
EDUCATION COUNCIL

APPROVED MINUTES OF THE MEETING

MONDAY, DEC 19, 2011, 4:00-6:00

CC 321, INTERURBAN

PRESENT

Bradley Clements (Student)
Carly Hall (Faculty), Vice-Chair
Cynthia Wrate (Faculty)
Gail Baxter (Support Staff)
Joanne Cumberland (Support Staff)
John Boraas (Administration)
John Gordon (Faculty)

Karin Kaercher (Faculty)
Kathy Tarnai-Lokhorst (Faculty), Chair
Nancy Sly (Faculty)
Nicole Greengoe (Administration)
Sarah Loewen (Administration)
Shelley Butler (Permanent Secretary)
Thea Todd (Faculty)

REGRETS / ABSENT

Barbara Herringer (Administration)
Darragh Grove-White (Student)
Deana Srdic (Student)
George Ivanishvili (Board)
Kathryn Laurin (President)

Patricia Gaudreault (Faculty)
Paul Brady (Faculty)
Stephen Bishop (Faculty)

GUESTS

Debbie Sargent, Health and Human Services
Geoff Wilmshurst, Camosun College
International
Lisa Robertson, Access
Martha McAlister, Health and Human Services
Maureen Niwa, Arts and Science

Olaf Nielsen, Trades and Technology
Pamela Rubidge, Access
Robin Fast, Health and Human Services
Val Montague, CECT

MEETING

A. CALL TO ORDER & DECLARATION OF QUORUM

The Regular Meeting was called to order at 4:08 by Kathy Tarnai-Lokhorst, Education Council Chair.

B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY

Kathy acknowledged the Coast Salish Territory. Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'Ianew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples.

C. ROUND TABLE CHECK-IN

Kathy requested members name a holiday song or carol that describes their mood/feelings.

D. ACCEPTANCE OF AGENDA

The Dec 19, 2011 agenda was accepted via a unanimous consent.

E. APPROVED MINUTES

The Nov 21, 2011 minutes were approved via unanimous consent.

F. REPORTS

1. EDUCATION COUNCIL CHAIR'S REPORT – KATHY TARNAI-LOKHORST

Kathy reported that the last Board meeting was fairly light. She also noted that George (Board Rep) was unable to attend Education Council today due to a conflict with exam schedule. In addition, Kathy noted that she is communicating with the Academic Governance Council regarding the topic of Admissions and the addition of IELTS and TOELF scores.

2. ACTING VP EDUCATION - JOHN BORAAS

John reported that we are changing the structures of the way we get together to do our business. He is consolidating structures so that we can get more horsepower to move forth on the 71 projects that the VP Education division is working on. There is an excitement around a whole bunch of things, including how we can spread leadership throughout the institution. He welcomes any questions or feedback via email.

3. BOARD REPORT – GEORGE IVANISHVILLI

George is absent for the report.

G. COMMITTEE REPORTS

1. AWARDS COMMITTEE

Nil

2. EDUCATION BY-LAWS COMMITTEE – JOHN BORAAS, COMMITTEE CHAIR

The VP Ed Divisional Office will conduct an initial review of the By-laws in preparation for the sub-committee review. The draft revisions will be shared with the By-Law committee for review and discussion. The final draft will be forwarded to Education Council for review and approval. Due to competing priorities this is currently on hold with a start-up date to be determined.

3. EDUCATION APPROVALS REVIEW AND RENEWAL – NANCY SLY, COMMITTEE CHAIR

Nancy noted the membership of the committee and that Julie Martin and Patty Odynski are facilitating the meetings. The committee has met twice since the last regular Education Council Meeting. The committee is still focused on brainstorming and recommending the roles and responsibilities of the various people and groups involved in the Education Approvals process. The committee will share with Education Council their recommendations once they have been finalized. If anyone would like more information on this process they are advised to speak with Nancy.

4. ALTERNATIVES AND ELECTIVES

Nil

H. COLLEGE CURRICULUM COMMITTEE PRESENTATIONS & REPORT – NICOLE GREENGOE, COMMITTEE CHAIR

1. PROPOSED CERTIFICATES IN AMERICAN SIGN LANGUAGE: PREP LEVEL AND BASIC LEVEL – VAL MONTAGUE

Summary/Purpose

Val Montague presented the proposed American Sign Language program. This comprehensive program complies with the provincial guidelines for college level. Courses are taught by immersion, all instructors are deaf, and all communication is visual American Sign Language (ASL). The program consists of two levels of American Sign Language. Students may earn two credentials, ASL Prep and ASL Basic, if they complete all courses. Students may exit with the ASL Prep credential if they choose to end their studies there.

The ASL Prep Level is oriented to individuals who have little or no knowledge of American Sign Language. The focus is on developing a beginning vocabulary and developing basic skills to communicate personal and family information. Students who successfully complete this level will gain limited conversation and information-sharing skills, useful in communicating with friends, neighbours, family members, and/or co-workers.

The ASL Basic level program builds on skills acquired at the Prep Level, and strengthens skills in conversation, asking clarifying questions, phrasing, use of classifiers, and building knowledge of linguistic functions and grammatical features. Students who complete this level will gain an understanding of deaf culture and basic skills to communicate with individuals who are deaf or hearing impaired. The skills acquired will support work with non-verbal children using some signs.

This program provides a complementary credential for people who work with individuals who are deaf or hearing impaired, or have developmental disabilities, such as Community Support Workers, Educational Assistants, Child and Youth Care Workers, Early Childhood Educators, and health care or legal workers. The program structure also supports students who wish to attend simply out of interest.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

American Sign Language: Prep Level and Basic Level (Certificates) (Substantive/Major Addition (New)) - New Program/Credential (ID 6902)

AMSL 501V American Sign Language Prep 1 (Substantive/Major Addition (New)) - New Course (ID 6903)

AMSL 502V American Sign Language Prep 2 (Substantive/Major Addition (New)) - New Course (ID 6904)

AMSL 503V American Sign Language Prep 3 (Substantive/Major Addition (New)) - New Course (ID 6905)

AMSL 504V American Sign Language Prep 4 (Substantive/Major Addition (New)) - New Course (ID 6906)

AMSL 555V ASL Prep Mastery Exam (Substantive/Major Addition (New)) - New Course (ID 6907)

AMSL 601V American Sign Language Basic 1 (Substantive/Major Addition (New)) - New Course (ID 6908)

AMSL 602V American Sign Language Basic 2 (Substantive/Major Addition (New)) - New Course (ID 6909)

AMSL 603V American Sign Language Basic 3 (Substantive/Major Addition (New)) - New Course (ID 6910)

AMSL 604V American Sign Language Basic 4 (Substantive/Major Addition (New)) - New Course (ID 6911)

AMSL 655V ASL Basic Mastery Exam (Substantive/Major Addition (New)) - New Course (ID 6912)

Motion Carried

2. PROPOSED CERTIFICATE IN MENTAL HEALTH AND ADDICTIONS (REPLACEMENT PROGRAM FOR COMMUNITY MENTAL HEALTH) – MARTHA MCALISTER

Summary/Purpose

Anita Ferris presented the Mental Health and Addictions program. This new program is a result of the program review and renewal process of the Community Mental Health Certificate. The changes are significant enough that we are putting the paperwork through as a new program.

The Mental Health and Addictions Certificate program prepares students to be members of interprofessional teams supporting individuals who are experiencing mental health and addiction challenges.

Students learn to work from a strengths-based perspective, emphasizing the interaction between individuals and their physical, social, and cultural environments. Students learn to use a holistic approach to support individuals mentally, emotionally, spiritually, physically, and socially. Students learn about diversity and culturally-responsive practice. They also gain knowledge of Indigenous history and culture in relation to mental health and addiction issues.

Students gain entry-level knowledge and skills necessary to promote, support, and strengthen the functioning of individuals and community. Graduates may work in community based, residential, and outreach settings.

Graduates of the program who wish to continue their education may seek university transfer credit for some of the courses in the program. Program graduates are also prepared to continue their education towards a diploma in Community, Family and Child Studies at Camosun College. Check the advising centre at the institution of choice for transfer details.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

Mental Health and Addictions (Certificate) (Substantive/Major Addition (New)) - New Program/Credential (ID 6913)

MHA 110 Foundations for Practice (Substantive/Major Addition (New)) - New Course (ID 6914)

MHA 111 Mental Illness & Interventions (Substantive/Major Addition (New)) - New Course (ID 6915)

MHA 115 Therapeutic Relationships (Substantive/Major Addition (New)) - New Course (ID 6916)

MHA 120 Support Strategies (Substantive/Major Addition (New)) - New Course (ID 6917)

MHA 125 Professional Practice 1 (Substantive/Major Addition (New)) - New Course (ID 6918)

MHA 126 Professional Practice 2 (Substantive/Major Addition (New)) - New Course (ID 6919)

MHA 130 Health Care Basics (Substantive/Major Addition (New)) - New Course (ID 6920)

MHA 135 Addictions & Interventions (Substantive/Major Addition (New)) - New Course (ID 6921)

MHA 140 Practicum (Substantive/Major Addition (New)) - New Course (ID 6922)

Motion Carried

3. PROPOSED CERTIFICATE IN TRADES SKILL FOUNDATION (CORE)- OLAF NIELSEN

Summary/Purpose

Olaf Nielsen presented the Trades Skill Foundation program. This 12 week program trains individuals for employment as entry level trades helpers and skilled laborers in a number of trades careers. The program teaches foundation skills required to successfully learn on the job and provides opportunities for bridging into other foundation or apprenticeship programs. As an Industry Training Authority associated program, a detailed program profile is available through their website: <http://www.itabc.ca/AssetFactory.aspx?did=641>

This program will build capacity in Foundation and Apprentice programs for specific populations (e.g., Aboriginal, Métis and First Nations, women, youth, landed immigrants and new Canadians). It will provide students with the opportunity to explore careers in trades becoming more self-aware so as to make informed choices of trades career pathways. In addition, it will provide access to assessment and upgrading for further studies as well as, entry-level skills for employment to support labour market demands on South Vancouver Island.

Motion

Trades Skills Foundation (CORE) - (Certificate in) (Substantive/Major Addition (New)) - New Program/Credential (ID 6942)

CORE 100 Trades Skills Foundation (Substantive/Major Addition (New)) - New Course (ID 6943)

Motion Carried

4. NEW ACADEMIC ENGLISH COURSES ENGL 151, 161, & 163 (REPLACEMENT FOR ENGL 150 & 160) – MAUREEN NIWA

Summary/Purpose

Upcoming changes to first year English at UVic (Sept 2012) will directly affect our high number of Camosun transfer students. UVic will eliminate Engl 115, and require students to pass an academic writing requirement course.

In response to these changes, in Spring 2012, the English Dept. at Camosun will be cancelling *ENGL 150: Composition* (which transfers as *Engl 115: University Writing* at UVic), and will be adding three new courses in its place:

- *ENGL 151: Academic Writing Strategies* (which will transfer to UVic as Engl 135: Academic Reading and Writing);
- *ENGL 161: Intro to Literary Genres* (which will transfer to UVic as Engl 146: Introduction to Literary Genres, Themes and Styles);
- *ENGL 163: Literary Canons and Contexts* (which will transfer to UVic as Engl 147: Introduction to Literary Traditions and Transformations).

Camosun students require the completion of **one** of these courses to fulfill UVic's academic writing requirement (effective Sept. 2012). It should also be noted that only a certain English 12 grade will be required as a pre-req (C+ or B) for these courses at Camosun, and that all of these courses teach writing through academic essay genres or literature. As writing intensive courses, all of them will use the writing course cap of 28 students per section.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

ENGL 150 English Composition (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6944)

ENGL 151 Academic Writing Strategies (Substantive/Major Addition (Replacement)) - New Course (ID 6946)

ENGL 160 Introduction to Literature (Substantive/Major Cancellation (Replacement)) - Cancel Course (ID 6945)

ENGL 161 Literary Genres (Substantive/Major Addition (Replacement)) - New Course (ID 6947)

ENGL 163 Literary Canons & Contexts (Substantive/Major Addition (Replacement)) - New Course (ID 6948)

Motion Carried

Additional Motion:

A second motion to approve all cascading changes as a result of the new ENGL 151, 161 and 163 be approved as minor changes (i.e. require departmental, school curriculum committee, and Associate Dean recommendation/approval.

Motion

It was moved by Nicole Greengoe and seconded by Carly Hall that Education Council approve all cascading changes as a result of the new ENGL 151, 161, and 163 as a minor change.

Motion Carried

5. REVISIONS TO DIPLOMA IN COMMUNITY, FAMILY AND CHILD STUDIES

Summary/Purpose

During the Program Review process, community, student, and faculty feedback indicated that, while the Diploma was generally viewed as effective in preparing graduates for work in community social services, it was important to add content that would provide graduates with knowledge and skills they currently don't receive. This includes additional support strategies, behavior intervention strategies, and mental health content. Also, during the first several years of the Diploma, faculty have made some modifications to course content, including changes in learning outcomes to some courses. Adding additional content has also meant reducing content in some topic areas that are less important to diploma level graduates, particularly reducing content on leadership. It is now necessary to modify the program learning outcomes, program content and description to reflect these changes and the focus of the Diploma.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

Community, Family and Child Studies (Diploma in) (Substantive/Major Revision) -

Learning Outcomes, Program Admission Requirements, Program Completion Requirements, Program Content, Program Description, Other (ID 6923)

CFCS 110 Foundations for Practice (Substantive/Major Revision) - Course Calendar Description (ID 6924)

CFCS 114 Professional Practice 1 (Substantive/Major Revision) - Course Number, Course Credits (ID 6925)

CFCS 114 Professional Practice 1 (Substantive/Major Revision) - (ID 6925)

CFCS 140 Introduction to Community Reso (Substantive/Major Revision) - Course Calendar Description (ID 6926)

CFCS 160 Family and Community (Substantive/Major Revision) - Course Title (ID 6927)

CFCS 210 Diversity Across the Lifespan (Substantive/Major Revision) - Course Calendar Description, Learning Outcomes (ID 6928)

CFCS 214 Professional Practice 2 (Substantive/Major Revision) - Course Number, Course Calendar Description, Course Pre-Requisite (relax), Course (Activity) & Hours, Course Credits, Learning Outcomes (ID 6929)

CFCS 230 Support Strategies (Substantive/Major Addition (New)) - New Course (ID 6930)

CFCS 240 Practicum 1 (Substantive/Major Revision) - Course Calendar Description, Course Pre-requisite (replacement), Course Pre/Co-Requisite (increase), Course Credits, Learning Outcomes (ID 6931)

CFCS 241 Practicum 2 (Substantive/Major Revision) - Course Pre/Co-Requisite (replacement), Learning Outcomes (ID 6932)

CFCS 250 Social Justice Today (Substantive/Major Addition (New)) - New Course (ID 6933)

Motion Carried

6. REVISIONS TO THE CERTIFICATE IN HOSPITAL UNIT CLERK

Summary/Purpose

The Hospital Unit Clerk Certificate program trains students for the challenging and rewarding job of looking after the administrative and clerical requirements of a hospital unit. This part-time program prepares graduates to apply for employment in a hospital as a Unit Clerk. The program begins in late September and finishes with a practicum placement in April & May. Classes are held two weeknights and Saturdays with a maximum enrolment of 20 students. Students will be examined in theory and practicum components and upon successful completion, receive a certificate.

The Hospital Unit Clerk Program undertakes a review of the program on an annual basis, based on consultation from instructors, industry and student feedback. Due to the ongoing evolution of hospital systems, processes, job requirements, and upgrading of computerization within the Health Authority, the request for these changes is based on these factors. The request for amendments to the program prerequisites are tied to VIHA's union requirements to apply for Unit Clerk employment. Much of the training is unique and specific to the Unit clerk role. The

need for the program to remain relevant and current is critical to the hiring, success and employment rate of our graduates.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

Hospital Unit Clerk (Certificate in) (Substantive/Major Revision) - Learning Outcomes, Program Admission Requirements, Program Completion Requirements, Program Content, Program Description, Program Participation Requirements (ID 6934)

UNIT 502V Communication Skill Unit Clerk (Substantive/Major Revision) - Course (Activity) & Hours Course Calendar Description, Course Pre-Requisite, Learning Outcomes (ID 6935)

UNIT 504V Patient Chart Records (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description, Course Grading System, Course Pre-Requisite (ID 6936)

UNIT 507V Hospital Communication Tools (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description, Course Title, Learning Outcomes (ID 6937)

UNIT 509V Processing Laboratory Orders (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description, Course Title, Learning Outcomes (ID 6938)

UNIT 511V Employment Skills (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description, Course Title, Learning Outcomes (ID 6939)

UNIT 512V Processing Diagnostic Orders (Substantive/Major Revision) - Cancel Course (ID 6940)

UNIT 515V Hospital Unit Student Practicu (Substantive/Major Revision) - Course (Activity) & Hours, Course Calendar Description (ID 6941)

Motion Carried*

Abstain – Gail Baxter

**Education Council discussed the request to approve the UNIT 504V Grading System change (retroactive) for the student co-hort that has just gone through. They r will not approve the grading system change retroactive. As such the change can only apply to the next cohort group.*

7. REVISIONS TO CSEA 111, 112, ELC 141, 240, 241, 242, AND HLTH 110

Summary/Purpose

CSEA and ELC Revisions – Revise the pre-requisites and pre/co-requisites to better clarify what skills student require prior to or concurrently. The previous requisites assumed a linear progression of students through the program so requisites were kept to a minimum to avoid redundancy; however as students are accessing the program with alternate courses and pathways they may be missing some requisite skills before they begin the various practicums. The revised list is meant to ensure all students are properly prepared before proceeding with the practicums.

HLTH 110 Revision– Remove a the cancelled Health Studies Access- ELS program from the pre-requisite list as it is no longer appropriate, and update the calendar description and learning outcomes in the Course Description documentation as it did not match the Course Outline being used (correct version of the curriculum) due to a unintentional versioning error over a number of years ago.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

CSEA 111 Practicum 1 (Substantive/Major Revision) - Course Pre-Requisite (increase), Course Pre/Co-Requisite (relax) (ID 6953)
(ID 6953)

CSEA 112 Practicum 2 (Substantive/Major Revision) - Course Pre-Requisite (increase) (ID 6954)

ELC 141 Practicum 2 (Substantive/Major Revision) - Course Pre-Requisite (increase) (ID 6955)

ELC 240 Practicum 3 (Substantive/Major Revision) - Course Pre-Requisite (increase) (ID 6956)

ELC 241 Practicum 4 ITE (Substantive/Major Revision) - Course Pre-Requisite (increase) (ID 6957)

ELC 242 Practicum 4 SNE (Substantive/Major Revision) - Course Pre-Requisite (increase) (ID 6958)

HLTH 110 Health in Today's World (Substantive/Major Revision) - Course Calendar Description, Course Pre-Requisite (alternate), Learning Outcomes (ID 6959)

Motion Carried

8. BUS 490 - NEW COURSE

Summary/Purpose

Add a new Course. The BBA-HRML degree was initially developed with just one 400 level HRML course. It was acknowledged, at that juncture, that additional 400 level courses would have to be developed to bring robustness to the degree. Comprehensive Human Resource Audits is one of the 400 level course possibilities in the BBA-HRML degree program. This will be an elective course for the BBA-HRML and offered as demand warrants, with pre-requisites of Bus 210, Bus 230, and any two 300 level HRML courses.

Comprehensive Human Resource Audits is integral to the sustainability of an organization and the human resource management functions because the process and output of the audit reveals strengths and weaknesses upon which consistent improvements can be taken. It is a 400 level capstone course which enables students to apply the knowledge and skills gleaned from all subordinate courses. The course re-enforces the importance of the strategic role of human resource practitioners and integrates the principles, concepts and functions of human resource management. The comprehensiveness of the course also prepares students for the nationally recognized Certified Human Resource Professional (CHRP) designation. Ultimately, this course brings robustness to the HRML degree and, as a result, provides students with credibility and confidence in their professional credential.

The Program Leader for the BBA Marketing and Communications degree and the Chair for the BBA Accounting degree have been consulted. Margie Clarke, Library Services, has also been consulted; during the development of this course, Library Services ordered some related references.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

BUS 490 Comprehensive HR Audits (Substantive/Major Addition (New)) - New Course (ID 6952)

Motion Carried

9. ENGL 221 – NEW COURSE

Summary/Purpose

Add a new Course. Based on the success of, and student interest in *Cinema Politica*, as well as the current use of film in existing Camosun literature courses, the Department of English would like to add this second year course. With its capacity to examine narrative in print and film, both classic and contemporary, we believe that such a course holds wide appeal for arts and humanities students. Second-year English film classes get good transfer credit across and outside the province.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

ENGL 221 Film and Literature (Substantive/Major Addition (New)) - New Course (ID 6951)

Motion Carried

10. PSC 208 – NEW COURSE

Summary/Purpose

Add new course. Most B.A. programs in political science require that political science majors specialize in one of four areas: Canadian Government and Politics, International Politics, Comparative Politics, or Political Theory/ Political Thought. Most students like to explore the idea of specialization in one of these areas in their second year. At present we offer only a single course in second year in the area of Canadian Government and Politics. (This is PSC 212 Law and Politics which is a relatively specialised course.)

Offering PSC 208 would allow students to further explore Canadian government and politics at the local level as a possible area of specialization as a political science major. There have also been inquiries from students in the Certificate in Local Government Administration program as to why we do not offer a course in local government and politics at Camosun. This course could serve as an additional elective in that program and perhaps in the diploma in Public Administration program.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

PSC 208 Local Government and Politics (Substantive/Major Addition (New)) - New Course (ID 6960)

Motion Carried

11. REVISED ELECTRICAL TECHNICIAN (DND) PROGRAM

Summary/Purpose

Added a new course ELEN 232 (already approved) to this program at the request of our client Department of National Defence (DND). This course was added with short notice so this paperwork is retroactive.

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

Electrical Technician (DND Program) (Certificate in) (Substantive/Major Revision) - Program Description, Program Content (ID 6950)

Motion Carried

12. REVISED COMPUTER SCIENCE BRIDGE PROGRAM

Summary/Purpose

UVic requires changes to a prerequisite (C in Math 100 to C+ in Math 100) for the program, as well as its completion requirements (C or better in all Bridge courses rather than just in 7 of 8). Note that Math 126 is the correct course, not Math 222 (error detected recently).

Motion

It was moved and seconded by the College Curriculum Committee that Education Council approves the proposed curriculum changes to:

Computer Science Bridge (Advanced Diploma) (Substantive/Major Revision) - Program Admission Requirements, Program Content, Program Credential Awarded, Other (ID 6949)

Motion Carried

I. PRACTICAL NURSING – REQUEST FOR MOTION – CARLY HALL

Carly Hall, Continuing Care Chair brought forward a new Practical Nursing Diploma in November 2011 for Education Council to approve. At the time it was noted that she was in process of requesting the English proficiency admission requirement for English as a second language learners become a participation requirement; however at the time of approval the College of Licensed Practical Nurses (LPN) still considered it to be an admission requirement. Since, the November approval, the College of LPN's has agreed to make the English proficiency requirement a participation requirement. Carly requested a motion to approve this change.

Motion

It was moved by Nicole and seconded by Karin Kaercher that Education Council approves the proposed curriculum change to move the English proficiency requirement from an admission requirement to a participation requirement for the Diploma in Practical Nursing.

Motion Carried.

J. DISCUSSION – JOHN BORAAS

SEEKING EDCO ADVICE ON REVISION TO ADMISSIONS POLICY – GENERAL COLLEGE ADMISSION REQUIREMENTS REGARDING THE ADDITION OF IELTS AND TOEFL SCORE.

John presented the briefing. Advice is being sought on Phase 1 of a two phase process to support the inclusion of IELTS and TOEFL scores in our admission requirements. Phase 1 will focus on the general college admission requirements, and phase 2 will focus on the individual program admission requirements. John will take the advice from Education Council to the Board of Governors, the approval body for changes to the Admission Policy (Phase 1) as per the College and Institute Act. For further information refer to the Briefing Notes. See attached.

Kathy Tarnai-Lokhorst collected feedback from Education Council members. She consolidated the feedback and prepared a formal written response for John to take to the Board of Governors meeting. See attached.

K. NEXT REGULAR MEETING

Monday, Jan 30, 2012

4:00-6:00

Interurban, CC 321

L. ADJOURNMENT

The meeting adjourned at 6:07 pm.



Education Council Briefing Notes

Submitted by

John Boraas, Acting Vice-President Education

Date:

Dec 19, 2011

Topic:

Addition of IELTS (International English Language Testing System) and TOEFL (Test of English as a Foreign Language) scores to the general college admission requirements as outlined in the College's Admission Policy (E-2.1).

Advice Being Sought:

Request advice from Education Council regarding the addition of the IELTS and TOEFL scores to the general college admission requirements. *This is Phase 1 (seeking Education Council advice as per the College and Institute Act) of a two phase process to support the inclusion of IELTS and TOEFL scores in our "admission requirements". Phase 1 will focus on the general college admission requirements, and phase 2 will focus on individual program admission requirements.*

Background:

Camosun College must respond to the needs of our international students. Revisions to the general college admission requirements and program admission requirements will allow us to better serve our (prospective) students, be more competitive with other Canadian institutions, and thrive as an institution.

Generally, we have one "first impression" to attract International Students to our College. In this competitive market we have heard from Camosun College International (CCI) that the lack of set IELTS and TOEFL general College admission scores is perceived negatively by prospective international students and their parents.

While it may be difficult for some to understand the need to set minimum general English proficiency entrance requirements (i.e. “barriers”) where there were none before, we are doing so in response to the needs of international students and their parents who use this information for comparing prospective institutions. The absence of general college admission requirements together with “high” individual program admission English requirements creates a perception among international students that Camosun is not an accessible institution or on par with our competitors.

It is critical we act quickly. The success of CCI is integral to the success of the College. International Student tuitions is a substantial source of revenue that creates seats for both domestic and international students in programs and courses. International student numbers have been in decline for several years and the impact to college budget is significant. Without international revenue, sustainability of college programs is threatened. The International Student recruitment period for September 2012 begins in earnest in January 2012. Establishing minimum general college admission requirements in English for International Students is an essential tool to help attract students to our College and assist in their decision-making needs.

Process:

Preliminary research and feedback from the English Department and the English Language Development department and Education Council (at the Nov 21, 2011 regular meeting) has led us to split the process of revising “admission requirements” into two phases:

- Phase 1 (Dec 2011/Jan 2012):

Proposed revision to the General College Admission Requirements for International Students as outlined in the Admissions Policy (E-2.1). See attached amendments to the Policy.

- Dec 2011- VP Education requests advice from Education Council as per the College and Institute Act.
- Jan 2012 – VP Education requests approval from the Board of Governors as per the College and Institute Act.

- Phase 2 (Dec 2011-Mar 2012):

Research, consultation, review, and revision of individual program admission requirements (i.e. high priority programs have been identified). Other approaches and/or projects may be identified during this research process. Revisions to individual programs/courses to be completed via the Educational Approvals process by March 2012.



Policy:	E-2.1
Approved By:	Board of Governors
Approval Date:	November 22, 2004
Advice by Ed Council:	Sep. 20, 2004
Amendment Date:	EdCo Adv: May 15, 2006 BG: May 16, 2006
Policy Holder:	VP Education & Student Services

ADMISSION

Purpose / Rationale

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

Scope / Limits

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

Principles

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

A. GENERAL COLLEGE ADMISSION

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

a) Domestic Students

Definition:

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

Requirements:

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

b) International Students

Definition:

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

Requirements:

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

B. PROGRAM ADMISSION

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

C. SPECIAL COLLEGE ADMISSION

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

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

2. Underage Applicants

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

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

3. Visiting Students

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

4. Reciprocal Exchange Students

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

D. LINKS TO RELATED POLICIES AND WEBSITE

[G-2.1 Strategic Plan](#)

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

[Citizenship and Immigration Canada](#)

ADVICE

To John Boraas, VP Education & Student Services
From Kathy Tarnai-Lokhorst, Chair Education Council
Date December 2011 council meeting

Thank you, John, for presenting the proposal to change the IELTS and TOEFL scores that are promoted as admission requirements into the College for marketing and promotion to international students. Our primary concern with the proposal is in regard to perceived barriers to domestic students.

We are happy to provide you with our comments and recommendations as you bring this proposal forward to the Board of Governors. As discussed at Education Council, we offer the following advice:

1. **Increase collaboration and consultation with faculty and support staff while developing admissions changes.** Communication is vital. Information sessions, town halls and discussion forums enable conversations about issues and uncertainty. Faculty and support staff are the primary contact for prospective and current students. Providing them with information and opportunities to give input and feedback in a timely manner minimizing the possibility of manufactured reasoning and unease.
2. **Address concerns around student preparedness and student success.** Faculty and support staff anticipate difficulties with classroom effectiveness when including international students who enter into programs with less than proficient English skills. While this issue is not tied to changing the general admission requirement of the college as a whole, it is acknowledged that future conversations about reducing program English requirements are coming.
3. **Provide clear rationale for policy change.** Business cases, marketing plans and international promotions requirements are necessary to understanding reasons for change. Setting college admission requirements for prospective students creates perceived barriers that conflict with Camosun values; information sharing and inclusion promotes positive buy-in.

Respectfully,

Kathy

Update:

The Dec 19, 2011 minutes were approved via unanimous consent with a revisions to the Education Council Advice to John Boraas regarding the revisions to the General College Admission Requirements*:

- Removal of the sentence “Our primary concern (...) to domestic students”
- Removal of the clause “Setting college admission requirements (...) conflict with Camosun values”.
- Add an additional statement that the marketing of admission requirements to International Students should be very clear (and not misleading) regarding the difference between entry to the College via the General Admission Requirements and the admission requirements for the individual programs.