



EDUCATIONAL SUPPORT & DEVELOPMENT

# **A Framework for Renewal:**

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## **A Guide to Program Review**

January, 2011



# EDUCATIONAL SUPPORT & DEVELOPMENT

## **A Framework for Renewal: A Guide to Program Review**

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# A Framework for Renewal

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## ▪ Camosun's Program Review and Renewal Process: An Introduction

This guide was developed to provide information about the program review and renewal process used at Camosun College. The guide outlines a series of steps and processes that result in a program-specific review, largely directed by program personnel.

This program review and renewal process was developed during the 2000-2001 academic year through the deliberations of a group of faculty leaders, representing each of the academic Schools, coordinated by Paul Merner, Director of Educational Research and Development. The aim was to develop a process that was less onerous than the comprehensive program review that had previously been used. As well, the planning group wanted a process that would meet the specific needs of diverse programs while reflecting the values and goals that all Camosun programs have in common.

While program review and renewal is a mandatory activity, which must be undertaken to satisfy requirements of the Colleges and Institutes Act, the form of review undertaken may vary amongst programs and disciplines. The process outlined in this document allows for considerable diversity amongst programs. Nevertheless, it is acknowledged that some programs must undertake other forms of review. For example, many programs are required to undergo extensive externally mandated review processes to satisfy licensing and/or accreditation requirements within their field.



## ▪ Camosun as a Learning-Centred College

In December 2000, Camosun College adopted four guiding principles for a learning-centred college (see Appendix D). In this document, a learning-centred college is identified as one that:

- Supports student learning consistently as a first priority
- Assesses and evaluates every service and program in the context of how it supports and contributes to student learning
- Fosters a climate in which the promotion and support of student learning is recognized as everyone's responsibility, and everyone is respected and valued for their contribution
- Fosters the learning needs of all of its members
- Demonstrates its effectiveness through a commitment and ability to change in order to improve learning.

## ▪ Why Undertake Program Review?



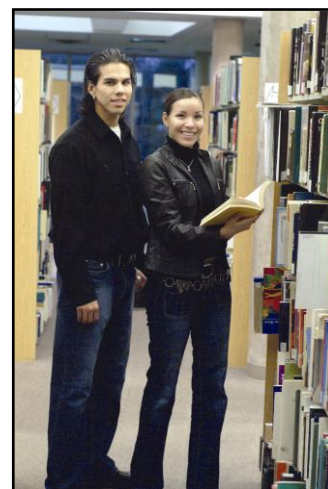
Camosun College programs and academic disciplines undertake regular reviews in order to recognize and build on the valuable work already being done to promote and support student learning. Regular reviews also assess services and practices in the context of how well they support and contribute to student learning and make recommendations for changes that promise to improve student learning.

A program review helps answer the questions:

- 1 Are students learning what they need to learn for today's world within the context of their program or discipline?
- 2 Are we using the most effective teaching/learning/assessment strategies to promote student learning in relation to the identified program outcomes?
- 3 Are we making learning opportunities adequately accessible to students?  
Are the learning opportunities sustainable?

To adequately address the college's primary focus, which is student learning, all aspects of program function, delivery and curricular content can be open for examination in a program review. Consequently, a program review may also fulfill some or all of the following purposes:

- Examine issues related to student access, success and satisfaction including issues related to support service departments
- Determine if the program adequately prepares students for changing job markets, market demands and/or for transitions to further study
- Examine innovative or alternative teaching/learning/assessment practices or technologies that might better meet the learning needs of students in cooperation with relevant support departments
- Examine the responsiveness, currency and relevancy of the program to community/field issues and practices
- Encourage discussion and dialogue amongst faculty
- Foster the team work of the faculty, creating a shared purpose
- Address student and faculty/staff workload
- Assure that all program/course changes are based on adequate information and discussion



### **Are There Other Reasons for Program Reviews?**

As well as focusing on student learning, regular reviews allow the program or discipline to:

- ◇ Be accountable to our community for the provision of sound, relevant learning opportunities for citizens.
- ◇ Meet licensing and accreditation requirements
- ◇ Satisfy requirements of the Colleges and Institutes Act

### **▪ What are the Important Aspects of a Program Review Process?**

To best meet the purposes of program review, the process needs to:

- 1 Build from strengths. Programs, teams and organizations evolve in the direction of the images created based on the questions asked. The more positively focused the questions, the more effective and long-lasting the change process will be. Starting from the recognition of strengths assures that the valued aspects of a program are not lost and provides direction and energy to effectively tackle change.
- 2 Contribute to a culture of self-reflection and research-based practice. Program review should be seen as an opportunity for programs to consciously examine and reflect on practices in a thoughtful and objective manner, calling on feedback from a wide variety of sources.
- 3 Be meaningful to the program or discipline. Individual programs/disciplines need to take ownership of the review process, viewing it as a meaningful exercise that will contribute positively to their development.
- 4 Be reasonable in its scope. Each program review process should focus on a few defined aspects of the program and not undertake to assess every possible element. Program review should not become so arduous that program personnel become reluctant to participate.
- 5 Contribute to purposeful change. All personnel involved in program review need to feel assured that the process of program review will result in changes/alterations that will make the program better in some way. There is little rationale for undertaking program review just to do a review.
- 6 Assure that the connections between the review and positive changes to the program are clearly linked. The implementation of recommendations coming from a program review is a critical component of the process. While it is understood that it may not be possible to implement all recommendations, it is critical that several recommendations are implemented and evaluated.
- 7 Assure that any changes or alterations made as a result of a program review are evaluated or validated. It is important that the program review cycle include an evaluation or validation of any changes made to determine whether or not the change or alteration had the desired result.



## ▪ Who is Involved with Program Review?

### Program/Discipline Faculty and Staff

The program/discipline Chair, faculty and staff and Associate Dean of the School, plan and participate in the program review and renewal process in consultation with the Dean. A designated member of the team (usually the Chair) serves as the contact person to:

- Provide liaison between the program and the Review Facilitators.
- Assure that the Dean is receiving regular updates on the review process
- Assure that a Portfolio of Progress is maintained within the School (see Appendix A).

### Program Review Facilitators

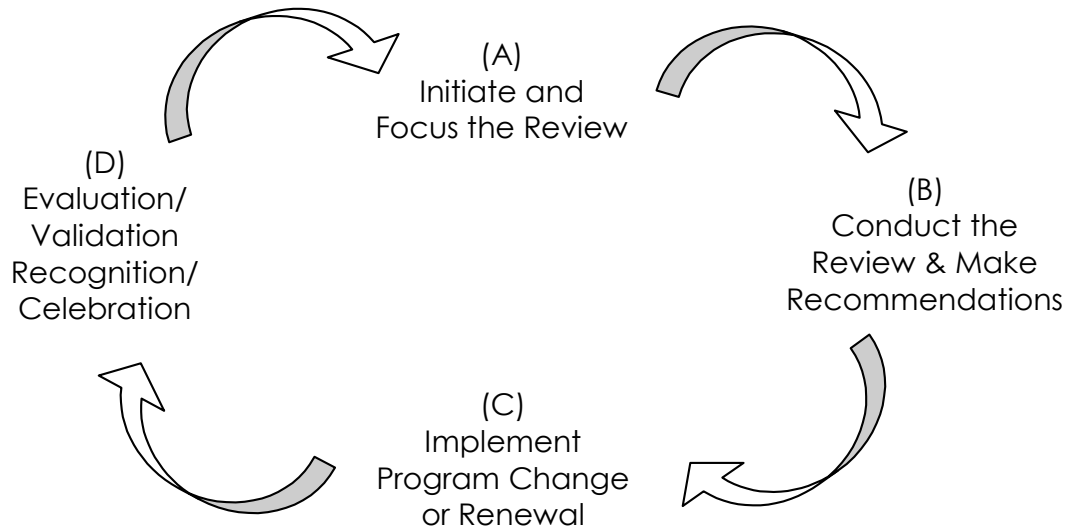
One of the critical pieces in the program review and renewal process is the availability of Program Review Facilitators to assist program/discipline teams as they design and navigate through their individual review and renewal initiatives.

#### The Program Review Facilitators:

- 1 Assist review teams to identify their values, strengths, and visions.
- 2 Help review teams to focus the review, determine the issues to be examined as part of the review and the questions that the review process will help answer. Facilitators play an important role in assuring that the program review is reasonable in its scope i.e. not too onerous for the time and resources available.
- 3 Help review teams to determine what data they need to collect and how best to get needed data.
- 4 Assist review teams to access or develop needed tools or resources required for data collection.
- 5 Assist, as needed, with collection of data e.g. conducting focus group sessions with faculty, students, graduates, employers, and the like.
- 6 Suggest and provide connections with resources (people, departments, etc.) within the college.
- 7 Support review teams as they analyze data and make thoughtful, creative recommendations for program change/modification.
- 8 Assist review teams to undertake a thoughtful examination of their curricula, if needed, to ensure coherence, currency, relevance, and flexibility. Assist review teams with curricular renewal as needed.
- 9 Produce regular, clear documentation e.g. questions that guide the review, relevant review data, group decisions and recommendations, curricular materials and other written materials that support the review/renewal process.
- 10 Follow-up a year after the review completion to validate the outcomes.
- 11 Help keep the program review and renewal process on track.

## ▪ What is the Program Review Cycle?

The Camosun College Program Review and Renewal process involves a continuous cycle that includes these stages or phases:



### **(A) Initiate and Focus the Program Review**

The schedule for program reviews will be planned within each School through a process of consultation between the Dean/Associate Dean and Chairs. Decisions will reflect specific needs of programs plus the realities of available resources. Programs are encouraged to undertake a formalized review approximately every five years.

Once a program has been designated for a program review, the Dean or Chair will contact either the Director of Educational Research and Development or the Program Review Facilitators to request the start of a review. The Program Review Facilitators work with the program personnel to guide the launching, tracking and focussing of the program review process

### **(B) Conduct the Program Review**

The Program Review Facilitators assist program personnel to develop a review plan that is practical to implement in a reasonable time period. Over a period of months, information is collected, analysis is undertaken and recommendations made. Program personnel are encouraged to work as a team, each taking responsibility for aspects of the review process.

The program review may involve several sources of information, including:

### 1. Stakeholders

The various stakeholder groups associated with the program provide important sources of information. Some or all of these are consulted as part of the review process:

- students presently in the program
- graduates
- other college departments, especially those that service or support the program directly
- other college programs or academic departments
- employers and/or program advisory committee members
- receiving institutions
- current faculty
- other stakeholders as appropriate

### 2. Critical Success Indicators

Valuable information about each program is available through data collected on a regular basis through the college's Educational Research & Development office.

The Educational Research & Development office collects data in clusters, which are referred to as critical success indicators. These include:

- **Accessibility and community responsiveness.**  
Information collected in relation to this indicator includes demand for the program, course availability, access flexibility, enrolment statistics, waitlist information, student diversity information and external relations.
- **Student progress and educational success.**  
Information under this indicator includes program retention and completion data; student goal attainment, course outcome measures, and student learning gain/preparation.
- **Post program outcomes.**  
Information available in relation to this indicator includes employment rates, employment preparation, and continuing studies data.
- **Resource management and viability.**  
Information available in relation to this indicator includes FTE utilization rates related to funded FTEs, cost/revenue efficiency.

Specific program information related to any or all of the critical success indicators may be obtained as part of the review.

### Reporting Out

The second stage of the review process culminates in a short report and presentation at a regular meeting of the Management Forum (see Appendix B). This report outlines the review process and sets out the recommendations coming from the program review. The aim of the presentation is to educate and inform colleagues within the college about the review and serve as the official culmination of the second stage of the review and renewal process.

### **(C) Implement Program Renewal**

Implementation of recommendations always overlaps with the second stage of the process. It is not uncommon for several recommendations to be implemented before the second stage is completed. Implementing the remaining recommendations coming from the program review may take several months or years, depending on the extent of change involved. If any of the recommendations involve curriculum changes (course or program), program personnel are encouraged to access Educational Approvals information as soon as possible. Information on Educational Approvals is available on the college intranet at: [http://intranet/ed\\_prov/index.php](http://intranet/ed_prov/index.php)

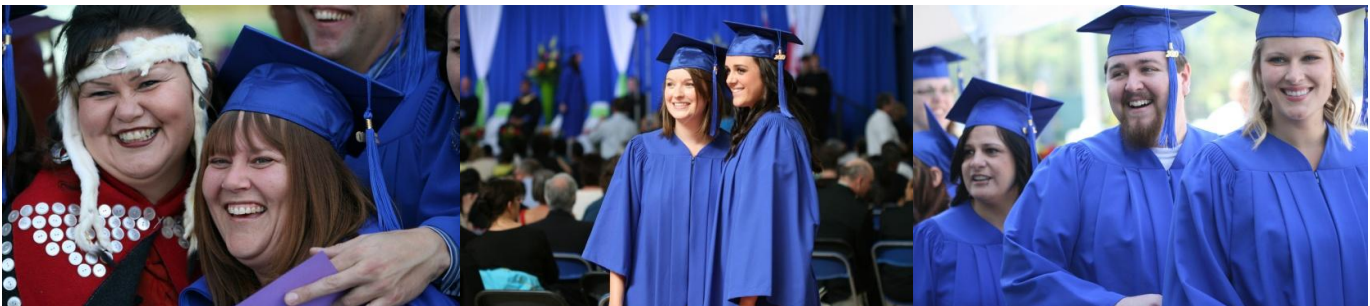
As programs conduct reviews and make changes they need to be visible and discuss their processes as widely as possible. This will help to develop a culture of reflection and identify sources of information and experience. Program personnel are encouraged to recognize and celebrate the many ways they work to continually build on their strengths to improve their program.

### **(D) Validation**

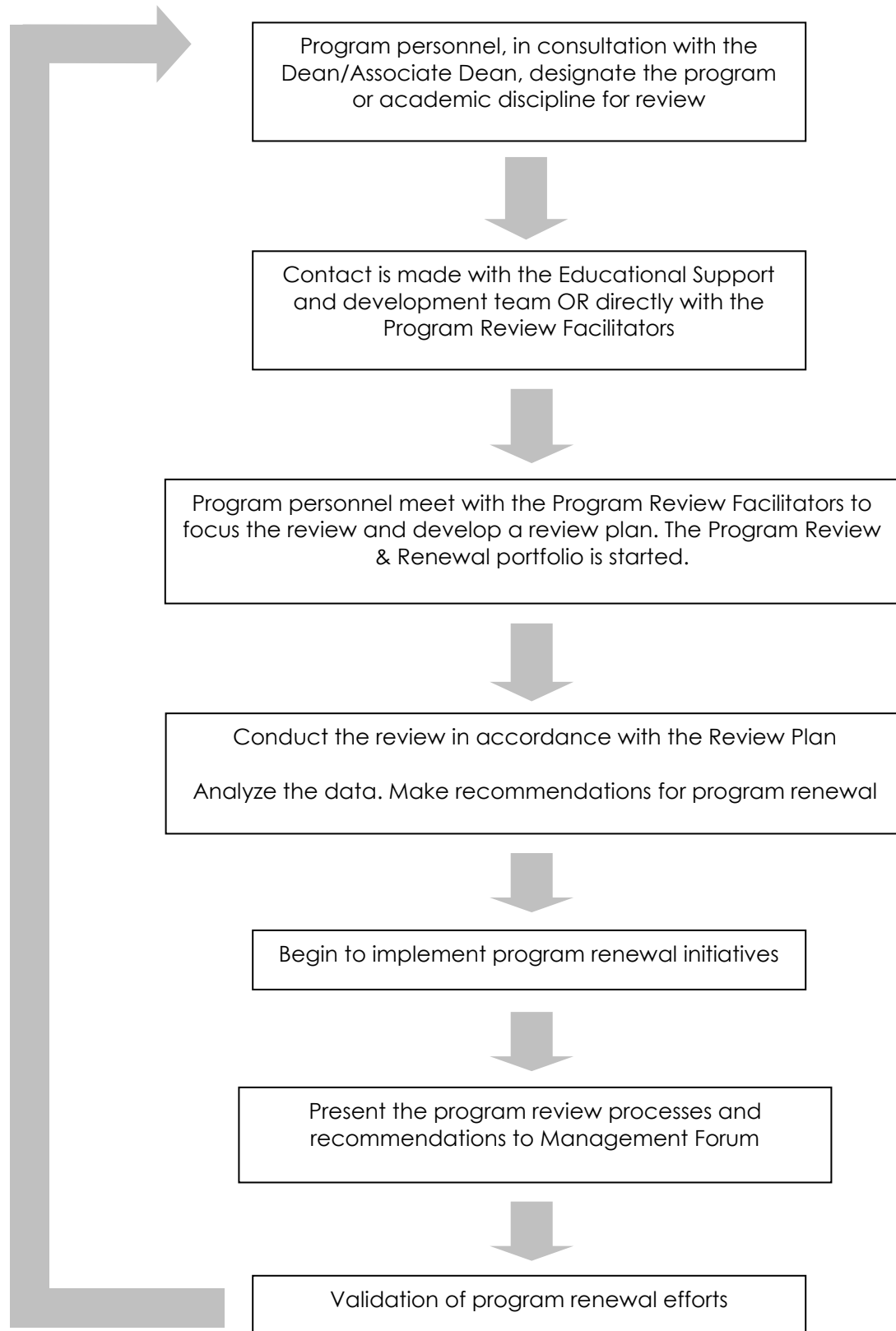
An important part of research is confirming or validating that changes made have, indeed, resulted in improvement. Consequently, the process of validation is an important part of the program review process.

Approximately one year following the completion of a review, the program Chair will be contacted by a Program Review Facilitator to discuss the review and renewal process and the progress in implementing the review recommendations. A short report will be completed that will be added to the Program Review Portfolio. This short report will answer the following questions:

- ◇ What were the hoped-for outcomes of the renewal recommendations? To what degree have these outcomes been achieved?
- ◇ Who was/is involved? What resources were/are being utilized (including faculty SD time)?
- ◇ Have any of the recommendations not been implemented? If so, why not and what has been learned from this?
- ◇ As a result of the program review and renewal process, what recommendations would the review team make for future reviews?
- ◇ What has been learned in this process that might be of use to other programs in the college?



## Steps in Program Review and Renewal



# Program Review and Renewal The Portfolio of Progress

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## appendix A

# Program Review and Renewal

## The Portfolio of Progress

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### ▪ **What is the Portfolio?**

The portfolio is a cumulative, developmental and evolving record of the program's review and renewal process.

### ▪ **What is the Purpose of the Portfolio?**

The portfolio provides a record of activities, data, and decisions that document the scope and outcomes of the review. It is a way for a program to be accountable for the work they have done. Each program review portfolio is kept on file within the appropriate School. The portfolio may be hard copy or electronic.

### ▪ **What Might the Portfolio Contain?**

1. Initiation and focus of the review
  - ⇒ Notes that describe the initial discussions and visioning processes.
  - ⇒ The Action Plan for the review.
2. Conducting the Review and Planning for Program Renewal
  - ⇒ What was done? What data was collected? What resources were accessed/used?
  - ⇒ What was discovered? How was the data analyzed? What dialogues took place about what should/could be? What visioning took place?
  - ⇒ What innovations/ideas were generated?
  - ⇒ What are the recommendations coming from the review process? How will the recommendations be implemented? Who will do what? What are the timelines?
3. Evaluation/Validation/Recognition/Celebration
  - ⇒ Which of the recommendations were implemented? What was the hoped-for outcome of these recommendations? To what degree was this outcome achieved?
  - ⇒ Are there further recommendations for future reviews, or present changes?

### ▪ **How to Collect Information for the Portfolio**

Portfolio information is best collected as the work is conducted. Information collected may include meeting notes; results of focus group sessions; data sheets; collation of surveys; curriculum products; and the like. The Program Review Facilitators will produce most of this documentation. A program team member (usually the Chair) is responsible for filing the information according to processes followed within the School.

# Reporting Out: Sharing the Program Review and Renewal with the College Community

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## appendix B

# Reporting Out: Sharing the Program Review and Renewal with the College Community

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The final step in the primary program review and renewal process is a short report and presentation at a regularly scheduled meeting of the Management Forum. This presentation needs to be short (15-20 minutes) and to the point.

The following guidelines can be used to prepare the report and presentation.

1. Provide an overview of the program.

Don't assume that everyone in the college is familiar with your program. It will be important to set the context. This is a wonderful opportunity to educate people about your program.

Here are some questions to guide this part of the presentation:

- ⇒ What is your program and what do you do?
- ⇒ How many faculty and staff are involved?
- ⇒ How many students do you serve?
- ⇒ Who are your students? What are you preparing them for?

2. Provide a brief overview of the program review process

- ⇒ What aspects of the program did the review focus on?
- ⇒ What information was collected?
- ⇒ Who was involved? What resources were used?
- ⇒ What was discovered?
- ⇒ What recommendations came forward from the review process? Which of the recommendations are already implemented? How will the remaining recommendations be implemented? Who will do what? What resources will be utilized? What are the timelines?

NOTE: Programs or disciplines that wish to share their program review and renewal initiative more widely throughout the college community are encouraged to do so. There are a variety of ways to accomplish this. A presentation at a School-wide event might be a possibility. Programs can also present at college-wide educational event or a singular presentation through Educational Support and Development may also be scheduled.

Assuring that the Appropriate  
Services and Supports are  
Adequately Planned for When  
Making Program Changes

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appendix C

# Assuring that the Appropriate Services and Supports are Adequately Planned for When Making Program Changes

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## Student Services ■ ■ ■ ■

### Introduction

This checklist is intended to assist Education Schools in ensuring that appropriate consultation has occurred with Student Services to facilitate a smooth implementation of new, revised or deleted curriculum. Talk to your contacts in Student Services *prior to your submission being forwarded to your School Curriculum Committee.*

### Academic Advising

Talk to the Coordinator of Academic Advising (Lynda Warren – Local 3578) about:

- ✓ How your curriculum change will impact current students and incoming program applicants.
- ✓ How Advisors should begin to communicate this change to students.
- ✓ If program and/or course articulation agreements will need to be changed or arranged.
- ✓ How/if current students on the applicant list will be grandfathered based on current admission requirements.
- ✓ How/if current students in the program will be required to complete the new courses as outlined or how/if they will be grandfathered based on when they entered the program.
- ✓ The considerations made for course equivalencies across Camosun courses.
- ✓ If program admission requirements are measurable and if there are program participation requirements.
- ✓ If pre or co-requisites are meaningful and available to applicants/students and how they are measured.
- ✓ If the change will impact other course or course pre-requisites.
- ✓ If the change is operationally consistent with the intention and design of the curriculum (e.g. how students will access and move through the curriculum)

### Enrolment Services (Admissions, Information and Registration)

Talk to Coordinators of Enrolment Services (Lucia Wiewiorowski – Local 3554 and Gillyan Haden – Local 4008) about:

- ✓ Implementation timelines and how they will affect current students and new applicants
- ✓ Developing a communication plan for current students and new applicants
- ✓ How students will be admitted to this program/course
- ✓ If the program delivery modes have changed and if there are part time and/or full time options
- ✓ If program admission requirements are measurable and if there are program participation requirements.
- ✓ If pre or co-requisites are meaningful and available to applicants/students and how they are measured.
- ✓ If the change will impact other course or course pre-requisites.

### Counselling & Learning Skills

Talk to the Chair of Counselling and Learning Skills (Jacquie Conway - Local 3532/3928) about how proposed changes might impact students' need for:

- ✓ Career, educational, personal or international counselling

- ✓ Individual learning skills counselling
- ✓ Workshops or course enrolments in Learning Skills courses
- ✓ Tutorial assistance in the Writing Centre
- ✓ Utilization of the Career Resource Centre

## **Publications**

Talk to the Publications Office (Sandra Fehler – Local 3855) about:

- ✓ The effective date of the change and the impact on the print and online calendars
- ✓ Timing of publication of Program Fact Sheets (may be able to be drafted before Education Council approval received)

## **Assessment Centre**

Talk to the Assessment Coordinator (Kathryn Foster – Local 3598) if the proposed change will:

- ✓ Result in the necessity for assessment testing of potential applicants
- ✓ Impact the nature of currently required assessment
- ✓ Require a review of the current assessment thresholds
- ✓ Require a completely new assessment tool

## **Student Records**

Talk to the Coordinator of Student Records (Leslie Martin – Local 3555) to determine:

- ✓ If all areas of the Course or Program Change form have been completed (including credit value, type of credit, course numbering, prerequisite and co-requisite information, course/program titles, grading schemes, and fee types)
- ✓ If this program change impacts the nature of the credential awarded at the end of the program
- ✓ The effective date of the potential credential change for former, current or new students

## **Financial Aid & Awards**

Talk to the Coordinator of Financial Aid & Awards (Lynda Funston – Local 3722) to determine:

- ✓ If the change in curriculum impacts existing student eligibility
- ✓ If the program is eligible for financial aid (e.g. is the program full time and a minimum 12 weeks in length with a minimum of 15 post-secondary credits per semester, or 12 post-secondary credits per quarter or 20 hours per week for Trades/Vocational programs)
- ✓ If the program offers a credential and if the program is for numeric credit or base budget funded or approved by Education Council
- ✓ The need to complete a “Program Information/British Columbia Student Assistance Program” form.

## **Disability Resource Centre**

Talk to the Chair of the Disability Resource Centre (Susan McArthur – Local 3325) to determine:

- ✓ If the change in curriculum will require accommodation for students requiring part time studies
- ✓ If adaptive technologies need to be considered
- ✓ If there are physical access considerations

## Library Services ■ ■ ■ ■

Talk to the Head Librarian (Sybil Harrison, Local - 3604) to discuss:

Are there standard learning resources that are core to this course or program that students will be expected to be familiar with? For example:

- ✓ Journals or magazines (print or electronic)
- ✓ Reference materials (e.g. encyclopedia, dictionaries)
- ✓ Classic primary sources or classic books on the subject that are referred to as “core collection”
- ✓ Audio-visual products

Does the library provide access to these resources?

Will your students require any new or additional library services as a result of the suggested changes? For example:

- ✓ Print, audiovisual or electronic resource materials for projects, presentations, business, technical, lab reports or research papers
- ✓ Instruction on how to access learning resources
- ✓ Online guides to specific subjects

Will faculty require any new or additional library services? For example:

- ✓ Assistance in copyright issues relation to learning and/or courses
- ✓ General information materials about library services
- ✓ Assistance in identifying appropriate learning resources
- ✓ Best methods for accessing learning resources
- ✓ Options for placing items on reserve

## Information Technology Services...

Talk to Information Technology Services (contact Rob Peressini, local 3078) to discuss:

Will the proposed change involve adding or changing hardware?

Will the proposed change involve change in software? If so:

- ✓ For lab software version upgrades, notify lab techs (allow one month notice)
- ✓ For new lab software, discuss with lab techs for schedule of the next time of image builds
- ✓ Review software license requirements
- ✓ Discuss implications if lab class space will be effected
- ✓ Contact ITS if software will need to be purchased
- ✓ Contact ITS if software will need to be tested.

Will the proposed change result in operating system changes? If so, discuss this with a lab tech for next time of image builds.

Will the proposed change require software changes for the staff or faculty? If so, send a request to the computer Service desk.

## **Audio Visual Services. . .**

Talk to Information Technology Services (contact Blake Handley, local 3617) to determine:

Will students require any new or additional audiovisual equipment as a result of the suggested changes? For example:

- ✓ Audio or Teleconferencing
- ✓ Digital camera
- ✓ Specialized software add-ons
- ✓ Computer on wheels networked

Will the course/program need additional or new production services? For example:

- ✓ Will your students need to produce posters, videos, multimedia or other presentations requiring audiovisual content?
- ✓ Will your students require an audiovisual workshop to support their assignments?
- ✓ Will faculty require a workshop to support their use of audio visual materials and equipment?
- ✓ Will faculty need to produce audiovisual materials for use in the classroom?

Camosun College  
Guiding Principles for a  
Learning-Centered College

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appendix D

# Camosun College Guiding Principles for a Learning-Centred College

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## Student\* Learning is the Primary Purpose of Camosun College

The primary purpose of Camosun College, student learning, invites us to continually focus on the goals, decisions, and processes that support learning-centred practice. In this way, we consciously and collectively foster the development of Camosun as a learning-centred college.

### ▪ **A Learning-Centred College:**

- ◇ Supports student learning consistently as a first priority
- ◇ Assesses and evaluates every service and program in the context of how it supports and contributes to student learning
- ◇ Fosters a climate in which the promotion and support of student learning is recognized as everyone's responsibility, and everyone is respected and valued for their contribution
- ◇ Fosters the learning needs of all of its members
- ◇ Demonstrates its effectiveness through a commitment and ability to change in order to improve learning

### ▪ **Four Guiding Principles of Learning-Centred Practice**

With student learning as the purpose and focus of everything we do at Camosun College, we are guided by the four principles listed below. In relation to each principle, there are several statements that focus and guide the actions and practices of all members of our college community.

#### **Principle 1: People who access Camosun College are diverse**

Student diversity is recognized when:

- ⇒ Students are understood and valued as unique individuals who come to the college with diverse needs, backgrounds, and abilities
- ⇒ All services and programs are planned and implemented based on an understanding of the diversity of our student community

#### **Principle 2: Learning is an active process occurring in a variety of social contexts**

Learning is fostered when:

- ⇒ Students are actively engaged in their own learning
- ⇒ Students are able to contextualize new learning
- ⇒ Learning builds on each student's prior knowledge, abilities and experience
- ⇒ Students are encouraged to learn from and with each other
- ⇒ Students take responsibility for their own choices and actions as part of their learning processes

\* "Student" refers to both a student and a prospective student. A *student* is an individual who has a formalized relationship with Camosun College while pursuing his/her educational goals. A *prospective student* is an individual who comes in contact with and/or expresses an interest in pursuing his/her educational goals through Camosun College.

- ⇒ Learning how to learn is an essential outcome of educational processes
- ⇒ Students contribute to the planning and assessment of services and programs
- ⇒ Students are able to transfer and use knowledge and abilities in a variety of contexts including work, family and community.
- ⇒ Students are able to link knowledge, experience and applications in ways that help them comprehend meaningful relationships and a broadened understanding of the world.

**Principle 3: Assessment is fundamental to learning**

Assessment fosters learning when:

- ⇒ Assessment contributes to an understanding of learning needs
- ⇒ Assessment processes directly relate to intended learning outcomes as well as the experiences that lead to these outcomes
- ⇒ Assessment processes validate for the student that the learning has value beyond the classroom
- ⇒ Assessment processes are ongoing and cumulative, depicting student growth towards increasingly complex understandings
- ⇒ Assessment processes promote and foster each student's ability to be an effective self-assessor
- ⇒ Assessment is used to guide the improvement of learning and assessment strategies

**Principle 4: All staff, faculty, and administrators at Camosun College are learners**

Learning needs of employees are most likely to be met when:

- ⇒ It is recognized that all employees contribute to student learning
- ⇒ All employees are actively involved in their own on-going learning and development
- ⇒ Employees actively collaborate, thereby continually learning from and with each other
- ⇒ The college supports the on-going learning and development of all of its employees
- ⇒ All employees involved in the facilitation of learning have knowledge and abilities related to effective educational practice as well as a sound understanding of their discipline
- ⇒ Employees who reflect and foster the learning values of the college are recognized and celebrated

Members of the team involved in the development of this document were: Marc Bissley, Kevin Carter, Janine Chesworth, Linda Cross, Doug Crowther, Faye Ferguson, Julie Martin, Barbara McCallum, Eleanor McKenzie, Paul Merner, Bob Priebe, Bryan Teixeira, Lynda Warren. (December 2000)

Camosun College  
Program Review and Renewals  
September 2001 - December 2010

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appendix E

# Program Review and Renewals

September 2001- December 2010

Program or Student Service	School or Department
<p>Dental Hygiene Diploma            Certified Dental Assistant Certificate            Mental Health and Addictions Certificate (current)            Home Support/Resident Care Attendant Certificate            Home Support/Resident Care Attendant/ESL Certificate            Practical Nurse Certificate: Generic Program (current)            Practical Nurse Certificate: Access (current)            Indigenous Family Support Certificate            Community, Family and Child Studies Diploma (current)            Community Support and Education Assistant Certificate            Early Learning and Care Diploma</p>	<p><b>School of Health and Human Services</b></p>
<p>English Language Development            Better Employment Strategies &amp; Techniques Certificate            Academic Upgrading and Career Foundations (current)            Community Learning Partnerships (current)            Employment Training Certificate            Indigenous Studies Diploma            English: College Prep for Non-Native Speakers</p>	<p><b>School of Access</b></p>
<p>Visual Arts Diploma            Associate of Arts Degree in Creative Writing**            Advanced Diploma: Professional Writing for the Workplace**            English: Year One Course Cluster            French            Physics            Music Diploma            Music Foundations Certificate            Applied Communication Diploma            Criminal Justice: Diploma** &amp; Associate Degree            Criminal Justice Applied Degree**            Associate Degrees (current)            Applied Chemistry and Biotechnology Diploma (current)</p>	<p><b>School of Arts and Sciences</b></p>
<p>Business Access Certificate            Business Administration, Year 1            Business Administration Diploma, Marketing Option            Office Management Diploma            Bachelor of Business Administration: Marketing            Management Communications **            Business Administration Diploma, General Business Option</p>	<p><b>School of Business</b></p>

Program or Student Service	School or Department
<p>Business Administration Diploma, Management Option(Reviewed twice in this period)  Public Administration Diploma  Professional Golf Management Diploma  Dispute Resolution (Reviewed twice in this period)  Bachelor of Business Administration, Human Resources &amp; Leadership **  Applied Business Technology Certificate, Office Management  Applied Business Technology Certificate, Legal Office Assistant  Applied Business Technology Certificate, Medical Office Assistant  Applied Business Technology Certificate, Dental Office Receptionist **(Reviewed twice in this period)  Business Administration Diploma, Tourism Option  Tourism Certificate**  Hotel Restaurant Management Diploma (current)  Human Resource Management Advanced Diploma  Office Management Diploma</p> <p>Horticulture Technician Certificate  Fine Furniture Certificate  Computer Graphics Technician Certificate  Network and Electronics Technician Certificate  Welding Certificate</p> <p>Activity Assistant Certificate  Pharmacy Technician Certificate (reviewed twice in this period)  Web Design Certificate  Leadership Development Certificate(current &amp;reviewed twice in this period)  Medical Laboratory Assistant Certificate (current)</p> <p>English Language Institute</p> <p>Disability Resource Centre  Learning Skills  Career Resource Centre</p> <p>Co-Op Education</p> <p>Instructional Skills Workshop</p> <p><b>**New programs developed in association with a program review process.</b></p>	<p><b>School of Trades &amp; Technology</b></p> <p><b>Continuing Education &amp; Contract Training</b></p> <p><b>Camosun College International</b></p> <p><b>Student Services</b></p> <p><b>Co-Op Education</b></p> <p><b>Educational Support &amp; Development</b></p>