Graduation Diploma. Flexible delivery options are available.

Provides an indication of further education opportunities

(203 words)

Program Learning Outcomes - Education and Career Planning

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

1. Apply a variety of communication skills in a variety of contexts related to education and career planning.
2. Create a research-informed and personally meaningful education and career plan.
3. Develop self-awareness and the personal leadership skills and strategies necessary to achieve goals.
4. Develop and maintain respectful relationships with diverse individuals and groups using a variety of skills and strategies.
5. Develop effective job search and interview skills and strategies using a variety of resources and media.
6. Explore and participate effectively in relevant career-path and work experiences/settings.
7. Develop skills and strategies to support financial planning, well-being, and health, and to access community resources and support systems.

Diploma in Dental Hygiene

Program Description

The Dental Hygiene Diploma program is designed to prepare individuals with the knowledge, skills, and values to provide safe and competent primary oral health care. The program prepares students to aspire to the highest levels of professionalism.

Clear and compelling program purpose that reflects the values of the discipline

The program emphasizes the importance of a wellness model of care and evidence informed practice as students learn to provide comprehensive and culturally sensitive dental hygiene care to individuals, families, and communities. Throughout the program, students develop the skills to communicate and collaborate effectively with clients and interdisciplinary teams.

Indicates breadth and depth of learning

Broadly reflects several PLOs

Professional responsibility to society in the areas of health promotion, education, healthy public policy, and advocacy is emphasized throughout the program. Students enjoy many opportunities to apply theory and knowledge including hands-on practice in class and the community, provision of dental hygiene care to the public in the Camosun College Dental Clinic, and participation in international field schools.

Significant and applied learning opportunities

The Camosun College Dental Hygiene Diploma program is accredited by the Commission on Dental Accreditation of Canada. Graduates of the program must successfully complete the National Dental Hygiene Certification Board Examination to be eligible for registration and licensure with the College of Dental Hygienists of British Columbia as a Registered Dental Hygienist.

Further licensing requirement

Graduates are employed in a variety of settings including clinical practice, community health care, and independent practice, and are eligible to apply for degree completion at a variety of post-secondary institutions.

Future career and academic opportunities

Graduates of the program are eligible to apply to the University of British Columbia to complete the 4th (final) year of the Bachelor of Dental Science (Dental Hygiene) Program, or to Thompson Rivers University to complete a Bachelor of Health Science. (273 words)

Program Learning Outcomes - Dental Hygiene

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

1. Practice professionally as a dental hygienist.
2. Practice ethically, safely, and competently as a dental hygienist.
3. Demonstrate critical thinking and use evidence-informed decision-making to provide comprehensive dental hygiene care to individuals, families, and communities.
4. Communicate and collaborate competently with individuals, families, communities, and interdisciplinary teams.
5. Coordinate and contribute to the effective management of the practice environment to ensure quality care.
6. Educate individuals, families, and communities about oral health, including its relationship to overall health.
7. Apply the principles of health promotion and disease prevention to enhance the health of individuals, families, and communities.
8. Provide the dental hygiene process of care for individuals, families, and communities.
9. Advocate for the improvement of and access to oral and other health services for individuals, families, and communities.

Diploma in Indigenous Studies

Program Description

Students in the two-year Indigenous Studies (IST) diploma program develop the knowledge and skills that prepare them for their roles as leaders in their communities. They engage in cultural, academic, and applied learning experiences in applied, land-based, and classroom contexts.

Impactful opening statement

Student-centered perspective

Students learn to walk with dignity, taking care of and being responsible to one another, and develop their voice and identities. They have opportunities to strengthen their life skills through learning about self-control, strengthening their identity, self-awareness, self-worth, and relationship building. There are opportunities for reciprocity and generosity between students in varying phases of their learning, and students become mentors to one another.

Dynamic and compelling language and tone reflect values and approach of the program

The teachings that IST students receive about developing and honouring their relationship with land strengthens the connections between cultural knowledge and Indigenous environmental practices. Students develop a sense of individual and collective responsibility towards the land.

Several PLOs are broadly reflected throughout

Students develop strong academic writing skills, presentation skills, and oral tradition skills that enable them to communicate successfully with the world around them.

Students learn about connecting and giving back to community by taking on various contributory roles including project leadership. Students are positively influenced by Elders who model and instill values such as work ethic, timeliness, and a commitment to success in one's studies.

Significant and unique learning opportunities

Technology provides opportunities to share cultural and academic knowledge amongst students, faculty, community, and others in the college.

The program faculty collaborate with community to ensure that students learn what is important to prepare them for work in their communities or to continue with post-secondary education.

Students will continue with their education in areas such as anthropology, education, Indigenous studies, law, political science, social work, and other academic disciplines. Block transfer [available] for students to enter 3rd year at Vancouver Island University First Nations Studies, BA program.



(291 words)

Program Learning Outcomes - Indigenous Studies

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

1. Integrate knowledge of Indigenous collective values, and ways of knowing, being, doing, and relating to create vision for self, family, community, and Nation.
2. Demonstrate effective, healthy, and holistic leadership skills drawing on Indigenous knowledge and diverse cultural teachings.
3. Connect and engage with Indigenous community, Elders and other Knowledge Keepers, and individuals using approaches that reflect Indigenous knowledge, values and teachings.
4. Demonstrate understanding of the effects of colonization on Indigenous peoples, Canadians and others around the world, and how Indigenous peoples are regenerating their identities and futures.
5. Demonstrate understanding of traditional, contemporary, and future relationships with and responsibilities to the natural world as a form of self-determination.
6. Critically reflect upon, analyze, and organize knowledge and information made available in the program.
7. Demonstrate capacity to navigate through multiple social and cultural systems.
8. Communicate clearly, skillfully, and creatively as writers, speakers, and public presenters.

Diploma in Mechanical Engineering Technology

Program Description

The Mechanical Engineering Technology Diploma Program provides learners with the knowledge, skills and abilities for employment as Mechanical Engineering (ME) technologists within a broad array of industries.

Clear purpose linked to work in the field

Learners graduate with a strong foundation in science as applied to engineering design, development, implementation and maintenance of components and systems, as well as the processes and operations related to manufacturing and other industries.

Learner-centered language

Learners engage in hands on, applied learning opportunities in the program's machine shop and engineering laboratories, and on computer-controlled manufacturing equipment that provides graduates with skills and abilities that exceed national accreditation standards.

Indicates depth and breadth of the learning

The program culminates in a capstone project where students work in teams to create, design, model, fabricate, assemble, test, and document a mechanical project that is showcased and publicly demonstrated. Past projects include underwater vehicles, manufacturing equipment, renewable energy products, transportation devices, and medical assistance products.

Significant and applied learning experiences and opportunities

Career/Academic Advancement Opportunities

Upon graduation, ME technologists may apply their skills to product design, testing and evaluation, research and development, manufacturing, and sales. Specialized fields of employment include materials testing, automation and packaging, instrumentation design and the implementation of CAD/CAM equipment in engineering departments.

Graduates are qualified to work as technologists domestically and internationally. Graduates wishing to continue their studies toward a degree in mechanical engineering may apply for entrance to Camosun College's Engineering Bridge Program or apply directly to other post- secondary institutions offering Engineering programs.

(227 words)

Program Learning Outcomes - Mechanical Engineering Technology

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

1. Apply the fundamentals of mechanical engineering to the design, analysis, manufacturing and testing of mechanical components, prototypes, processes, operations, and systems.
2. Prepare, analyze, evaluate, and modify mechanical engineering drawings and other related technical documents for the design of mechanical components, machines, processes and systems.
3. Analyze and solve complex mechanical engineering problems by applying math, physics and the principles of mechanical engineering.
4. Plan, implement, and evaluate quality control and quality assurance procedures to meet organizational requirements and standards.
5. Apply knowledge of, and monitor compliance with, current legislation, standards, regulations and guidelines.
6. Apply current practices of project management and business principles to applied science and mechanical engineering technology projects.
7. Communicate clearly, concisely, and correctly in spoken, written and visual forms that fulfill purposes and meet audience needs.
8. Work effectively within and lead a team towards accomplishment of productive goals while supporting the dynamics and processes of the group.

Diploma in Music Performance

Program Description

Music Performance is a two-year program of full-time study offered through partnership with the Victoria Conservatory of Music. The program is designed to provide a deep, practical training in music, instilling the skills vital for success in the 21st-century music workplace.

Clear purpose that speaks to a unique learning opportunity with the professional community

A common first year of study provides intensive instruction in individual and group performance, establishes the fundamentals of written and aural theory, and lays the foundation for professional use of music technologies. An open second year of study allows students to select options in composition or performance with a focus on classical or contemporary music.

Key learning and student choice

Music Performance is ideal for pre-professional or upgrading-professional musicians who desire a strong and current performance-based training program to support their potential career in the music industry. Entering students are assessed for readiness to thrive in our music-focussed post-secondary learning environment.

Information for potential learners to make an informed choice

Career/Academic Advancement Opportunities

Upon completion of the program, graduates are able to work in a variety of professional settings for music, to apprentice through elite performance training programs, or to move on to further study at university to complete a B. Mus. degree in any number of music or music education disciplines.

(189 words)

Program Learning Outcomes - Music Performance

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

1. Perform a balanced selection of the professional solo and ensemble repertoire on a principal instrument or voice.
2. Infer from experience with music performance and music history appropriate stylistic performance practice on a principal instrument or voice.
3. Apply principles of oral and written music theory, musical improvisation, composition and analysis in the performance and interpretation of familiar and unfamiliar music.
4. Organize and manage a plan for personal technical and musical development toward a professional goal in the field of music.
5. Evaluate personal standards of music making against current professional standards in a variety of music fields.
6. Use appropriate tools, techniques, systems and processes to augment professional practice as a musician.
7. Communicate effectively using music technologies in a variety of contexts.

Diploma in Public Administration

Program Description

The Diploma in Public Administration provides students with a theoretical and applied framework for thinking about and understanding government, as well as a solid foundation in government structures, operations, and systems.

Indication of depth and breadth of learning

Applied learning opportunities expose students to different perspectives and government objectives, enabling them to consider issues in new and creative ways, and bring this understanding to their own practice.

Students are introduced to the professionalism of public administration, becoming reflective, ethically aware, and accountable practitioners. Developing skills in public administration and governance, including the ability to lead others and manage conflict, will ensure students are responsive to change and skilled at building relationships with diverse stakeholders and community groups. They further develop the skills to identify current and emerging issues and trends and how these impact and drive government decisions.

Broadly reflects the program learning outcomes

The critical importance of relationships within the context of public administration are explored, including Indigenous rights holders with direct respect to reconciliation.

Focus on values, skills, and abilities

Upon completion of the program, graduates may be employed in a variety of public administration settings.

Further career and academic opportunities

Graduates may transfer to a Bachelor of Public Administration program at a number of post-secondary institutions in BC or continue on to Camosun's Bachelor of Business Administration program.

(197 words)

Program Learning Outcomes - Public Administration

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

1. Articulate the history of government and of the evolution of Indigenous, local, provincial and federal government structures in Canada.
2. Demonstrate knowledge of the business of government, including its structures, bureaucracies, decision-making and accountability to taxpayers and citizens.
3. Examine inherent rights to self-government in Canada.
4. Collaborate and communicate effectively both internally and externally with government, Indigenous and non-Indigenous agencies, and stakeholders.
5. Establish and maintain positive and effective relationships with stakeholders, taxpayers, and citizens.
6. Use knowledge of concepts, principles and dynamics of management and leadership to support organizational goals, challenges, and opportunities
7. Demonstrate professional and public responsibility and make positive contributions to the field of public administration.
8. Demonstrate ethical and values informed decision-making strategies.
9. Practice as a professional adhering to the responsibilities, roles, and boundaries of the role of a public administrator.
10. Examine trends and issues affecting Canadian public administration and describe how these are managed from a public administration perspective.

Bachelor of Kinesiology

Program Description

The Bachelor of Kinesiology degree is a dynamic, 4-year applied degree program that prepares graduates with leading-edge theoretical and applied knowledge, and skills to work in the fields of exercise physiology, kinesiology, exercise therapy, fitness, high- performance sport, adapted physical activity, health, and community recreation.

Impactful statement indicating the breadth of the field

Students will experience the applied nature of the program and the opportunity to connect theory to hands-on practice through classroom and lab activities complemented with opportunities for workplace integrated learning in clinical, community, sport, and recreation settings.

Significant and applied learning opportunities

Hands-on, practical learning provides students with the background for human performance assessment, exercise prescription, program design, high-performance training, and community recreational instruction and programming.

Knowledge related to a range of populations - including high-performance athletes, children, youth, adolescent, older adults, Indigenous Peoples, individuals with diverse abilities, and individuals with chronic health conditions - all contribute to the ability of graduates to work collaboratively and across disciplines in a range of health, fitness, sport, and specialized environments.

Indication of depth and breadth of learning

Graduates of the KIN - Bachelor of Kinesiology are eligible to write the Canadian Society of Exercise Physiology (CSEP) - Clinical Exercise Physiologist (CEP) exam, as well as other fitness-related certifications. Graduates also have the opportunity to obtain certification with the National Strength and Conditioning Association (NSCA), and to apply for membership as Certified Kinesiologists through the British Columbia Association of Kinesiologists.

Further licensing requirements

A wide array of career opportunities exists for program graduates, including exercise physiologists, exercise therapists, personal trainers, strength and conditioning coaches, or kinesiologists in multi-disciplinary clinics or provincial health institutions, private fitness facilities, or municipal recreation.

Students also have career choices in the areas of adapted sport and physical activity, physical literacy, gerontology, corporate wellness, and high-performance sport. Graduates may pursue post-graduate education in occupational therapy and physiotherapy programs as well as variety of other post-graduate programs.

(297 words)



Program Learning Outcomes - Kinesiology

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

1. Apply and synthesize advanced knowledge of exercise sciences to fitness, health, sport, and clinical populations.
2. Apply and synthesize advanced knowledge of behavioural sciences to health, fitness, sport, and clinical populations.
3. Select, administer, and evaluate appropriate assessment techniques for health, fitness, sport, and clinical populations.
4. Design, implement, and evaluate appropriate exercise programs for individuals and groups in health, fitness, sport, and clinical settings.
5. Demonstrate responsible, accountable, and ethical behaviours as an exercise professional.
6. Use analytical thinking and methods to make informed decisions and solve problems as an exercise, sport, or health professional.
7. Lead teams, groups, and organizations to achieve organizational goals.
8. Communicate effectively with individuals, teams, groups, and organizations.
9. Apply business management concepts and principles in a range of professional settings.



How to Write Effective Course Descriptions

Prepared by
Curriculum Development and Program Renewal Team
Centre for Excellence in Teaching and Learning
November 2022

HOW TO WRITE EFFECTIVE COURSE DESCRIPTIONS

What is the purpose of a course description?

The purpose of a course description is to tell the story of a course. It provides a brief overview of what students will learn and experience in the course.

Who is the intended audience?

- Prospective students (on the college website)
- Enrolled students (on the course syllabus)
- Faculty
- Education Council

Other potential audiences may include articulation and accrediting bodies.

What should be included in a course description?

- **WHAT** students will learn in the course, as articulated in the course learning outcomes
 - Key concepts, themes, principles, topics
 - Skills and abilities
 - Attitudes, values, and other attributes
- **HOW** students will learn
 - Significant, unique, or applied learning opportunities that students will experience

What are the guidelines for writing a course description?

- Write from a student or learner-centred perspective by articulating what is learned and experienced, rather than what is taught. For example, focus on key themes, knowledge, skills, and abilities, rather than listing a series of topics.
- Write the description in a way that shows why the learning will matter to students.
- Ensure that the description broadly reflects and aligns with the focus and intent of the course learning outcomes.
- Consider starting the description with an impactful statement or question directly related to the discipline or course that will draw prospective learners in or arouse curiosity about the course.
- Use clear, accessible, and dynamic language and vocabulary that will appeal to the audience and reflect the nature of the subject or discipline.
- Length: Approximately 100 words

Who can I consult with if I need help with writing course descriptions?

- **Faculty Curriculum Leads (FCLs)** in your School, who can direct you to resources and provide support as you proceed through the Education Approvals process
- The **Curriculum Development & Program Renewal (CDPR)** team in CETL, who can be consulted on creating and revising all aspects of curriculum, including program and course descriptions and learning outcomes
- The **School Curriculum Committee (SCC)**, whose function is to review and assess the benefits of curriculum changes to ensure that the changes meet student needs and institutional standards and priorities

Who reviews course descriptions?

- The [School Curriculum Committee](#) (SCC) within each school
- The [Integrated Curriculum Committee](#) (ICC), a subcommittee of Education Council, reviews and evaluates curriculum and recommends it for approval by Education Council (Ed Co)

Who approves course descriptions?

- Ed Co approves all program and course curricula at the College
 - Only approved curriculum may be used in program and course-related documentation such as a [course syllabus](#)
 - Any changes to program and/or course curricula must be approved by Ed Co

For more information on the Education Approvals process, see [Approvals Steps Explained](#) on the [Education Approvals SharePoint](#) site.

Following is a list of approved course descriptions from across the college. Each reflects different elements of an effective course description.

Annotated Examples - Approved Camosun College Course Descriptions

Written from a collaborative student and instructor perspective

ANTH-280 Anthropology of Death

Students, using an anthropological approach, will explore one of life's inevitabilities: death. While death is a biological reality, its definition and meaning are profoundly shaped by culture. We will survey a wide variety of funerary traditions to understand how these rituals help define death, guide the behaviour of those grieving, and structure the ongoing relations between the living and their dead. We will examine the similarities and differences in conceptions of the human body, death, and death rites in time and space, and consider our own cultural practices in cross-cultural perspective.

Has an intriguing, compelling hook

Clearly articulates key concepts

ICS 223 - Gaming and Graphics Concepts

Have you ever wanted to learn how games are designed? In this course you will learn about game design, development skills and processes needed in the interactive entertainment industry through the use of software development tools. At the end of this course, you will have developed an event-driven interactive game.

Draws in prospective learners

Shows why the learning matters to students

IST 120 - Indigenous Peoples/TELTIN TTE WILNEW

TELTIN TTE WILNEW, a SENCOTEN phrase meaning Understanding Indigenous People. This unique, award-winning course is intended for students unfamiliar with Indigenous world-views. Participants will learn from Indigenous people about Indigenous worldviews and colonization through video, audio interviews, radio shows and scholarly articles. The purpose of the course is to dispel stereotypes and myths, to enable learners to understand the experience of Indigenous peoples in a Canadian context, and to equip them with the knowledge and skills to begin to interact respectfully with Indigenous peoples in community and in the workplace. Discussions are conducted in circle format with an Indigenous facilitator.

Starts with a definition and an impactful statement

Clearly states the purpose

Describes unique learning opportunities

Written from a student perspective

BIOL 090 - Biology for Post-Secondary Preparation

Broadly describes content and themes

Learners will gain an understanding of basic life processes and acquire the human biology theoretical and laboratory foundations required for successful transition to first-year post-secondary majors biology courses, including anatomy and physiology. Learners will discuss animal and plant cellular structure and function, the mechanisms underlying cell reproduction, gene expression and energy production, and the anatomy and physiology of whole animals. As a preparatory course, an emphasis will be placed upon teaching learning skills effective for studying biology.

Emphasizes the course purpose and its preparatory focus

Written from a student perspective

ELC 170 - Working with Family and Community

Students will be introduced to understanding the changing roles of families in our current society. Students study developmental tasks of families, historical and emerging themes with an emphasis on supporting families and establishing respectful, reciprocal partnerships. Students will be introduced to Indigenous world views in order to broaden their thinking about children and their families, including the impact of residential schools and on-going colonization and skills of reconciliation. Families are viewed within a strengths-based perspective and special emphasis is placed on the knowledge, skills, beliefs and values required to work in partnership with diverse families.

Broadly describes key themes and knowledge

Reflects attitudes and values of the discipline which inform the learning

Written from a student perspective

BUS 318 - Recruitment, Selection & Retention

Students will examine current and future recruitment, selection, and engagement strategies in high performance organizations. With an emphasis on applied learning, students will analyze the complexities of employment issues, trends and legislative requirements affecting recruitment and selection. Students will develop and apply competency-based selection processes and methodologies to source, recruit and elect the best candidates for the organization.

Begins with an impactful statement

Broadly describes both what and how students


Broadly reflects and aligns with the focus and intent of the course learning outcomes

Shows why the learning will matter to students

BUS 318 Learning outcomes

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

1. Identify how strategic recruitment and selection functions relate to organizational effectiveness and efficiency.
2. Identify, adapt, and implement strategic recruitment approaches that are effective, efficient, and legally compliant.
3. Develop comprehensive recruitment and selection processes including clarification of job competencies, designation of selection criteria, and utilization of appropriate screening procedures.
4. Apply competency-based selection interviewing to implement recruitment and selection processes.
5. Critique and assess the effectiveness of recruitment and selection techniques.
6. Select and adapt retention strategies to meet employee needs and reflect the requirements and values of the organization.

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

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.

Learning Outcomes

Programs and Courses

Purpose/Rationale:

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

Scope/Limits:

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

Principles:

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

What are Learning Outcomes?

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

A learning outcome consists of three (3) parts.

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

Examples

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

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

Performance Indicators / Sub-Outcomes

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

Examples

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

Performance Indicators / Sub-Outcomes:

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

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

Performance Indicators /Sub-Outcomes:

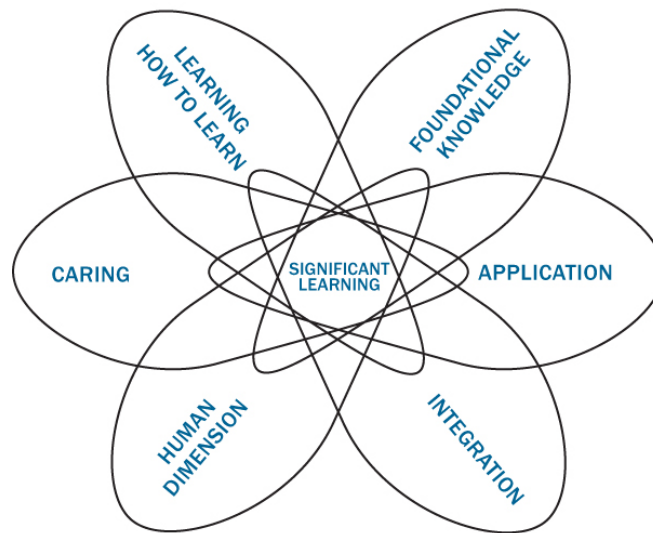
- Utilize current, effective infection control practices
- Use principles of body mechanics
- Organize equipment within easy access
- Organize work environment to maximize efficiency
- Select and adapt instruments, materials and medicinals to meet the needs of each client.

Learning Taxonomies

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

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

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



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

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

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

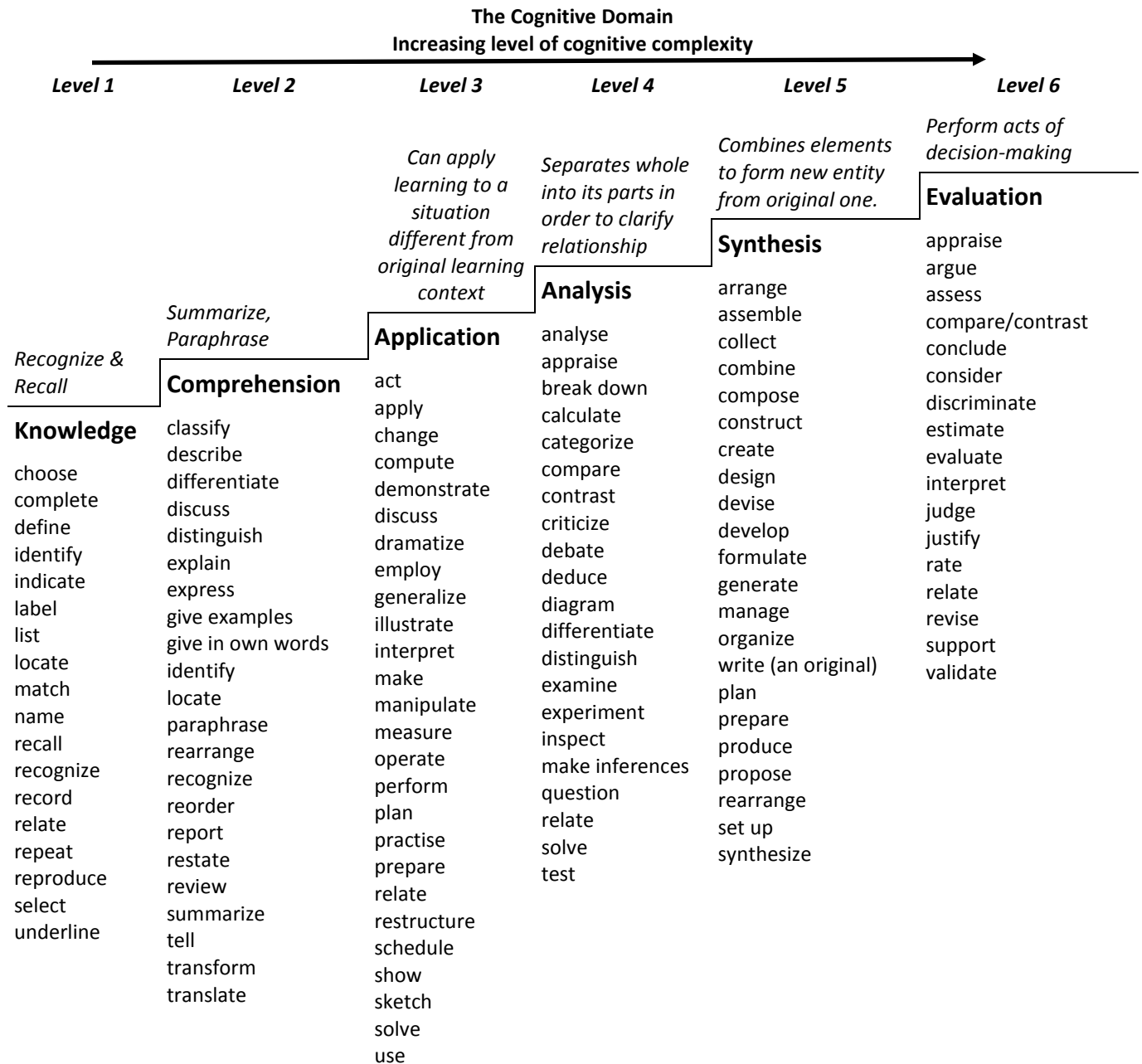
Learning Dimension	Description	Example Outcomes <i>Upon successful completion of this course, a student will be able to:</i>
Foundational Knowledge	To understand and remember information and ideas	Describe, identify, list, recall, summarize
Application	To think critically, creatively, and practically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

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

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

Example Outcomes

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



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